



# International Journal of Multidisciplinary Research in Science, Engineering and Technology

*(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)*



**Impact Factor: 8.206**

**Volume 8, Issue 2, February 2025**



## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

# The Role of MentorMeEd in Enhancing Career Awareness and Professional Aspirations among School Students in Bangalore

Athira Santhosh\*, Arjeeta Das\*, Anirudh.S\*, Ashwath Nagaraj Hegde\*, Amith R\*, Aishwarya BR\*

MBA Students, CMS Business School, Jain Deemed to be University, Bangalore, India \*

**ABSTRACT:** Career awareness is a significant predictor of professional choices among students from childhood. This study explores the influence of MentorMeEd, a mentorship program, on the development of career awareness and the making of informed career choices among school-going students in Bangalore. It unfolds how personalized mentorship, career guidance, and skill development interventions enhance students' awareness of diverse career options and future ambitions. Through student feedback, mentor engagement, and program efficacy, the study identifies the influence of organized career guidance on the development of confidence and clarity in professional choices. The study findings demonstrate that initiatives like MentorMeEd are instrumental in shaping students' professional choices, empowering them with necessary knowledge and skills to map their career paths effectively. The study concludes with suggestions for maximizing mentorship approaches for further career development among students.

### I. INTRODUCTION

MentorMeEd is an online platform dedicated to empowering students across India. Class 12 students and those pursuing higher education often struggle to make informed academic and career decisions. To address this, we offer personalized career counseling and mentorship, connecting students with industry experts to help them align their choices with their goals, aspirations, and strengths. Additionally, we assist in college selection and test preparation to ensure compatibility with their career objectives. Committed to accessibility and affordability, we strive to provide high-quality, personalized career guidance to students from all backgrounds, ensuring equal opportunities for success.

#### 1.1 Vision Statement

"To empower students to become confident and successful individuals in every walk of life. "

#### 1.2 Mission Statement

"To provide one-to-one personalized mentoring and counseling with industry experts to pave the way towards success and become an individual with clarity and industry-demand skills."





## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)



### II. LITERATURE REVIEW

Garvey and Alred (2003) conducted a study highlighting that mentoring is vital across academia, business, and healthcare, yet there is much to explore. Their symposium examined the complexities of mentoring, covering the dynamics between mentors and mentees, its impact on development and organizational success, and innovative approaches. By sharing insights, the study aimed to inform effective mentoring practices and policies. Katherine (2004) conducted a literature review to understand how excellent mentors provide a clear vision and guidance to their protégés in achieving associated goals. The study emphasized that mentoring significantly contributes to increasing productivity, efficiency, and motivation. It also highlighted that formal mentoring programs positively impact junior faculty and aid in retention. Sarah A. (2005) explored mentoring theory, research, and practice within the context of Human Resource Development (HRD). The study identified gaps in existing knowledge relevant to HRD professionals and discussed core aspects of mentoring, including its role in career development, organizational development, and training. The authors proposed new research directions and a research agenda to enhance the practice of mentoring in organizations. Peggy Nettleton (2008) conducted a multi-professional research study examining mentorship within nursing, midwifery, and medicine. The study aimed to understand perceptions of the mentorship role, factors influencing the mentor-mentee relationship, mentees' professional and personal needs, and mentors' training needs. It particularly focused on nursing, revealing challenges in providing adequate support to students, especially concerning failing students and ensuring fitness for practice. Nurse mentors were found to struggle with minimal formal support compared to other professions. Hudson (2013) conducted a mixed-method study exploring the role of mentoring in providing cost-effective professional development for teachers. Through surveys and interviews with mentor teachers, the study investigated how mentoring enhances pedagogical knowledge and professional growth. The findings suggested that while mentoring varied in its focus on pedagogical knowledge, it generally contributed to improving communication skills, developing leadership roles, and advancing teaching practices. The study emphasized the importance of providing professional development to teachers on mentoring to enhance teaching practices and build capacity in education systems. Eliamani and Richard (2014) examined the impact of access to guidance and counseling services on secondary school students' academic life, attitude towards studies, and career choices. Using both descriptive and correlation designs, the research employed qualitative and quantitative approaches. Data was gathered through self-administered questionnaires from 152 students and interviews with 16 administrators and teachers involved in guidance and counseling services. The findings indicated that services offered in selected schools covered academic, health, moral, and spiritual matters but lacked trained counselors. While these services were moderately effective in influencing students' study life, they were found to be highly effective in shaping attitudes toward studies and career choices. Bennett and McGowan (2014) examined the experiences of mentors post-implementation of the Nursing and Midwifery Council (NMC) standards in the UK. The study, conducted through focus groups with 35 mentors, highlighted key themes such as changing roles and responsibilities, the need for mentor support and preparation, and the challenge of time constraints. The findings



## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

underscored the importance of adequately preparing mentors for their assessment role and providing ongoing support to ensure effective student assessment and public protection. Janssen and Van Vuuren (2016) explored informal mentoring in workplace settings, emphasizing two fundamental aspects of interpersonal relationships. Firstly, the study suggested that mentoring relationships are influenced by their surrounding context, advocating for further exploration using a developmental network approach. Secondly, it proposed that mentoring relationships are not solely transactional but also relational, highlighting the importance of understanding the motivations of both mentors and mentees. The paper called for future research to examine temporal influences, expand relational mentoring theory, and investigate underlying mechanisms of mentoring to enhance both theory and practice. Pitan and Atiku (2017) investigated the structural influence of career guidance activities on university students' employability in Nigeria. The study involved 600 final-year undergraduates from four universities and utilized an adapted questionnaire. Exploratory and confirmatory factor analysis ensured the factorial validity of the research instrument, followed by structural equation modeling. The findings indicated a positive influence of career guidance activities on students' employability, enhancing decision-making skills and facilitating the transition of learning skills. The study recommended that universities strengthen their strategies to engage students with the four dimensions of career guidance activities outlined in the DOTS model. Eremie (2018) examined factors shaping career choices among secondary school students in Rivers State, offering insights for career counseling. Using a descriptive survey design, 588 students were sampled from a population of 2940 through simple random sampling. Data was collected using the "Factors Influencing Secondary School Students' Career Choice" (FISSCCICQ) instrument and analyzed using the Z-test statistic to test three null hypotheses at a significance level of 0.05. The study found significant differences in two hypotheses while one was accepted. Based on its findings, six recommendations were proposed to enhance career counseling interventions in the educational system. Balci (2018) investigated the need for career guidance for middle school students. Conducted during the academic year 2017-2018, the study included 241 seventh-grade students selected through purposeful sampling. The study used the Guidance Needs Determining Form, a three-point Likert-type scale with sub-scales for personal/social guidance needs, career guidance needs, and educational guidance needs. The findings highlighted the importance of career guidance for middle school students, particularly in understanding how their education connects with future vocations and the relationship between their interests, aptitudes, and career choices. Clynes and Corbett (2019) emphasized the importance of fostering a supportive research culture in cancer research, highlighting values such as creativity, collaboration, integrity, and resource sharing. Recognizing the significance of mentorship in this context, the Nature Awards for Mentoring in Science celebrated exemplary scientific mentorship. Through insights from three award recipients in cancer research, the study explored the role of effective mentoring in promoting a positive research environment and advancing scientific discovery. Partha (2020) examined the importance of career guidance in helping product markets function effectively and ensuring education systems meet their goals. The study underscored the role of career guidance in assisting individuals in making informed career decisions, often made early in life. By recognizing various natural skills and abilities, career guidance seeks to match individuals with suitable vocations while fostering fairness and social mobility. As jobs evolve over time, a lifelong learning strategy is required, with career guidance playing a crucial role in this process. Some regions have shifted from traditional methods, expanding career advising beyond school exit interviews. The overarching goal is to improve individuals' lives through better career planning, with a continuous need to develop career guidance services for the benefit of students and society. Bell and Roswosky (2021) reflected on the impact of two significant mentors during their academic journey. The paper aimed to highlight the importance of great mentors in career development, express gratitude to those who have profoundly influenced their careers, and inspire others to engage with their mentors. It also encouraged individuals to become mentors themselves, emphasizing the rewarding nature of participating in the mentor-mentee relationship from both perspectives. Hanson and Hooley (2022) developed a career readiness measure and examined its relationship with career guidance interventions among secondary school students in England. The measure, piloted on 1508 pupils, demonstrated a nine-item, one-factor structure, and further validation with 2240 students confirmed its reliability. A larger study involving 5242 participants found that increased participation in career guidance activities correlated significantly with higher levels of career readiness. These findings underscored the importance of career guidance interventions in preparing students for future careers, with implications for policymakers and researchers.



## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

### III. METHODOLOGY

#### 3.1 Data Collection

This study utilized a qualitative research approach, employing focus group discussions to explore students' perspectives on career guidance and mentorship. Data was collected in January 2025, targeting school students in Bangalore. A total of 10 participants engaged in a structured discussion, facilitated by a trained moderator. The focus group method was selected to encourage interactive dialogue, allowing for a deeper understanding of students' challenges, preferences, and expectations regarding career decision-making.

#### 3.2 Focus Group Design

The discussion was structured around five key themes, with pre-defined guiding questions to ensure a comprehensive exploration of student experiences:

##### 1. Challenges in Career Decision-Making

- Students expressed feelings of confusion and uncertainty due to the overwhelming number of career options.
- Career advice was primarily sought from parents, though many noted that parental recommendations were often influenced by perceived job stability rather than personal interests.
- School-based career guidance was described as generic, with limited support for non-traditional career paths.

##### 2. Experiences with Career Mentorship

- Participants who had access to one-on-one mentorship found it highly beneficial in aligning their skills with career choices.
- Mentorship was viewed as more effective than general career counseling, as it provided personalized insights and real-world industry perspectives.

##### 3. Accessibility and Affordability of Career Counseling

- Many students cited cost as a significant barrier to accessing quality career guidance.
- School-provided counseling was often insufficient, leading students to rely on online resources, which were perceived as overwhelming and unstructured.
- Participants emphasized the need for affordable and accessible mentorship programs within schools.

##### 4. Role of Digital Platforms in Career Guidance

- Online platforms were seen as beneficial due to their flexibility and ability to connect students with professionals across different industries.
- Concerns were raised about the lack of personal engagement in virtual counseling and the difficulty in identifying credible mentors.

##### 5. Impact of Career Guidance on Academic and Professional Growth

- Participants noted increased motivation and goal orientation in their studies after receiving career guidance.
- A greater sense of confidence and preparedness for future career opportunities was reported.
- Students recommended early career guidance interventions, starting in middle school, along with structured mentorship programs.

#### 3.3 Data Validation and Analysis

The focus group discussion was recorded and transcribed for thematic analysis. Common patterns and key themes were identified to ensure a rigorous and unbiased interpretation of student experiences. The findings were validated by cross-referencing participant responses and identifying recurring concerns and preferences, ensuring credibility and reliability in the study's conclusions.

### IV. RESULTS AND FINDINGS

Expectations regarding career guidance and mentorship. The findings have been categorized into three key themes based on participant responses.



## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

### 4.1 Challenges in Career Decision-Making

Students reported significant difficulties in making career choices due to various factors. Key challenges included:

- **Overwhelming Career Choices:** Many participants found it challenging to select a career due to the vast number of available options and a lack of clear direction.
- **Parental Influence:** Career advice from parents was often based on traditional perceptions of stability rather than aligning with students' personal interests and aspirations.
- **Limited Career Guidance in Schools:** School-based career counseling was perceived as inadequate, with a primary focus on conventional career paths such as engineering and medicine, leaving little room for exploring alternative fields.

### 4.2 Experiences with Career Mentorship

Mentorship played a crucial role in shaping students' career clarity and decision-making abilities. The focus group discussions highlighted:

- **Personalized Career Support:** Students who had access to mentors found their guidance more relevant and tailored to their strengths and interests.
- **Practical Industry Insights:** Mentors provided real-world knowledge, which students found more valuable than generalized career advice.
- **Unmet Demand for Mentorship Programs:** Many participants expressed interest in mentorship but reported limited access to structured mentorship opportunities.

### 4.3 Accessibility and Affordability of Career Counseling

Cost and accessibility emerged as major barriers to effective career guidance. Key findings included:

- **High Costs of Private Career Counseling:** Many students reported that private career counseling services were expensive and not financially feasible for all.
- **Insufficient School-Based Career Support:** The guidance provided in schools was often generic and lacked depth, prompting students to seek alternative sources of information.
- **Need for Affordable and Inclusive Mentorship Programs:** Participants emphasized the importance of free or low-cost mentorship initiatives to ensure career guidance is accessible to students from diverse backgrounds

## V. CONCLUSION

MentorMeEd is committed to transforming the way students across India approach their academic and professional futures. Through personalized career counseling, mentorship, and guidance, we empower students to make informed decisions aligned with their goals, strengths, and interests. Our comprehensive platform offers a wide range of services, including individualized counseling sessions, test preparation, and college selection assistance, ensuring that every student has the resources and support they need to succeed.

We understand the challenges and uncertainties students face, especially during crucial transitions like Class 12 and undergraduate studies. That's why our mission is to provide accessible and affordable career guidance for students from all backgrounds. With a tiered pricing structure and a commitment to fairness, we ensure that every student benefits from high-quality services.

What sets MentorMeEd apart from traditional counseling services is our focus on flexibility, accessibility, and personalization. Our online platform, combined with strategic partnerships with educational institutions and community organizations, allows us to reach students wherever they are, providing valuable resources and support to help them navigate their academic and career journeys.

Through innovative approaches and key collaborations, we inspire students to explore their interests, develop their skills, and confidently pursue their dreams. MentorMeEd is more than just a counseling service—it is a trusted partner



## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

in every student's journey to success. By fostering a culture of self-assurance and achievement, we equip students with the knowledge, resources, and confidence they need to build a fulfilling and successful future

### REFERENCES

- 1) Balci, S. (2018). Investigating career guidance needs of middle school students. In SHS Web of Conferences (Vol. 48, p. 01017). EDP Sciences.
- 2) Bell, G. R., & Rosowsky, D. V. (2021). On the importance of mentorship and great mentors. *Structural Safety*, 91, 102076
- 3) Bennett, M., & McGowan, B. (2014). Assessment matters—mentors need support in their role. *British journal of nursing*, 23(9), 454-458.
- 4) Clynes, M., Corbett, A., & Overbaugh, J. (2019). Why we need good mentoring. *Nature Reviews Cancer*, 19(9), 489-493.
- 5) Dodd, V., Hanson, J., & Hooley, T. (2022). Increasing students' career readiness through career guidance: measuring the impact with a validated measure. *British Journal of Guidance & Counselling*, 50(2), 260-272.
- 6) Eliamani, M. P., Richard, M. L., & Peter, B. (2014). Access to guidance and counseling services and its influence on Students' school life and career choice. *African Journal of Guidance and Counselling*, 1(1), 007-015.
- 7) Eremie, M. D., & Ibifari, B. O. R. O. N. (2018). Factors influencing students' career choice in secondary schools in Rivers State: Implication for career counselling. *International Journal of Innovative Education Research*, 6(4), 93-100.
- 8) Garvey, B., & Alred, G. (2003). An introduction to the symposium on mentoring: Issues and prospects. *British journal of guidance and counselling*, 31(1), 3-9.
- 9) Hezlett, S. A., & Gibson, S. K. (2005). Mentoring and human resource development: Where we are and where we need to go. *Advances in developing human resources*, 7(4), 446-469.
- 10) Hudson, P. (2013). Mentoring as professional development: 'growth for both' mentor and mentee. *Professional development in education*, 39(5), 771-783.
- 11) Janssen, S., Van Vuuren, M., & De Jong, M. D. (2016). Informal mentoring at work: A review and suggestions for future research. *International journal of management reviews*, 18(4), 498-517.
- 12) Nettleton, P., & Bray, L. (2008). Current mentorship schemes might be doing our students a disservice. *Nurse Education in Practice*, 8(3), 205-212.
- 13) Pitan, O. S., & Atiku, S. O. (2017). Structural determinants of students' employability: Influence of career guidance activities. *South African Journal of Education*, 37(4).
- 14) Roy, P. (2020). Career Guidance: A Way of Life. *Tathapi Multidisciplinary Journal*.
- 15) Schrubbe, K. F. (2004). Mentorship: a critical component for professional growth and academic success. *Journal of dental education*, 68(3), 324-328.





INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA



# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

| Mobile No: +91-6381907438 | Whatsapp: +91-6381907438 | [ijmrset@gmail.com](mailto:ijmrset@gmail.com) |

[www.ijmrset.com](http://www.ijmrset.com)