

**SOCIAL MEDIA MODELLING, MENTORING AND
PARENTAL SUPPORT AS PREDICTOR OF
UNDERGRADUATES' CAREER CHOICE**

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ABSTRACT: The study examined the predictability of social media modelling, mentoring and parental support on undergraduates' career choice. Two hundred and twenty-five undergraduates drawn from Alvan Ikoku Federal College of Education, Owerri, participated in the study. Participants comprised of 100 male and 125 female undergraduates within the ages of 20 – 31 ($M = 25.69$; $SD = 5.39$). They were selected through the convenience sampling technique. Three instruments, namely; the social media modelling inventory (SMMI), mentoring functions questionnaire (MFQ) and parental career related support scale (PCRSS) were used for data collection. The design of the study was cross-sectional survey design while data was analysed using hierarchical multiple regression statistic. Findings showed that social media modelling inversely predicted career choice of undergraduates while mentoring positively predicted career choice. However, parenting support did not significantly predict career choice. The study recommends, among others, that tertiary institution and other educational institutions should have active student advisers/counsellors who will work effectively to assist students make suitable career choices. This will help to reduce commonly mistakes that occur during career selection

Keywords: Social Media Modelling, Mentoring, Parental Support, Career Choice, Undergraduates

INTRODUCTION

According to Borchert (2002) career choice is the selection of vocation for the individual from various vocational opportunities. Similarly, O'zbiligin *et al.* (2005) elaborated that career choice is the selection of a career among a wide range of occupational choices or choosing an occupation from another. In a similar vein, Okobiah and Okorodudu (2004) highlighted that career choices are decisions in the selection of vocational activities of an individual. They are decisions in terms of selecting the opportunities of work or occupation for defining the role of the individual in society. Olamide and Salami (2013) viewed career choice as the selection of the future occupational area from broad opportunities available to students.

Payne (2003) posits that the career choices of students are of prime importance both for the individuals and the society. The choices which they make at this stage not only affect their personal life, but also of those living around them because they become the future working force in shape of educated and skilled individuals. Shumba and Naong (2012) explained that the foundations of future careers are laid on the level of secondary school to university level and it determines the future careers of students. Students select subjects and courses for their study at this level and they determine the future careers of them. Selecting subjects according to the interests, aptitudes and available of career opportunities at the stage of secondary school may determine right career choices for undergraduates and in the future (Watson, McMahon, Foxcroft, & Els, 2010). Career choices are critical decisions for undergraduates because they affect the whole life of students in future (Olamide & Salami, 2013). Wright (2005) by considering the career choice decisions of students termed the period of secondary schools to university as that of transition from the world of school to that of the world of work.

In the opinion of Mung'ara (2012) career choices are the processes of selecting occupations for future life of students or the process of selecting one occupational option from the other one. This choice is crucial as it shall drive what will be the individual's daily schedule for the rest of the student's life. Not only that, career choice has a direct impact on undergraduates' other aspects of life such as life style, self-satisfaction, work life balance and quality of life. Choosing a career is an extremely important decision that impacts on individual's entire future. Career exploration is defined as the extent to which possible careers are researched and considered. According to Wattles (2009), in today's world, individuals must not only engage in career planning but also conduct thorough career research before making a career decision in order to adapt to the continuously changing socio-economic circumstances.

Undergraduates are significantly affected by their career choices, as it can be a predictor and determinant of their future income level, work environment, and ultimately leave a lasting impression on their personality and perspective, as stated in the text. Currently students still encounter difficulties in their choice of transition from the world of school to that of work regardless of great efforts put forth by families, government agencies and non-government agencies to guide students in their career decision making (Pilot & Regis, 2012). Considering these difficulties, there has been an increasing need for students to gain insight as to how the world of work is organized and to develop their own career competencies has left a gap in many career education programs.

One method of making career choice and guidance more accessible is incorporating it with social media. Social media platforms especially Facebook are very popular amongst undergraduates and the population in general. Types of social media platforms include social networking sites (Facebook, Google+); microblogging (Twitter); blogs; virtual worlds (Second Life), social bookmarking sites (Delicious, Digg); photo or video-sharing sites (Flickr, YouTube); forums and discussion groups. Bryant and Oliver (2009) provided a useful review on ways social media, and Internet use inspires a range of social and behavioural outcomes. A noteworthy line of research on social media effects stems from the cultivation perspective, which posits that the more time one spends watching television, spending time on Facebook etc; the more likely he or she perceives the world as a reflection of portrayals on television

(Morgan, Shanahan, & Signorielli, 2009). Studies reveal that an increase in social media and technology use positively predicts students' career choice (Hanna & Sanders, 2007).

Social media modelling involves observing other (models) on social media like Facebook, twitter, Instagram etc and adopting new ideas, behaviours and skills by imitating those models. Social media makes it easier for individuals to identify role models and get in touch with one another. Indeed, past evidence suggests that contacts on digital platforms play an important role in building social support and career (Vitak, Ellison & Steinfield, 2011) as these social media sites enable users to share information, create personal content and collaborate with other users on these sites (Elefant, 2011). Having a role model online may help us gain more informational benefits as they may post useful and relevant information about career paths and options publicly (Gretzel, & Bowser, 2013).

The 'virtual presence' of online role models may increase the effort that social network users make to connect with the role model and how they interact as well as present themselves 'in front' of others via their online profiles (Gretzel, & Bowser, 2013). This may start by users paying careful attention to how they present themselves, as the role model may be aware of their interactions online.

Online contacts may form another source of support to undergraduates, as they can provide social support and mentoring opportunities which have been explored as predictors of subjective career success (Ng & Feldman, 2014). Previous research (McKenzie, 2003) has demonstrated that people seek information by making connections through active seeking of sources, active scanning of the environment for information, and making connections through non-directed monitoring as well as connections by proxy (via other people's connections and searchers). Social networks offer information seekers several options in one place. This may play an important role in terms of young adults' readiness for career decision-making. This can be defined as the degree to which individuals feel capable to make career choices that take into account a personal circumstances and wider context variables, including social, economic and organizational variables (Sampson, Peterson, Reardon, & Lenz, 2000). Social networks may therefore be particularly beneficial to and shape career decision making due to their 24-hour availability and their potential to support information seeking. Contacting role models may also represent a career strategy of its own and complement parental support - as long as the role model's achievement appears to be obtainable by the less experienced individual. Having role models online will increase social network users' access to information and career-related planning (Lockwood, & Kunda, 1999).

Making a career choice is a defining phase in every student's life. Students have to consider several factors before arriving at a decision. Career choice is one of the biggest dilemma and challenge in any student's life. It involves interplay of many factors which are intricately intertwined. It is not a straightforward task and involves a difficult process of decision making. Muraguri (2011) states that an individual's choice of career is likely to be influenced by several factors including personal and cultural values, family background, mentoring, career expectations and career guidance. According Hewitt (2010), most people are influenced by careers that their mentor favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will

make them succeed while others choose careers that give high income. In line with this, mentoring has been acknowledged by the researchers and scholars as a germane avenue through which professional skills can be acquired, for developmental purposes and effective career development and productivity by young academics (Famade, Omiyale, & Adebola, 2015).

According to Higgins and Kram (2001) the role of mentoring in career development greatly affects the lives of both mentors and mentees. Mentoring creates many career consequences for undergraduates, such as career development and progress, and also increased promotions, compensation, job satisfaction, and commitment to the organization in workplace. Megginson and Clutterbuck (1995) define mentoring as ‘offline help by one person to another in making significant transitions in knowledge, work or thinking. A mentoring is also defined as, “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies (Murray, 2006).” This definition allows for the possibility that a mentor may be younger than a mentee. Before exploring the role mentoring plays in business organizations and the problem of unsuccessfully matching mentors and mentees, we should consider the historical uses of the concept in apprenticeship programs and teacher retention programs. Both of these areas have utilized the mentoring concept for learning and job support.

Career choice and advancement are believed to be influenced by a variety of personal characteristics; however, evidence suggests that environmental and academic factors also play a significant part in the academic career development process (Bozeman, & Feeney, 2007). Mentoring can provide important support in academic and career trajectory. There are many studies showing the positive impact of mentoring in higher education in students’ integration in social groups, academic performance, finding meaningful career experiences etc. (Braun & Clarke, 2006). Moreover, seeing the mentor as a role model, help the student perceive the higher education institution as being more inclusive and promoting academic connectedness (Castellanos, Gloria, & Harvey, 2016). The mentor-mentee relationship has also an important impact on reducing dropout rates among students through increasing self-efficacy, improving self-awareness and building meaningful opportunities. A series of research on career attitudes and passion have highlighted the importance of others, especially family, colleagues, and mentors in developing a meaningful career (Eby, Allen, Evans, Ng and DuBois, 2008).

Career mentoring fulfils multiple functions, including the development of self-efficacy, self-esteem, and vocational identity (Eby, Butts, Durley, & Ragins, 2010). Other authors suggest other areas of impact of mentoring as: emotional and psychological support, setting goals and career decision-making strategies, academic support, identifying and providing opportunities (networking), activating internal resources to meet career challenges (Haggard & Turban, 2012). Among the desirable characteristics of the mentor listed by scholars are the ability to provide constructive feedback, openness, availability, proactivity, compassion, ability to inspire, passion for one’s profession (mentoring as a central part of one’s personal calling), trust, mutual respect, the ability to share knowledge. Regarding the mechanisms that explain the mentor’s influence, it seems that the mentor’s trust, emotional security, and unconditional acceptance are aspects that contribute significantly to greater career and professional satisfaction, career commitment and involvement, positive attitude, and motivation (Eby *et al.*,

2008). It also appears that mentoring relationships with a strong informal component are more effective in influencing a student's career choice compared to a formal mentorship relation (Ragins, Cotton & Miller, 2000).

Career choice is the opportunities for development within the organization or field of work (Conway & Briner, 2002). It is a lifelong process of managing progression in learning, work, leisure, and transitions to move towards a determined future (Career Industry Council of Australia, 2007). The basic choice of career is a multi-dimensional process. Individuals play an important part in the process of forming their initial career choice, though they are also affected by environmental factors (Butler, 2012). The formation process is both continuous and discontinuous. Some of the important factors that may contribute to the decision of career choices include the following: efficient planning, attitude consistent selection, crystallization of the properties, the personality of the person, socioeconomic status (SES), parents, self-knowledge, self-efficacy, freedom of choice, career reputation, interests, gender, and personality type. However, for the benefit of this research, the researchers will focus on parental impact towards career choice.

Parental support is greater on undergraduate students who have not completed their degree or lived independently from their parents. Families always have a very strong impact on a person's life (Sarwar & Azmat, 2013). Parents usually tend to believe that their kids must earn a decent salary at a constant employment to have a happy and secure future. So, as to accomplish this, the family feels that their children must graduate from a recognized college and a prestigious university. This leads families to push their children to struggle for getting acceptance to a famous school to guarantee that their kids will have a prestigious career in the future (Napompech, 2011). Nevertheless, parents always support their children in particular careers. A study by Ferry (2006) revealed the influential factors on career choice of adolescents in Pennsylvania's rural. By using twelve groups, the study found out that family was an important factor for career choice. Ferry (2006) reported that children may follow suit after their parents in their career choice because they may obtain valuable information and experience from their parents about their prospective career. By supporting activities, parents can show their preference in choosing a certain career.

It is common that parents tend to show additional support for occupational choices that reflect their own preferences (Kniveton, 2004). According to Clutter (2010), parental support on career development of their children is more powerful than the influence of teachers, faculty and career counsellors who know better about the career field in question, simply because children trust no one else more than their parents for this critical decision on career choice. Parental involvement in career choice has different consequences depending on how this involvement is likely to be experienced. Research by a number of scholars reveals that if the participation of the parent is found to be effective and supportive, this will ensure the child's success at school as well as in future life. Ineffective and oppressive/directive ways of involvement (Ngunjiri, 2013), on the other hand, are bound to yield an opposite outcome.

Career choice, therefore, is one of many important choices students will make in determining future plans. The choice of careers, subjects, and courses of study and the subsequent career paths to follow are a nightmare for undergraduate students (Issa & Nwalo, 2008). Most often,

choosing the right subject combination leading to the right profession can make the difference between enjoying and detesting the career in future. According to Kerka (2000), career choice is influenced by multiple factors including modelling. In this sense, Bandura, Barbaranelli, Caprara and Pastorelli (2001) state that modelling a behaviour can be influenced by several factors including the context in which they live, their personal aptitudes, social contacts and educational attainment.

Mentoring is another variable of interest which in which more a senior person acts as a mentor to provide a variety of functions that support, guide, protect, expose and counsel the young adults to get the work done efficiently (Pembroke & Paretti, 2011). Kram (1985) identified different types of mentoring functions, namely, career and psychosocial functions, which have been confirmed by various researchers (Davis, 2005; Erdem & Ozen, 2008). Mentoring leverages strategic knowledge and skill throughout the organization by sharing and spreading acquired learning and know-how. It allows the learner to acquire new skills, abilities and knowledge that enhance his competences and help in career development. Mentoring culture consists of an environment which implements mentoring in a sound, complete and careful way (MacArthur & Pilato, 1995). It empowers mentor with communicating network, training and administrating facilities to promote mentoring relationships.

Also, parental support on career choice has been emphasized and researched by many scholars (Salami, 2007). Parents and family are a major influence in the career choice decision of their children. They are a source of information and exploration for the career aspirations of their children. Parents approve the career choice decisions of their children by providing financial, moral and emotional support to the career choice decisions of their children (Salami, 2007). Keller and Whiston (2008) identified that parental support proved a significant prerequisite for the career development of adolescents; therefore, parental encouragement and career information paved the way for successful career development of children. Salami (2004) reported that students select careers on the wishes and desires of their parents and not on their own interests, aptitudes, abilities and potentials. The selection of the occupation is regarded as a step forward for fulfilling the obligations of the family instead of fulfilling the needs and demands of the individual. The traditional collectivist cultures compel individuals to make career choice decisions on the basis of aspirations of parents or elder family members instead of individual needs and demands.

Statement of the Problem

Over the years, there has been an increase in the study of career choices and factors associated with it. This study is necessary in the sense that the career students choose play a significant role in their future achievements. However, general lack of career guidance facilities especially in the Nigerian secondary school level make the career choice decisions a nightmare for young adolescents especially when they get to university level. This problem has put so many Nigerian undergraduates in an academic adverse situation where they find it difficult to cope with the courses they selected to study. This difficulty has led to examination failure, loss of interest towards learning, and even dropout. As Watkins (2004) stated, dropping out of college is a sure way to guarantee that the student will not succeed. To tackle this problem, there is a need for proper career guidance and choices according to students' interests, personality,

aptitudes and knowledge of career opportunities at secondary school level. This will guide parents and teachers to select proper careers for students at secondary level. It will also help in minimizing failure, drop-out and wastage of students' potentials through development of effective strategies for the solution of career choice issues at the secondary level.

Also, the increase in the use of social media by undergraduates is at its exponential rate resulting to both positive and negative implication. The behaviour of most undergraduates is easily influenced by what they see online. the increase of immoral acts, indecency, fake life, found on social media are often being copied and modelled by students who wants to feel among or be part of the trend and this has altered the career choice of most undergraduates. For instance, most undergraduates, especially boys have engaged in cyber-crime (yahoo) just to get rich quick simply because they find it trending on social media. This social media trend of quick wealth has caused other peers to feel pressured, and be part of the trend, causing a negative shift in their career path. Interestingly, most of these undergraduates who wanted to feel among are being caught, convicted and sentenced on daily bases and this ends their career aspiration. This study, therefore is focused on examining the impact of social media modelling, mentoring and parental support on undergraduates' career choice.

Purpose of the Study

The researcher examined if social media modelling, mentoring and parental support predict employee undergraduates' career choice. Specifically, the study aimed at identifying if;

- 1 Social media modelling will predict career choice of undergraduates.
- 2 Mentoring will predict career choice of undergraduates.
- 3 Parental support will predict career choice of undergraduates.

EMPIRICAL REVIEW

Social Media Modelling and Career Choice

Hoag, grant and carpenter (2017), examined the role of media professionals and celebrities on career selection. The researchers relied in a multi-method approach for measurement development and model testing purposes, which included focus groups, expert feedback, and a large-scale survey of communication majors at three large US communication programs (N=2,401). The result indicated that the students who follow media personalities are more influenced to major in journalism than by any other factor. Similarly, Jenkins, Lin and Jeske (2016), studied the influence and benefits of role models on social media. Using an opportunity sample, the researchers recruited 281 psychology students from three educational institutions in the American Midwest (n = 151, 53-7%) and north east England (n= 130,46.5%) as part of a larger data collection effort. The results of the study demonstrated that having role models was associated with greater perceived support for one's career aspirations and perceived access to information. In an earlier study, Jenkins and Jeske (2015) studied the role models effects on career decision making and career exploration amongst young adults. The sample included 281 psychology high school and undergraduates' students at three educational institutions in

northern England and American Midwest. Participants reported higher career support when they had access to role models online.

The impact of social media on college students' career aspiration was conducted Cooper (2013). This study investigated if media modelling plays a significant role in college students' career choices, particularly students of ethnic and racial minority backgrounds. Participants were selected from two organizations on campus with a media related mission, ($N=21$). Students ranged from ages 18 to 24 and were asked a series of closed and open-ended questions about their media consumption habits, their social identity, esteem, and career plans. Consistent with existing research, data analyses indicated that college minority students do consume more traditional media, such as television. However, media consumption was not directly related to students' career aspirations (regardless of whether they were of minority background or not). The main findings from this study showed that media consumption is not related to students' confidence that they will succeed in pursuing their careers of choice. Students did see media as being helpful sources of information in determining career goals. However, students were more likely to recognize sources of inspiration and models of professional success in media programs they consumed rather than in their everyday lives. In a study of female undergraduate's career choice, Quimby and De Santis (2011) investigated the influence of role models on women's career choice. The study comprised of 368 female undergraduates. The multiple regression analyses indicated that role model added to the reduction of career choice. Calitz and Cullen (2013) examined the influences of scholar's information and communication technology (ICT) career choice. The research philosophy primarily made use of literature review, surveys in the form of questionnaires, focus groups, and case studies. Exposure, technology and social media were found to further influence a scholar's choice of career.

Mentorship and Career Choice

Midigo, Omia and Odundo (2018) conducted a study on the influence of mentorship on the attitude of post-secondary school students on career and further education. The study utilized quantitative data collection methods to collect from 67 students. The data was analysed descriptively using percentages, means, and standard deviation while T-test was used to test for significance in difference between group means. The results indicated that sustained mentorship improves attitudes of students towards further education and career pathways. Fernandez- Repelled, Maisiak, and Liu (2018) examined the effects of summer internship and follow-up distance mentoring programs on middle and high school student perceptions and interest in health career. Students from Puer to Rico were recruited for the study. In conclusion, the researchers found that distance mentoring can improve students' knowledge, interest, and motivation for pursuing health science careers.

Hill and Wheat (2017) studied the influence of mentorship and role models on university women leader career paths to university presidency in United States. The study employed a postmodern feminist theoretical framework and a feminist qualitative design. Data collection involved 16 in-depth, semi structured interviews with a criterion-based sample of 12 female key line administrators and four presidents employed at universities located in the south-eastern United States. The study found that the women were very resourceful in creating mentoring relationship and seeking career guidance and social support from multiple sources including

male and female influence women's preparation for top university leadership. Hafsteinsdottir, van der, Zwagg and Schuurmans (2017) investigated the leadership mentoring in nursing research, career development and scholarly, productivity. A systematic review following the preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement was conducted. The researchers screened 1775 titles and abstracts, resulting in 15 studies, which included quantitative descriptive, qualitative and mixed methods design and involved 3855 post-doctoral nurses. The findings showed a positive influence of mentoring on research productivity, career development and scholarly productivity.

Undiyaundeye and Basake (2017) examined mentoring a career development of academics in colleges of education in cross rivers state Nigeria. A descriptive survey research design was adopted for the study comprised of all the 1075 chief lecturers and young lecturers while multi-choice sampling techniques were used to sample 570 respondents. The T test statistics were used to testing the hypotheses. The study discovered that there is mentoring relationship among academic staff in both federal and state colleges of education, which significantly affected the professional growth of the academic. Beck (2016) investigated the personal and academic benefits of a mentorship program, the mentor connection, and its effects on career development. The participants in this study were all students from seven metropolitan twin cities area who participated in the mentor connection program during the junior or senior year in high school. The mentorship students, a follow up post was sent one week after the requested date. A total of 103 questionnaires were returned. The result indicates that the mentorship program has significant personal, academic and career choice effects on participants.

Karanya and Gikunugu (2014) examined the effect of mentorship programmes on the performance of students in secondary schools in Mboono east district of Makueri county, Kenya. The study targeted 12 schools within which 10 students' guidance and counselling teacher and a participated in the study while I did not. The researchers found that mentorship programmes elicited strong relationship with academic performance and career choice of students. Indyk, Deen, Fornari, Santos and Lu (2011) investigated the influence of longitudinal mentoring on medical student selection of primary care residencies. The first-year medical students (MSI) were recruited for the study beginning in September 2005 and were funded through 2008. The study stated that mentoring programs had significant impact in sustaining student interest in pursuing a primary care career.

Tchantchaleishvili, *et al.* (2015) studied the impact of factors influencing career choice among cardio thoracic surgery trainees (CST). The 2012 thoracic surgery in training examination survey results were used to categorize responders according to career interest. With a 100% response rate, 3000 responses from trainees in programs accredited by the accreditation council for graduate medical education were included in the analysis. The result demonstrated that career choice in CTS appears strongly associated with levels of exposure to mentors.

Clarke (2010) conducted a study on the impact of mentoring on student's decisions to pursue professions in faculty of medicine/ health sciences, university of Toronto. The study utilized a qualitative approach requiring the collection of semi-structured ones. On one interview data and an interpretive phenomenological methodology to evaluate the data. The data was collected during interviews with 32 participants in Toronto, Canada specifically, the participant include

13 past mentees who were part of the first cohorts in the program, six current mentees, five mentors, five school lessons and three program administrators. The study showed the summer mentorship, program (SMP) has been found to be an effective tool to expose black and aboriginal students to the medical field.

Parental Support and Career Choice

The study of parental support as predictor of career decision making among gifted students was conducted by Navdeep and Prabhjot (2020). The study included 103 meritorious school students (42 boys and 61 girls). Career decision making was measured using career decision making inventory by Singh (1999) and for measuring parental support career-related, parental support scale by Alphonse (2016) was employed. Results revealed that career decision making of gifted students and parental support are positively related to each other. Parental support individually contributes towards predicting career decision making of gifted students.

Adamu, Karfe and Menchak (2020) conducted a study on the relationship between parental support and career choice among Chibok Post Primary School Youths in Borno State, Nigeria. Target population was 1000 youths while the sample size was 300 youths, and 100 parents were used for the study. Two research questions and one hypothesis were raised and formulated respectively for the study. Data was analysed by use of descriptive analysis of simple percentage and inferential statistics of chi-square. Result shows that there is relationship between career choice and parental support among Chibok youths. Findings further show that given adequate parental support, Chibok youths would have career choice that covered wide arrears of vocation. Another study on parental support, career exploration, and career decision-making self-efficacy in junior high school students was conducted by Annisa and Rose (2019). This study examined the role of career exploration behaviour (CEB) as a mediator between career-related parental support (CRPS) and career decision-making self-efficacy (CDSE). Data were obtained from 140 junior-high school students on grade VIII and IX in the year of 2018/2019. The regression analysis showed that CRPS has significantly influenced relations with CDSE, with CEB only having a small role in partially mediating their relationship.

Xue and Jay (2018) carried out a study on family influences on career decision-making self-efficacy of Chinese secondary vocational students. This study examined the role of selected family variables in predicting 587 Chinese secondary vocational students' career decision-making self-efficacy. Family structural variables that reflected family members' socioeconomic status and family process-oriented variables, especially, parental career-related behaviours, were examined. Results showed that parental general psychosocial support was a statistically significant factor in predicting career decision-making self-efficacy, explaining 38.3% of the variance of this construct for Chinese secondary vocational students.

Olaosebikan, and Olusakin, (2014) conducted a study on the effects of parental support on adolescents' career choice in Badagry Local Government area of Lagos State, Nigeria. The sample consisted of three hundred respondents who were randomly selected from ten purposely selected secondary schools (3 Model Colleges, 4 Non-Model Colleges, and 3 Private Colleges). The instrument used was a questionnaire which was administered to the respondents personally by the researchers. Five (5) null hypotheses were formulated and tested. Chi-square, using

analysis of contingency table was used to test the hypotheses. All hypotheses were tested at the 0.05 level of significance of variable of sex, class of school, and type of school as to the effects of parental influence on adolescents' career choice on secondary school students. The findings of the study showed that 48.36% of the respondents agreed to parents influencing their career choice. On average, 21.5% of the respondents agreed that their parents' line of business influenced their career choice, while 78.5% disagreed. Overall, 30% of the respondents agreed that they chose the family career because they need to sustain the family business.

Hypotheses

1. Social media modelling will significantly predict career choice among undergraduates in Imo State
2. mentoring will significantly predict career choice among undergraduates in Imo State
3. Parental support will significantly predict career choice among undergraduates in Imo State

METHOD

Participants

The researcher selected two hundred and twenty-five participants for this study. These participants were drawn from the Alvan Ikoku Federal College of Education, Owerri. The participants, selected through convenience sampling technique, were made up of 100 male university students and 125 female undergraduate students within the ages of 20 and 31 with a mean age of 25.69 and stand deviation of 5.39. Out of the 225 participants, 130 participants were selected from the Faculty of Humanities, 95 participants were selected from the Faculty of Social Sciences. These participants were made up of 200 and 300 level undergraduate students.

Instruments

Three instruments used for data collection were; Social Media Modelling Inventory (SMMI), Mentoring Functions Questionnaire (MFQ), Parental Career Related Support Scale (PCRSS) and the Career Choice Scale. The SMMI was developed by the researchers. It is a 20-item closed ended questionnaire used to measure models or frameworks used to analyse and understand social media platforms and their impact on individuals. All items are measured on a 5-point Likert scoring format ranging from strongly disagree to strongly agree with reverse and direct scored items. The SMMI was found to be reliable with a Cronbach's Alpha of .96 which exceeded Nunnally's (1978) minimum internal consistency criteria of .70. A Concurrent validity of .77 was obtained by correlating the Social Media Modelling Inventory and the Career Mentoring Questionnaire (CMQ) by Ragins and Scandura (1999).

The second instrument, the Mentoring Functions Questionnaire (MFQ) is a widely used self-report measure developed by Castro and Scandura in 2004. The MFQ was designed to assess the different functions of mentoring. The MFQ consists of 30 items, which are divided into six subscales, each assessing a different function of mentoring. These six functions are: Career

development, Psychosocial support, Role modelling, Friendship, Counselling and Sponsorship. Each item is rated on a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). The scores from the 30 items are summed to create an overall score, with higher scores indicating a higher level of perceived mentoring functions. The MFQ has been used in a variety of organizational contexts to assess the quality of mentoring relationships and to evaluate mentoring programs. The MFQ has also been translated into multiple languages, including Spanish, Portuguese, French, German, and Chinese. The MFQ has been found to have good psychometric properties in various studies. For example, Castro and Scandura (2004) reported good internal consistency for the overall scale (Cronbach's alpha = .96) and for each of the six subscales (Cronbach's alpha = .68-.93). The researchers obtained Cronbach alpha coefficients of .97 for the overall MFQ.

The Parental Career Behaviour Scale (PCBS) is a self-report questionnaire developed by Dietrich and Kracke (2009) to measure parental career support and guidance behaviours. The scale consists of 17 items that assess three dimensions of parental career behaviour: career modelling, career encouragement, and career information. Career modelling refers to the degree to which parents serve as role models for their children's career aspirations, while career encouragement refers to the degree to which parents express confidence and support for their children's career goals. Career information refers to the degree to which parents provide their children with information about different career options and how to pursue them. The PCBS is designed to be completed by adolescents and young adults, and responses are rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale has been validated in German and English language versions, and has demonstrated good internal consistency and construct validity. The PCBS has been used in several studies to investigate the relationship between parental career support and various outcomes such as career decision-making self-efficacy, career exploration, and academic achievement. It has also been used to compare parental career behaviour across different cultural contexts.

The PCBS has been found to have good internal consistency, with Cronbach's alpha coefficients ranging from .76 to .89 across different studies (Dietrich & Kracke, 2009; Jiang & Rounds, 2015; Strunk & Schuler, 2013). It has also been found to have good construct validity, as the three-factor structure of the scale has been supported by confirmatory factor analysis (CFA) in several studies (Dietrich & Kracke, 2009; Jiang & Rounds, 2015; Strunk & Schuler, 2013). The PCBS has also been shown to be positively correlated with career decision-making self-efficacy, career exploration, and academic achievement (Dietrich & Kracke, 2009; Jiang & Rounds, 2015).

The fourth scale is a Career Choice Scale (CCS) developed by the researchers to measure the consistency of an individual's career decision. The CCS is a 10-item questionnaire developed in a 5-point Likert format ranging from strongly agree (5) to strongly disagree (1). The CCS was found to be reliable with a Cronbach's Alpha of .72 which exceeded Nunnally's (1978) minimum internal consistency criteria of .70.

Procedure

The researchers carried out the field study in two faculties of the Alvan Ikoku Federal College of Education; The Faculty of Humanities and the Faculty of Social Sciences. They successfully administered 121 completed questionnaires to students in the Faculty of Social Sciences and 104 to students in the Faculty of Humanities. Participants were made up of 200 and 300 level students only. Before administering the questionnaires, the researchers explained the nature of the research and assured participants of confidentiality of their responses. Participants who were part of the study were required to give their informed consents.

Design and Statistics

The design used for the study was cross-sectional survey design while the hierarchical multiple regression analyses was used for statistical analysis.

RESULTS

Table 1: Zero-Order Correlations of the Key Variables Used in the Study

	Age	Social Media Modelling	Mentoring	Parental Support	Career Choice
Age	1	.030	.016	.032	.082
Social Media Modelling		1	-.433**	-.375**	-.421**
Mentoring			1	.850**	.472**
Parental Support				1	.458**
Career Choice					1

Note: $N = 225$, **. Correlation is significant at the 0.01 level (2-tailed).

A correlation analyses of the key variables used in the study is presented in Table 1 above. The results showed that significant positive relationships were found among mentoring and parental support ($r = .850, n = 225, p < .01$); mentoring and career choice ($r = .472, n = 225, p < .01$) parental support and career choice ($r = .458, n = 225, p < .01$). However, significant inverse relationships were found among social media modelling and mentoring ($r = -.433, n = 225, p < .01$); social media modelling and) parental support ($r = -.375, n = 225, p < .01$); social media modelling and career choice ($r = -.421, n = 225, p < .01$).

Table 2: Summary of Three-Steps Hierarchical Multiple Regression Analyses for Career Choice on Social Media Modelling, Mentoring and Parental Support

Predictors	Step1 β	Step 2 β	Step 3 β
<i>Step 1</i>			
Social Media Modelling	-.421**	-.267**	-.266**
<i>Step 2</i>			
Mentoring		.356**	.187
<i>Step 3</i>			
Parental Support			.199
ΔF	48.15**	31.77**	3.42
R^2	.178**	.274**	.282
ΔR^2	.178**	.103**	.011
Df	1, 223	2, 222	3, 221
Dublin Watson	1.64		

Note: $N = 225$, ** $p < .01$.

The result of a hierarchical multiple regression analysis as presented in Table 2 above tested the three hypotheses of the study. The overall model of the three step hierarchical regression analyses was significant for social media modelling and mentoring [$R^2=.178$, $F(1, 223) = 48.15$, $p < .01$; $R^2=.274$, $F(2, 222) = 31.77$, $p < .01$] but was not significant for parental support [$R^2=.282$, $F(3, 221) = 3.42$, $p > .05$]. The overall fit of the model shows that 29.2% of the variation in career choice among undergraduates in Imo State has been explained. Also, the Durbin-Watson of 1.64 falls within the accepted range ($1.5 < D < 2.5$), indicating that there is no autocorrelation problem in the data and that the error term is independent.

In the tests for hypotheses 1, social media modelling was regressed into the model and it explained only 17.8% of the variation in career choice among undergraduates in Imo State. Also, social media modelling ($\beta = -.421$, $p < .01$, $t = -6.94$) was found to be a significant inverse predictor of career choice among undergraduates in Imo State. The result implies that as social media modelling interest increases, Career choice decisions decreases and vice versa. Therefore, the first hypothesis was accepted.

To analyse the result of the second hypothesis, mentoring was regressed into the model and it explained 10.3% of the variation in career choice among undergraduates in Imo State. Modelling was found to be a significant positive predictor of career choice among undergraduates in Imo State ($\beta = .356$, $p < .01$, $t = 5.64$). Therefore, the second hypothesis was accepted. implying that mentoring is a significant predictor of career choice among undergraduates in Imo State

Finally, to test for the third hypotheses, parental support was regressed into the model and it only explained 1.1% of the variation in career choice among undergraduates in Imo State. However, parental support was found not to be a significant predictor of career choice among undergraduates in Imo State ($\beta = .199$, $p > .05$, $t = 1.85$). Therefore, the third hypothesis was

rejected implying that parental support does not significantly predict career choice among undergraduates in Imo State.

DISCUSSION

The study examined social media modelling, mentoring and parental support as predictors of career choice among undergraduates in Imo State. The study tested three hypotheses which were analysed using Statistical Package for Social Sciences (SPSS).

The first hypothesis which stated that social media modelling will significantly predict career choice among undergraduates in Imo State was tested and accepted. This shows that social media modelling is a significant predictor of undergraduates' career choice. The finding of the study revealed that social media modelling adversely predicted career choice. The findings of most studies supported the fact that social media influences career choice but however revealed that the prediction did not occur inversely. Hoag, Grant and Carpenter (2017) in their finding reported that having role models was associated with greater perceived support for one's career aspirations and perceived access to information. Cooper (2013) asserted that students were more likely to recognize sources of inspiration and models of professional success in media programs they consumed rather than in their everyday lives. Calitz and Cullen (2013) reported that social media was found to influence a scholar's choice of career. However, one significant study that reported similar finding came from Quimby and De Santis (2011) who in their study indicated that social media role model added to the reduction of career choice. Having reviewed these findings, the researchers concluded that social media modelling has a negative impact on career choice decisions.

The second hypothesis which stated that mentoring will not significantly predict career choice among undergraduates in Imo State was accepted. This shows that mentoring is a significant predictor of career choice among undergraduates in Imo State. As mentioned earlier, Career mentoring fulfils multiple functions, including the development of self-efficacy, self-esteem, and vocational identity and as such influences career choice. Midigo, Omia and Odundo (2018) in their study on the influence of mentorship on attitude of post-secondary school students on career and further education reported that mentorship improves attitudes of students towards further education and career pathways. Fernandez- Repelled, Maisiak, and Liu (2018) reported that distance mentoring can improve students' knowledge, interest, and motivation for pursuing health science careers. Undiyaundeye and Basake (2017) reported that mentoring relationship among academic staff in both federal and state colleges of education in Nigeria significantly affected the professional growths of the academic. Similarly, Beck (2016) revealed that mentorship program has significant personal, academic and career choice effects on participants. Based on the collective similarities in the findings, the researchers concluded that mentoring is a significant variable that positively predicts career choice among undergraduates.

The analyses of hypothesis which stated that parental support will not significantly predict career choice among undergraduates in Imo State was tested and rejected. This shows that parental support does not influence the choice of career as revealed in the finding. Most scholars who studied similar research, revealed contrary findings. Navdeep and Prabhjot (2020) who reported that career decision making of gifted students and parental support are positively

related with each other. Parental support individually contributes towards predicting career decision making of gifted students. Both Adamu, Karfe and Menchak (2020) and Xue and Jay (2018) reported that parental general psychosocial support was a statistically significant factor in predicting career decision-making self-efficacy. According to Olaosebikan, and Olusakin, (2014), 48.36% of the participants agreed to parents influencing their career choice. On the average, 21.5% of the participants agreed that their parents' line of business influenced their career choice, while 78.5% disagreed. However, most parents support their children to grow, advise them on better possibilities but do not take decisions for them. This shows that taking decision on type of career choice is often dependent on the individual which later, is supported by parents. The researchers concluded that career choice of undergraduates is dependent on the individual which later is supported by parents.

Implications of the Study

The research findings have several implications which when considered, can improve the career growth of undergraduate. These implications are as follows:

1. The finding of the study implies that social media modelling has a negative impact on undergraduate's career choice decision and as such could reduce career choice decisions among undergraduate in Imo State. This implies that interest in social media could reduce the tendency of pursuing certain career decisions.
2. Mentoring is a significant factor that positively predicts career choice. Mentoring relationships with a strong informal component are more effective in influencing a student's career choice compared to a formal mentorship relation (Ragins, Cotton & Miller, 2000).
3. The finding of the study implies that parental support does not predict career choice of undergraduates. Parents could play a significant role in supporting their children but not make career choice decisions for them.

Conclusion

This study investigated the predictive strength of mentoring and parental support on career choice of undergraduates. The survey conducted consisted of two hundred and twenty-five undergraduates drawn from Alvan Ikoku Federal College of Education, Owerri. Using hierarchical multiple regression, the result revealed that mentoring is a significant predictor of career choice, social media modelling inversely predicted career choice while parental support does not predict career choice among undergraduates in Imo state.

Recommendations

Based on the findings of this study, the researcher thus recommends that;

1. Tertiary institutions and other educational institutions sections should have student advisers and counsellors who will work effectively to help students make good career choice decisions. This will help to reduce common mistakes that occur during career selection process.

2. Social media can be tailored to expose student on how to improve their career knowledge by displaying wide range of career opportunities that students may not aware of.
3. Mentors should help students build good career decisions without so that students wouldn't nurse fears or uncertainties towards their future growth.
4. Institutions should carry out regular career counselling seminars where career decision problems could be addressed.

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