



BUSINESS EDUCATION STUDENTS' AWARENESS OF CAREER OPPORTUNITIES AVAILABLE THROUGH VOLUNTEERING AND MENTORSHIP ENGAGEMENT

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Abstract

This study examines business education students' awareness of career opportunities available through volunteering and mentorship engagement in Kwara State, Nigeria. Two purposes were raised from which two research questions and research hypotheses were formulated to guide the study. Descriptive survey research design was used for the study. A structured e-questionnaire was used to collect data from the population. The population of the study comprised of 200L and 300L business education students in Kwara State University and Al-Hikmah University, Ilorin. The total population of 210 were used for the study, already mentioned somewhere above. Percentage and mean were used to analyze the research questions, while independent t-test was used to analyze the null hypotheses at 0.05 level of significance. The study found out among others that university business education students are less aware of career opportunities available through volunteering engagement to low extent. The two null hypotheses were rejected as there was a significant difference in the mean ratings of male and female students regarding the extent to which business education students are aware of career opportunities available through volunteering and mentorship engagement. It was concluded that volunteerism and mentorship can be of great benefit in preserving and building university business education career opportunities if effectively adopted. The study further recommended among others that Universities should ensure that volunteering opportunities are made open for student to explore, within and outside the institutions.

Keywords: Business Education, Career Opportunities, Volunteering, Mentorship, Skills

Introduction

The advent of globalization and technology has given unlimited access to self-actualization and self-development, as well as building career opportunities. Exploring career opportunities for university business education students available through volunteering and mentorship can be an excellent way to enhance their skills, gain practical experience, and build a strong professional network. In line with global standard, it's expected of the youth of this 21st century to follow the trends of career opportunities (Cansoy, 2018). In this 21st century, young people are expected to successfully continue their private, social, and professional lives, adapt to positive changes, and react appropriately to negative ones. Therefore, today's youth should explore high-level skills and competencies that can prepare them for the future of work. These high-level skills and competencies expected of young people in the information society are called 21st century skills (Anagün, Atalay, Kılıç, & Yaşar, 2016). 21st century skills focus on what a person can do with the knowledge they possess and include features that enable individuals to become qualified workers and good citizens (Ananiadou & Claro, 2019). The 21st century skills include knowledge, skills, and tendencies which are regarded as prerequisite for success in the business world of the future (Germaine, Richards, Koeller, & Schubert-Irastorza, 2016). Acquisition of 21st century skills by young people is extremely important for both their individual development and their contributions to the development of their country. Aside equipping students with necessary skills, knowledge and competencies, students need to be encouraged to engage in volunteering role as well as engage in career mentorship to be well informed and prepared for the future of work.

Educational institutions have important duties in this regard, the transfer of theoretical knowledge to students in classroom is not sufficient for transforming young people into individuals with self-confidence,



entrepreneurial spirit, leadership skills, sensitivity to the surrounding events, problem-solving skills, and competencies. It is not sufficient either for universities to conduct courses that only pave the way for the development of professional knowledge and skills. To ensure that young people are equipped with the necessary 21st century skills, different life-based practices should also be incorporated into education or encouraging students to engage in them. One of the ways in which students can build career opportunities and get experiences from experts is through taking volunteering roles or by mentorship. According to Ademiluyi and Oyedele (2018), one of the major challenges affecting technical and vocational education in most African countries, including Nigeria is to get the public to accept TVET programmes which business education is among. Furthermore, the act of engaging in volunteerism could be an effective way for personal and national development. This shows that students of business education need to be encouraged to involve in volunteering roles which can assist them in building careers in business education and exposed them to different opportunities in their field Merriam-Webster Dictionary, (2015). Business education offers a wide range of opportunities and is clearly one of the most successful types of education in Nigeria and worldwide in terms of finding potential candidates. The potential attraction is higher, because of the wide range of opportunities that might appear after following such a path. However, measuring success in education means looking not only at inputs, but also at outputs, at students' personal development during the educational process, at the success of graduates on the labour market and at their insights regarding their career. In this paper we aim to feel the pulse of the students from the educational fields (business education program), by considering their changed perceptions due to the continuous dynamics of the business environment. According to Nuhu (2018); Nuhu and Dauda (2021), Business education is a program designed to inculcate relevant skills, knowledge, competencies, and develop an individual towards strengthening and changing his/her belief positively to be able to survive either in a business environment or educational environment. This thus postulates that the program was designed to allow students explore various career opportunities, through which volunteering and mentoring could made possible and achievable.

Volunteerism is the willingness of people to work on behalf of others without expectations of pays or other tangible gains. Voluntary employment refers to unpaid employment which may be undertaken for altruistic purposes or for the purpose of gaining experience. The term, skill-based volunteerism refers to a situation in which volunteers use their professional skills for altruistic purposes. The act of volunteering has been defined as an activity that occurs within organizations without remuneration (Bussell & Forbes 2012; Hustinx, Handy & Cnaan 2012). Volunteering in its truest form is not outcomes-focused; rather, it is focused on the volunteers' experience (Kezar & Rhoads 2011). The development of global outcomes, including global citizenship and active civic responsibility, permeates the ideology of volunteering, as volunteering offers an attractive way for students to build their social and personal capital (Einfeld & Collins 2018).

Volunteering also helps to build more cohesive communities, fostering greater interaction, interdependency, and trust among citizens. This, in turn, helps to build the norms of solidarity and reciprocity which are indispensable to societal progress. Deaux and Snyder (2012), identified five motivators for volunteering. These are: personal values, community concerns, self-esteem enhancement, need to understand others and desire for personal development. Volunteering benefits both societies at large and the individual volunteers. Volunteers make an important economic contribution in society. In the few countries where volunteer work has been empirically studied, their economic contributions are estimated at between eight percent and fourteen percent of Gross Domestic Product (Phillips, 2012). This is clearly a case, on economic grounds, for government to consider promoting a favourable environment for volunteering in all sectors, and by all citizens. Because our dear country (Nigeria) has been struck by an alarmingly high rate of unemployment and many unemployed people offer their services voluntarily to different organizations, they add savings to the organization by engaging constructively in some form of service delivery, and thus ultimately add savings to the economy. It is therefore important for government and organizations to plan a programme that will channel these volunteers into doing something constructive and meaningful, while at the same time benefiting from their efforts, economically and socially. While there is a myriad of volunteer experiences offered in higher education, there are diverse reasons why students volunteer, and motivation to volunteer (MTV) differs from student to student (Cnaan & Goldberg-Glen 2011).

Volunteers can have diverse motives – for example, wanting to make a difference and increasing employability outcomes and these motives can conflict. Volunteer opportunities are pitched as benefiting students in outcomes-focused ways, such as increased employment options. This contrasts with motivations that involve a focus on actively contributing value to the communities in which they are volunteering (Holdsworth & Quinn 2014). The positioning of students as beneficiaries and not contributors



can be problematic, as students may not be seen as a valuable resource. This also further limits potential contributions student can make to society through volunteering. There are benefits for youth who take the initiative to use volunteering as a method for career exploration. Just like internships, volunteering will allow youth to build skills, gain experience and gain support. When youth participate in a volunteer experience, they develop new skills, gather experience and get support through volunteering. It is necessary to encourage students pursuing any career after high school should consider taking the steps of volunteering and experiencing the benefits of volunteering as a method for career exploration.

In the growing modern society, education has expanded its place and role and had an immense impact on all aspects of people's lives. In this connection, quality education entails not only the provision of educational materials such as learning materials, instructional aids, and pedagogical instructions, but also mentorship in all respects of academic career ranging from elementary school to university level of education. Undoubtedly, we agree on the fact that mentoring is associated with all aspects of life where people aspire to grow and socialize. Several studies have shown that mentoring assists beginner instructors improving their knowledge, developing their personalities, and promoting their careers. A mentor can be a parent, a friend, a family member, a teacher, or a neighbor who helps mentees with career counseling, behavior management, social relationships development, self-esteem enhancement, and independence qualities. This emphasizes that a mentor is always open to interacting with mentees effectively to facilitate proper guidance and feel free to be approachable in-person to provide adequate information and expertise required for individuals who need to develop certain aspects in various domains of knowledge.

The influence of a mentor is often cited as a reason for pursuing a particular educational or career path because mentors provide information, guidance, and emotional support when needed (Pufall et al, 2017). Informal mentors such as teachers, friends of the family, coaches, or counselors are one type of mentor that may have an influence on career choices of young people. Apprenticeships, for example, have been a tradition in many trades and professions in which an individual with novice-level knowledge and skills works with experts on the job; apprentices are often connected with a mentor to hone their skills, obtain advice, and advance their career (Pufall et al, 2017). Mentorship in the workplace for adolescents and young adults who can work represents a unique opportunity to help these young people explore their career interests and to shape their future career trajectories while they are experiencing the world of work. The study of workplace mentoring is robust for adults but much less studied in younger populations who are still in school and have not yet transitioned fully to the world of adult work (Scandura & Pellegrini, 2017). Good faculty is the most important among the three ingredients needed for producing good-quality graduates. The other two are good students and good infrastructure. Teaching means more than to lecture or explain before a group of students. Every university should be to provide, for each student, opportunities to develop in knowledge, which enables them to understand. The best teachers influence their students more in their personal, individual contacts with them than in strict classroom situations. Since teaching and learning are complementary processes, if the teacher is to teach effectively an individual, he must know that individual. The best way for the same is by mentoring. Mentoring refers to a developmental relationship between a more experienced mentor and a less experienced partner referred to as a mentoree (sometimes vernacularized into mentee) or protégé. It is a one-to-one relationship based on encouragement, constructive comments, openness, mutual trust, respect, and a willingness to learn and share. Educational or academic mentoring helps mentored youth improve their overall academic achievement (Ramakrishnan & Lavanya, 2014).

Mentoring is a sharing process, in this process, a person (mentor) uses their knowledge and experience to support the development of another person (mentee) who has relatively less knowledge and experience. Mentoring practices include providing advice, counseling, psychological support, role modeling, and enhancing the individuals' intellectual achievements in their business and social lives (Allen, Eby, & Lentz, 2011; Rackham Graduate School, 2012a, 2012b). Mentoring practices provide a bridge between the education process and real-life experiences (Barker, 2016). Besides, mentoring, a network of relationships between the experienced and less experienced individuals, contributes to the development and recognition of leadership skills of the experienced individual. It also helps less experienced individuals to increase their motivation, perform better, and improve themselves (Lo, Thurasamy, & Liew, 2014). This shows that the result of students' involvement in volunteering roles and mentoring cannot be over emphasized. However, engaging in both volunteering and mentorship may have nothing to do with gender, that is, been a male or female relatively does not affect engagement in volunteerism or mentorship. Getting them to understand the benefits of volunteering and mentoring will prepare their minds towards utilizing the knowledge in exploring and building career opportunities. Knowledge and skills will assist them to channel their path in



the right direction, as they would have been guided by mentors. It is on this note that this study will be carried out to determine exploring career opportunity for business education students in tertiary institutions through volunteering and mentorship.

Statement of the Problem

Despite the numerous benefits of volunteering and mentorship, in the government education system, in Nigeria, mentorship for students is still not a reality even at present. Many do not understand what volunteering could bring for them or what they need to invest and stand to gain through the act of volunteering. It was observed that institutions do not seem to practice mentorship for the benefit of students. Surprisingly, even at the postgraduate level, scholars tend not to maintain rapport with their supervisor to gather academic information and personal advice or suggestions. This creates the impression that students should have a mentor at every level of formal education starting from primary and secondary schools to private and public colleges and universities. Certain benefits are derived from engaging in mentorship and volunteering, which includes skill development, careers exploration, personal growth, networking opportunities, self-confidence increment, and improvement in academic performance. These can provide students with valuable opportunities for personal, academic, and professional growth while making positive contributions to the community.

The increase rate of Nigeria graduates without job opportunities has made survival more difficult in the society. Despite the introduction of programmes like entrepreneurship in higher institutions, most graduate still rely on white collar jobs. Whereas, if students are aware of what they stand to benefit in terms of opportunities in volunteering and mentorship, they will see it as a way of exploring opportunities. The researcher observed that many business education students tend not understand the act of volunteering, as they are determined in engagement with financial incentives. Their experiences during their SIWES often prepare their minds towards getting financial incentives. This ideology needs to be clarified and established, if we must produce graduates who are globally competitive. The researchers also believe that if we must achieve high skill development, networking, industry exposure, resume enhancement, entrepreneurship opportunities, building confidence and leadership skills and culturally diverse awareness, students' needs to be encouraged to get involved at high level of their academic journey. To make the most out of volunteering and mentorship opportunities for business education students, several steps need to be considered. The neglect of these would continue to compound to the problems faced in the educational sectors. Areas such as research, instruction should assist students to look for volunteer opportunities and mentorship programs that align with the students' interests and career goals. The main purpose of the study is to investigate whether business education students are aware of career opportunity available through volunteering and mentorship. Specifically, the study tends to determine the extent to which university business education students are aware of career opportunities available through volunteering engagement and ascertain the extent to which university business education students are aware of career opportunities available through mentorship engagement.

Research Questions

The following questions guided the study.

1. To what extent are university business education students aware of career opportunities available through volunteering engagement?
2. To what extent are university business education students aware of career opportunities available through mentorship engagement?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- H₀₁: There is no significant difference between the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through volunteering engagement.
- H₀₂: There is no significant difference between the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement.

Methodology

The researcher used descriptive survey research design for the study. Descriptive survey design gives the accurate assessment of the characteristics of the whole populations of people. It is also more realistic than the experiment in that it investigates phenomena in their natural setting. This research design



also focused on people, their beliefs, opinions, altitude, and behavior. The population of the study comprised 200L and 300L business education students in Kwara State University and Al-Hikmah University, Ilorin. The total of the population from these two institutions amounted to 210 students in the two universities offering Business education in Kwara state. The researcher used the entire population of two hundred and ten (210) business education students in all the two universities in the study area. this was because the population of the study is of manageable and sizeable, hence it is a census technique. This is supported by Okoli and Ifeakor (2011), who asserted that where the population of the study is small, the entire population can be used.

E-questionnaire developed by the researcher titled: 'Career Opportunity for University Business Education Students, Volunteering and Mentorship Questionnaire (CABESVMQ) was used for data collection. The questionnaire was made up of questions arranged systematically based on the research questions to gather data from students of business education department in the (2) two universities in this study. The questionnaire was divided into two sections of A-B. Section A consists of respondent's demographic data. Section B consists of 10 items on each of the research questions. Questionnaire items will be developed with response categories as follows: For section B: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. The split half method was used to determine the reliability of the instrument; the instrument will be divided into halves of odd and even numbers. The Spearman Rank Order Correlation coefficient was used to calculate the reliability estimate of one-half (odd number) and Spearman Brown prophecy formula was used to calculate reliability estimate of the instrument which yielded 0.76. The data collected were analyzed using frequencies and percentage for personal data of the respondents. Frequencies, percentage mean and standard deviation were adopted to analyzed the research questions. Independent T-test statistic was used to test null hypotheses at (0.05) level of significance. The level of acceptance or rejection of each questionnaire items were determined based on the mean ratings of items interpreted relative to real limits of numbers as shown below:

Response Category	Rating	Real Number Limits
Very High Extent	4	3.5 – 4.00
High Extent	3	2.5 – 3.49
Low Extent	2	1.5 – 2.49
Very Low Extent	1	1.0 – 1.49

If the t-cal is therefore greater than critical-t ($p < 0.05$) the null hypotheses was rejected, otherwise the null hypotheses was retained.

Results

Research Question 1: To what extent are university business education students aware of career opportunities available through volunteering engagement?

Table 1: Mean and standard deviation of responses on the extent to which university business education students aware of career opportunities available through volunteering engagement

S/N	Item Statements	\bar{X}	SD	Remark
1.	Social Impact	2.36	0.97	Low Extent
2.	Marketing jobs	2.19	1.01	Low Extent
3.	Research	2.36	1.02	Low Extent
4.	Teaching	2.71	1.20	High Extent
5.	Social media handlers	2.17	1.11	Low Extent
6.	Change Advocates	2.14	1.04	Low Extent
7.	Entrepreneurship	2.62	1.00	high Extent
8.	Office secretaries/Administrative opportunities	2.31	1.10	Low Extent
9.	Vocation and technical opportunities	2.83	1.20	High Extent
10.	Community development	1.81	0.85	Low Extent
Weighted average		2.35	1.05	Low Extent

Source: Field Survey, 2023



Analysis of data in Table 1 shows the mean and standard deviation of responses on the extent to which university business education students are aware of career opportunities available through volunteering engagement. The Table reveals that the respondents indicate that they are aware of social impact, marketing jobs and research to low extent (mean = 2.36, 2.19 and 2.36 respectively). Also, the respondents indicate that they are aware of teaching; entrepreneurship; vocation and technical opportunities to high extent (mean = 2.71, 2.62 and 2.83 respectively). Same way the respondents indicate that that they are aware of social media handlers; change advocates; office secretaries/Administrative opportunities and community development to low extent (mean = 2.17, 2.17, 2.31 and 1.81 respectively).

All the 10 item constructs have standard deviation ranging from 0.85 to 1.20. This means that the responses of the respondents are not widespread as they are close to the mean. Table 1 shows a grand calculated weighted average mean and standard deviation of 2.35 and 1.05, which indicate that all the constructs on the extent to which university business education students are aware of career opportunities available through volunteering engagement are rated to low extent. This implies that university business education students are aware of career opportunities available through volunteering engagement to low extent (mean = 2.35, SD =1.05).

Research Question 2: To what extent are university business education students aware of career opportunities available through mentorship engagement?

Table 2: Mean and standard deviation of responses on the extent to which university business education students aware of career opportunities available through mentorship engagement

S/N	Item Statements	\bar{X}	SD	Remark
11.	Networking opportunities	1.90	0.92	Low Extent
12.	Skill development	1.81	0.85	Low Extent
13.	Work experience	2.33	0.99	Low Extent
14.	Exposure to industries practices	2.33	0.99	Low Extent
15.	Leadership opportunities	1.81	0.96	Low Extent
16.	Teamwork	1.90	1.02	Low Extent
17.	Idea generation	1.90	1.02	Low Extent
18.	Entrepreneurship	2.52	1.10	High Extent
19.	Career fair	2.48	1.10	Low Extent
20.	Advocacy and campaign	2.43	1.14	Low Extent
Weighted average		2.14	1.01	Low Extent

Source: Field Survey, 2023

Data in Table 2 show the mean and standard deviation of responses on the extent to which university business education students are aware of career opportunities available through mentorship engagement. The Table reveals that the respondents indicate that they are aware of networking opportunities; skill development; Work experience; exposure to industries practices and leadership opportunities to low extent (mean = 1.90, 1.81, 2.33, 2.33 and 1.81 respectively). Same way the respondents indicate that they are aware of teamwork; idea generation; career fair; advocacy and campaign to low extent (mean = 1.90, 1.90, 2.48 and 2.43 respectively). Also, the respondents indicate that that they are aware of entrepreneurship to high extent (mean = 2.52).

All the 10 item constructs have standard deviation ranging from 0.85 to 1.14. This means that the responses of the respondents are not widespread as they are close to the mean. Table 2 shows a grand calculated weighted average mean and standard deviation of 2.14 and 1.01, which indicate that all the constructs on the extent to which university business education students are aware of career opportunities available through mentorship engagement are rated to low extent. This implies that university business education students are aware of career opportunities available through mentorship engagement to low extent (mean = 2.14; SD =1.01).



Hypotheses Testing

Ho1: There is no significant difference between the mean rating of male and female students regarding the extent to which university business education students are aware of career opportunities available through volunteering engagement.

Table 3: Summary of t-test of the difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through volunteering engagement.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	90	3.33	0.53				
				23.49	208	0.00	Rejected
Female	120	1.61	0.53				

Source: Field survey, 2023

P<0.05

Data in Table 3 reveals that there are 90 male and 120 female respondents. The respondents' responses show the extent to which university business education students are aware of career opportunities available through volunteering engagement ($\bar{x} = 3.33$; SD = 0.53) and ($\bar{x} = 1.61$; SD = 0.53). Their responses are close to the mean as the standard deviations are very low. The table reveals that, there is a significant difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through volunteering engagement ($t_{208} = 23.49$, $P < 0.05$). Therefore, the null hypothesis is rejected. This implies that male and female students differ in their responses regarding the extent to which university business education students are aware of career opportunities available through volunteering engagement.

Ho2: There is no significant difference between the mean rating of male and female students regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement.

Table 4: Summary of t-test of the difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	90	3.06	0.67				
				20.83	208	0.00	Rejected
Female	120	1.46	0.43				

Source: Field survey, 2023

P<0.05

Data in Table 4 reveals that there are 90 male and 120 female respondents. The respondents' responses show the extent to which university business education students are aware of career opportunities available through mentorship engagement ($\bar{x} = 3.06$; SD = 0.67) and ($\bar{x} = 1.46$; SD = 0.43). Their responses are close to the mean as the standard deviations are very low. The table reveals that, there is a significant difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement ($t_{208} = 20.83$, $P < 0.05$). Therefore, the null hypothesis is rejected. This implies that male and female students differ in their responses regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement.

Discussion of Findings

The first finding revealed that university business education students are not aware of career opportunities available through volunteering engagement, as the result shows low extent. This was also confirmed by Ademiluyi and Oyedele (2018), who opined that one of the major challenges affecting technical and vocational education in most African countries, including Nigeria is to get the public to accept TVET programmes which business education is among. Also, the act of engaging in volunteerism could be an effective way for personal and national development. This shows that students of business education need to be encouraged to involve in volunteering roles which can assist them in building careers in



business education and exposed them to different opportunities in their field. This was also in relation to the statement of Einfeld and Collins (2018), who opined that students build themselves through the development of global outcomes, including global citizenship and active civic responsibility, permeates the ideology of volunteering, as volunteering offers an attractive way for students to build their social and personal capital. The first null hypothesis which stated that there was a significant difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of available through volunteering engagement also shows that students differ in their perceptions towards career opportunities available through volunteering engagement. This was buttressed by the statement of Cnaan and Goldberg-Glen (2011), who said there is a myriad of volunteer experiences offered in higher education, also that there are diverse reasons why students volunteer, and motivation to volunteer (MTV) differs from student to student. This means that students have diverse perspectives towards volunteering.

The second findings revealed that university business education students are not aware of career opportunities available through mentorship engagement as the results shows low extent. This finding was confirmed with the study of Scandura and Pellegrini (2017), who noted workplace mentoring is robust for adults but much less studied in younger populations who are still in school and have not yet transitioned fully to the world of adult work. This means that majority of universities students are yet to be aware of opportunities evolving around mentoring. Ramakrishnan and Lavanya (2014) also affirmed that mentorship helps both in educational or academic to develop and improve youth in their overall academic achievement. The second null hypotheses which stated that there was a significant difference in the mean ratings of male and female students regarding the extent to which university business education students are aware of career opportunities available through mentorship engagement. This also implies that; students differ in their opinions towards level of awareness of career opportunities available through mentorship. This can be clarified with the study of Barker (2016), who affirmed that mentoring practices provide a bridge between the education process and real-life experiences Besides, mentoring, a network of relationships between the experienced and less experienced individuals, contributes to the development and recognition of leadership skills of the experienced individual. It also helps less experienced individuals to increase their motivation, perform better, and improve themselves (Lo, Thurasamy, & Liew, 2014). This shows that the result of students' involvement in volunteering roles and mentoring can't be over emphasized.

Conclusion

In line with findings f, it was concluded that volunteerism and mentorship can be of great benefit in preserving and building university business education career opportunities. This also ensure a significant increase in leadership, self-efficacy and networking strengths. Therefore, it is important to provide the university students with environments and opportunities in which they can use their leadership skills to sustain their positive beliefs about volunteering and mentoring. Students need to be quite engaged as early as possible and exposed to several opportunities around.

Recommendations

Based on the findings of the study, it was recommended that:

1. Universities should ensure that volunteering opportunities are made open for student to explore, within and outside the institutions. The classroom activities can also be used to enlighten and exposed students to several career opportunities available while engaging in volunteering.
2. There is a need for a synergy and collaboration between the academic environment and work environment by matching students with relevant organizations for mentorship. However, lecturers also need to be encouraged to mentor students on areas beneficial to them.

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