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Enhancing vocational identity and practical skills motivation through vocational mentoring intervention: A quasi-experimental study on automobile students

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Abstract
The study determined the effect of vocational mentoring intervention on vocational identity (exploration (in-breadth and in-depth), commitment, reconsideration), practical skills motivational beliefs and engagement. Five hypotheses were tested. The study employed quasi-experimental research design. The sample was made up of 137 Automobile students, which consisted of 81 in the intervention group and 56 in the control group. A questionnaire and rating scale was used for data collection with an overall reliability coefficient 0.86 and 0.84 respectively. The training for intervention was based on a two-phase plan. Data analysis were carried out using Analysis of covariance (ANCOVA) and Multivariate Analysis of Covariance (MANCOVA). The findings revealed significance effect of intervention on vocational identity and practical skills motivational beliefs and engagement. Hence, there were progressive positive changes in Automobile students' vocational exploration, commitment and reconsideration. Furthermore, there were progressive increases in the practical skills' motivational beliefs and engagement. It was therefore, recommended that technical colleges should have periodic vocational mentoring to foster students' vocational identity and enhance their Practical skills motivational beliefs and engagement.

Keywords: Career Mentoring, Vocational Exploration, Vocational Commitment, Vocational Reconsideration, and Motivation Belief,

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Introduction

The aim of automotive technology (AT) is to produce competent vehicle mechanics with adequate skill and sound theoretical knowledge that should able them to diagnose and carryout repairs and/or maintenance on all types of Diesel and Petrol Vehicles for national development (Jatawa & Mohammed, 2021). AT involves the application of scientific knowledge in the design, selection of materials, construction, operation, repairs and maintenance of the motor vehicles (Tumba & Shuaibu, 2016). These benefits notwithstanding, most of the students tend to exhibit self-doubt in their academic pursuit and career development. Similarly, the number of students who register in technical colleges continues to drop (Orji, 2015; Orji & Ogbuanya, 2018; Olelewe et. al 2021; Zhang et. al 2020) which also affects career development in automobile technology.

This implies that measures must be put in place to address such concerns. Although researcher have made attempts via module development, determining effects of more approachable teaching methods, and evaluating available human and material resources, such concerns still persist. Hence, the need to address such academic and career-related concerns via career or vocational biased approach. To help students in their vocational or career development, vocational mentoring could be one of the best models to adapt.

Vocational mentoring is a dimension of mentoring that focuses on establishing a relationship between a mentor and a mentee in acquiring the necessary practical skills for career development. Similarly, vocational mentoring involves a relationship between a more experience person who has acquired and developed allied skillsets over the years and a less experienced person (mentee) who needs the skills for career development (Chukwuedo, 2018). Vocational mentoring is, therefore, more encompassing than social support and role

modelling which are also dimensions of mentoring. Since the primary aim of technical colleges in Nigeria is for students to develop the practical skills needed for their career development, the researcher deems it fit to adopt vocational mentoring for this study. One of the benefits of vocational mentoring is fostering ones' vocational perspectives in one's academic major (vocational identity status) as well as building one's beliefs and motivation in one's career.

Vocational identity status refers to the state of possessing a clear, stable, secure, and realistic idea of one's goals, interests, talents, and personal values for career and work (Chukwuedo & Ohanu, 2022; Porfeli et al., 2011). It is a process that may begin with the individual's inclination to a particular academic or career development, but it is more relatively realized via a guided model such as mentoring or counselling. Therefore, this study is based on mentoring approach to help students in attaining or optimizing their vocational identity statuses. Nevertheless, there are three dimensions of vocational identity statuses, namely career exploration, career commitment, and career reconsideration.

Career exploration is an inquiry into career opportunities or alternatives for an individual. It embeds two processes – in-breadth exploration and in-depth exploration. While in-breadth exploration involves gauging varied career alternatives, in-depth exploration reflects a deliberate inquiry of a definite career alternative (Chukwuedo & Ohanu, 2022; Porfeli et al., 2011). Career commitment, which represents the level of the psychological bond to the present or intended profession even when expectancy equity is not met (Chukwuedo, 2018), embeds two processes – commitment making and identification with commitment. Commitment making is characterized by the degree to which a student has committed to his or her academic or occupational interest, while identification with commitment represents the extent to which a student integrates a commitment in their core self-structure (Marinica & Negru-Subtirica, 2020). Career reconsideration is an indication of a level of withdrawal from one's profession or career and has two processes – self-doubt and commitment flexibility. Self-doubt is characterized by the degree of pondering on the suitability of current career decisions, while commitment flexibility involves the degree of inclination to change a career in the nearest future (Ogbuanya & Chukwuedo, 2017). These imply that a student who has relatively established a level of vocational identity status, even via vocational mentoring, is more likely to exhibit high motivational beliefs.

Motivation beliefs refer to the reasons that move an individual to work on or perform a task. It is an individual's motives to perform a given task in a given context (Facer, Galloway, Inoue, & Zigarmi, 2014), and it acts as a system to promote and sustain goal-directed behaviours. Hence, motivation beliefs is a function of recognition of task-related ability such as values and self-efficacy, as well as socially oriented ability. Motivational belief also refers to students' opinions of the efficacy or effectiveness of learning and the teaching process (Boekaerts, 2002; Koca, 2016). Thus, motivational beliefs act as a frame of reference that guides students' thinking, feelings, and actions in any subject area (Boekaerts, 2002; Koca, 2016). Hence, individuals with higher motivational beliefs have higher tendencies to recognize a task and perform it for self-development than individuals with lower motivation beliefs. In the context of this study, practical skills motivation beliefs are the reasons that propel an automobile technology student to work on an automobile task. It is therefore a system in an individual that promotes and sustains the students' goals in performing practical skills in automobile technology. From this conceptualization, it is believed that when an automobile technology student exhibits higher motivation beliefs, there is a high tendency that the student will show higher practical skills engagement in automobile technology.

It is important that students' engagement in technical colleges is studied because all activities in the school is geared towards engaging them. Engagement is characterized with the time and effort students devote to educational tasks in the classroom and the practices planned by institutions to inspire students to participate in such activities (Orji, 2021; Orji & Ogbuanya, 2022). Student engagement refers to a student's need, desire willingness, and compulsion to participate and be successful in the learning process, promoting higher level thinking. Study engagement dovetails to behaviors such as vigour, dedication, and absorption in a given context. It is a conscious and voluntary effort an individual makes to allocate and direct their resources towards achieving studious, academic, and vocational-related tasks or to achieve the seeming unattainable expectancy equity in academic major or vocation (Chukwuedo, Mbagwu, & Ogbuanya, 2021). Similarly, engagement has been dimensioned as emotional, behavioural, social, and cognitive engagement. these characteristics are embedded in one's ability to acquire practical skills/ Hence, in this study, practical skills engagement is characterized by the conscious and voluntary effort and time that an Automobile student puts into activities that are geared towards the acquisition of practical skills, perhaps emanating from predefined experiences such as vocational mentoring. From the conceptualizations so far, it is expected that vocational mentoring will facilitate students' engagement in practical skills, vocational identity, and motivation beliefs in practical skills. Hence, this study hinges on social cognitive career theory to investigate the effect of vocational mentoring on vocational identity, practical skills motivation beliefs, and engagement in practical skills among technical college students in Delta State, Nigeria. The following hypotheses guided the study.

1. There is no significant effect of vocational mentoring on vocational exploration (in-breath and in-depth) between the intervention and control groups?

2. There is no significant effect of vocational mentoring on vocational commitment (commitment making and identification with commitment) between the intervention and control groups?
3. There is no significant effect of vocational mentoring on vocational reconsideration (flexibility and self-doubt) between the intervention and control groups?
4. There is no significant effect of vocational mentoring on practical skills motivational beliefs between the intervention and control groups?
5. There is no significant effect of vocational mentoring on practical skills engagement between the intervention and control groups?.

Methods

Design of the Study

The quasi-experimental research design was employed in this study. The quasi-experimental design enables a researcher to manipulate variables, establish cause-effect relationship between variables and apply the non-randomized approach in selecting participants (Gall, Gall & Borg, 2007). Specifically, the non-equivalent control-group pre-test and post-test experimental design was employed in this study. In this case, there was an intervention or experimental group who received the unusual treatment (planned and formal vocational mentoring) and a control group who received the usual treatment (unplanned and non-formal vocational mentoring). Consequently, both groups were pretested and post tested once. Therefore, this design is considered appropriate for this study in that there was manipulation of the independent variable (vocational mentoring), pre-test and post-test, non-randomization of sample. Overall, the design establishes cause-effect relationships between the independent, mediator, and dependent variables.

Area of the Study

The area of the study was Delta State. Nigeria, which has three senatorial districts, 25 local government areas, and six technical colleges. The technical colleges in the state are all state-owned institutions, which are Agbor technical college, Sapele technical colleges, Ofagbe technical college, Utagba technical college, Ogor technical college, and Issele-Uku technical college.

Population of the Study

The population of the study was 444 automobile students from the six technical colleges in Delta State. This was made of students in years 2 and 3 of the automobile trades. The year 2 will be made up of 198 automobile students; while the year 3 will be made up of 246 automobile students.

The choice of the students in years 2 and 3 is because the students are close to leaving the school to either further their studies or be gainfully employed. This means that it will be easier to expose the students to vocational mentoring because of their relative maturity in the number of years in the school, readiness to transit for further education or employment, and exposure to more aspects of automobile module because of their number of years in the programme.

Sample and Sampling Technique

The sample of this study was 137 automobile students for the 2022/2023 academic session from two out of the six technical colleges in Delta State. Therefore, one technical college served as the intervention group, and another technical college served as the control group. The sample was made up of 81 students in the intervention group (52 students in year 2 and 29 students in year 3). In the control group, there were 56 students (34 students in year 2 and 22 students in year 3).

In this study, purposive sampling technique was adopted. The purposive sampling technique was considered because the researcher decided that easily accessible technical colleges be used to minimize difficulties of accessing the students during the mentoring process by any categories of the mentors. The researcher also considers the easily accessible schools that have reasonable number of teachers to undertake the mentoring process.

Instrument for Data Collection

The instruments for data collection were a rating scale and a questionnaire measuring each construct adapted from the literature. The level of adaptation involved the use of automobile technology/trade to represent or complement aspects of the items to suit the purposes of this study. The questionnaire, titled Vocational Mentoring, Vocational Identity, and Practical Skills Motivation (VMVIPSM), were used to collect data on vocational mentoring, vocational identity status, and practical skills motivation beliefs. The students were expected to respond to the questionnaire as a self-report measure. Conversely, the rating scale titled

Automobile Students Practical Skills Engagement (ASPSE) was used to measure the practical skills engagement. The rating scale was rated by the teachers and technologists/technicians in the school.

The questionnaire has two sections A and B. Section A measured the demographic characteristics of the students, which are the students' gender and age. Section B has 44 items and it is divided into three subsections that measure vocational mentoring, vocational identity status, and practical skills motivation beliefs respectively. All the items of the questionnaire are rated on a five-point Likert scale of strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Similarly, the rating scale has two sections A and B such that section A measures demographics such as students name, identification or code as well as gender and age. The section B has six items that will measure practical skills engagement. The adapted scales are explained as follows:

Vocational Mentoring is measured with eight items of the vocational mentorship subscale of the Scandura (1992) mentorship scale. The items of the scale are adapted in this study to determine the automobile students' opinions of their vocational mentoring experiences.

Vocational Identity Statuses is measured with the 30-item Vocational Identity Status Assessment (VISA) developed by Porfeli, Lee, Vondracek & Weigold (2011). The scale has three main subscales that measure career or vocational exploration, career or vocational commitment, and career or vocational reconsideration, each having 10 items. Career exploration has two dimensions measuring career in-breadth explorations and career in-depth exploration, each having five items. Career commitment has two dimensions measuring career commitment making and identification with commitment, each having five items. Career reconsideration has two-dimension measuring career self-doubt and career flexibility, each having five items.

Practical Skills Motivation Beliefs is measured with the six items of expectancy valence subscale of the Facer, Galloway, Inoue and Zigarmi (2014) motivation beliefs inventory. The items were adapted to measure students' beliefs in their motivation to perform a given task or skills in their area of study. Although the original scale measured employees' motivation beliefs in their tasks, the researcher adapted it to reflect students' motivation beliefs in their practical skill.

Practical Skills Engagement is assessed with the six items of engagement in practical skills (Chukwuedo & Ementa, 2022). The scale is adapted to rate the students social, cognitive, behavioural and affective engagement while participating in workshop practice involving acquisition of practical skills in automobile trades.

Validation of the Instrument

Face validity of the questionnaire and the rating scale were conducted in this study by three experts. These were made up of two experts from Industrial Technical Education, University of Nigeria, and one from Career Counselling and Industrial Psychology, Nnamdi Azikiwe University. The experts were provided with the original versions of the scales that were adapted to measure the constructs of this study. This was to enable the experts to verify and suggest the level of adaption made by the researcher. Consequently, the experts made suggestions and corrections on the adapted versions of the scales. Their suggestions and corrections include grammatical and language use in the wordings of some of the item statements.

Reliability of the Instrument

The internal consistencies of the scales of the questionnaire and rating scale were determined by employing the Cronbach's alpha reliability approach. Consequently, the questionnaire was administered to 30 automobile students, while the rating scale were rated by 20 automobile teachers/technologists/technicians in the rest of the technical colleges that were not used as part of the sample of the study. The students' responses were used to determine the alpha coefficients of vocational mentoring, vocational identity and motivational beliefs, while the ratings of the 20 teachers and technologists/technicians were used to determine the alpha value value for the practical skills engagement. Then, the alpha values for each of the scales were reported accordingly. Vocational mentoring (0.89), vocational identity status- exploration (0.84), vocational identity status – commitment (0.86), vocational identity status – reconsideration (0.77), practical skills motivational beliefs (0.82). The overall alpha value for the questionnaire was 0.8On the other hand, the rating scale were collated and analysed, the alpha value was found to be 0.81

Intervention Procedure

In line with the existing intervention procedures, the researcher adapted the *Career-training Mentorship Intervention Guide* (Chukwuedo, 2018; Ogbuanya & Chukwuedo, 2017) and the *Vocational/Career Practical Skills Support/Training Guide* (Chukwuedo & Ohanu, 2022). Consequently, this study's intervention guide is titled *Vocational Mentoring for Vocational Identity and Practical Skills Guide*. It was organized into two broad sections, namely vocational mentoring and guidance section and practical skills with mentoring section.

Overall, the intervention procedure lasted for 8 weeks – two weeks of mentoring and six weeks of practical skills with mentoring.

The Vocation Mentoring and Guidance Section

The vocational mentoring process for the intervention groups was planned, formal and conscious; while the mentoring process for the control groups was informal, unconscious and unplanned. The students in the intervention groups were given organized series of career guidance in automobile technology, as well as identity formation and modification, but no career talk was officially organized for the students in the control groups because the researcher assumes that the usual advice the teacher or technologist/technician gives to their students represents the informal vocational mentoring. Hence, the researcher did not deliberately have any control of the control groups mentoring process since it is the usual approach often employed by teachers without a formal planning. That is why they are regarded as the control group in this study. The vocational mentoring will therefore be organized in two phases, each two days in a week for two weeks (1 hour, 30 minutes each day). The first phase of the mentoring session was on career concerns for the students, while the second phase will be on vocational identity concerns, formation or modification for the students

Phase 1 – Academic and Career Concerns. This was a series of career talk by the mentors for the students' career or vocational matters. The mentors cautiously found out areas of career difficulties faced by the students in automobile technology, as well as the areas in their academic pursuit in automobile technology where the students face challenges. These formed the basis for the mentors to understand how to guide the students in their academic and career development and pursuit. At each stage of interaction, the students were given opportunities to ask questions relating to academic matters, career choice, prospects, interest, and practical skills in automobile technology.

Phase 2 – Vocational Identity Guidance. The mentors were provided with the details of the dimensions of the vocational identity statuses. This enabled the mentors to ask the students questions about their vocational identity formation in automobile technology. Thus, it was an interactive session to help the students develop or increase their career exploration and commitment in automobile technology.

The Practical Skills with Mentoring Section

The practical skills sections for both the experimental group and the control group were guided by different automobile tasks in the students' workshop during their academic session or term. The tasks were drawn from the students' module. Hence, the section was organized into three phases, with each phase expected to last for two weeks.

Phase 1 – Practical Skills in advanced or enhanced automobile tools, equipment as well as safety measures in carrying out design, maintenance or repairs of automobile circuits, gadgets and appliance. At each task in this phase, the mentor guides the students on the implications of each task in relation to their career in automobile technology.

Phase 2 – Practical skills in fault identification and diagnosis in automobile devices and appliances. Here, the mentors provide the students with modern automobile devices that needs rectification. The students were exposed to the procedures to detecting faults in such devices. Similar, the mentors can also induce or force faults to the devices and then expose the students on how to detect such a fault. At each stage of the task, the mentors guide the students towards the career implication of the tasks.

Phase 3. - This stage involved practical skills in corrective maintenance in automobile devices. The mentors exposed the students to the practical skills in the repairs of automobile devices and explained the career implications of the tasks.

Data Collection

The data was collected at two different times – pre-test and post-test, by the researcher with the help of four research assistants – two from each of the colleges that were used as the experimental group and the control group. Two weeks before the intervention the pre -test data was collected by administering the questionnaire to the students to measure their perceived vocational mentoring, vocational identity statuses, and practical skills motivation beliefs. However, the automobile technology teacher, technologist or technician rated the students' practical skills engagement during workshop practice using the rating scale that measure the construct. Then the questionnaire and the rating scale were retrieved and coded by the researcher. Then, the post-test data was collected two weeks after the intervention.

Data Analysis

Analysis of Covariance (ANCOVA), and Multivariate Analysis of Covariance (MANCOVA) was used as the statistics for data analysis. Hypothesis 1 to 3 were tested using MANCOVA because each has two inherent

dependent variables, while ANCOVA was used to test hypotheses 4 and 5. Statistical Package for Social Science (SPSS version 23.0) was used to conduct all the analysis in this study. All hypothesis were tested at 0.05

Result

Table 1: MANCOVA Results on the Effect of Vocational Mentoring on Career Exploration

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	P	Partial Eta Squared
Corrected Model	In-breath2	2.434[a]	3	.811	6.038	.001	.155
	In-depth2	25.385[b]	3	8.462	.	.	1.000
Intercept	In-breath2	8.386	1	8.386	62.410	.000	.387
	In-depth2	.521	1	.521	.	.	1.000
In-breath1	In-breath2	.526	1	.526	3.916	.051	.038
	In-depth2	.000	1	.000	.	.	.
In-depth1	In-breath2	.009	1	.009	.065	.799	.001
	In-depth2	12.719	1	12.719	.	.	1.000
Group	In-breath2	1.857	1	1.857	13.817	.000	.122
	In-depth2	6.843	1	6.843	.	.	1.000
Error	In-breath2	13.303	99	.134			
	In-depth2	.000	99	.000			
Total	In-breath2	1082.201	10 3				
	In-depth2	1268.653	10 3				
Corrected Total	In-breath2	15.737	10 2				
	In-depth2	25.385	10 2				

Data shown in Table 1 depicts the multivariate results of the effect of vocational mentoring on career in-breath and in-depth explorations. The Table shows that the MANOVA result is significant, $F(1, 99) = 13.817$, $p = .000 < .05$. The partial eta square of .122 indicate an effect size of 12.2 percent. Overall, the null hypothesis is rejected. This means that there is a significant effect of vocational mentoring on career exploration between the intervention and the control group.

Table 2: MANCOVA Results on the Effect of Vocational Mentoring on Career Commitment

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Making2	12.865[a]	3	4.288	65.593	.000	.665
	Identification2	10.523[b]	3	3.508	.	.	1.000
Intercept	Making2	.936	1	.936	14.317	.000	.126
	Identification2	.265	1	.265	.	.	1.000
Making1	Making2	5.485	1	5.485	83.896	.000	.459
	Identification2	.000	1	.000	.	.	.
Identification1	Making2	.007	1	.007	.103	.749	.001
	Identification2	7.333	1	7.333	.	.	1.000
Group	Making2	6.612	1	6.612	101.134	.000	.505
	Identification2	6.402	1	6.402	.	.	1.000
Error	Making2	6.473	99	.065			
	Identification2	.000	99	.000			
Total	Making2	991.761	10 3				
	Identification2	1303.190	10 3				
Corrected Total	Making2	19.338	10 2				

	Identification2	10.523	10 2

Table 2 shows the multivariate results of the effect of vocational mentoring on career commitment making and identification with career commitment. The table shows that the MANOVA result is significant, $F(1, 99) = 101.134$, $p = .000 < .05$. The partial eta square of .505 indicate an effect size of 50.5 percent. Overall, the null hypothesis is rejected. This means that there is a significant effect of vocational mentoring on career commitment between the intervention and the control group.

Table 3: MANCOVA Results on the Effect of Vocational Mentoring on Career Reconsideration

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Flexibility2	26.636[a]	3	8.879	.	.	1.000
	Self-doubt2	42.041[b]	3	14.014	1150.168	.000	.972
Intercept	Flexibility2	.147	1	.147	.	.	1.000
	Self-doubt2	.006	1	.006	.513	.475	.005
Flexibility1	Flexibility2	8.298	1	8.298	.	.	1.000
	Self-doubt2	.086	1	.086	7.026	.009	.066
Self-doubt1	Flexibility2	.000	1	.000	.	.	.
	Self-doubt2	31.127	1	31.127	2554.721	.000	.963
Group	Flexibility;/ 2	8.509	1	8.509	.	.	1.000
	Self-doubt2	7.913	1	7.913	649.446	.000	.868
Error	Flexibility2	.000	99	.000			
	Self-doubt2	1.206	99	.012			
Total	Flexibility2	1098.320	103				
	Self-doubt2	805.990	103				
Corrected Total	Flexibility2	26.636	102				
	Self-doubt2	43.248	102				

Table 3 shows the multivariate results of the effect of vocational mentoring on career flexibility and career self-doubt. The table shows that the MANOVA result is significant, $F(1, 99) = 549.446$, $p = .000 < .05$. The partial eta square of .868 indicate an effect size of 86.8 percent. Overall, the null hypothesis is rejected. This means that there is a significant effect of vocational mentoring on career reconsideration between the intervention and the control groups.

Table 4: ANCOVA Results on the Effect of Vocational Mentoring on Practical Skills Motivational Beliefs

Source	Type III Sum of Squares	Df	Mean Square	F	P	Partial Eta Squared
Corrected Model	21.141[a]	2	10.570	85.600	.000	.631
Intercept	8.120	1	8.120	65.754	.000	.397
PSMB1	9.948	1	9.948	80.560	.000	.446
Group	12.852	1	12.852	104.081	.000	.510
Error	12.349	100	.123			
Total	1131.656	103				
Corrected Total	33.489	102				

Note. PSMB = practical skills motivational beliefs

Table 4 shows the univariate results of the effect of vocational mentoring on the students' practical skills motivational beliefs. The table shows that the ANOVA result is significant, $F(1, 100) = 104.081$, $p = .000 < .05$. The partial eta square of .510 indicate an effect size of 51.0 percent. Overall, the null hypothesis is rejected. This means that there is a significant effect of vocational mentoring on students' practical skills motivational beliefs between the intervention and the control groups.

Table 5: ANCOVA Results on the Effect of Vocational Mentoring on Practical Skills Engagement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13.012[a]	2	6.506	106.177	.000	.680

Intercept	9.489	1	9.489	154.855	.000	.608
psEG1	4.626	1	4.626	75.504	.000	.430
Group	8.938	1	8.938	145.874	.000	.593
Error	6.127	100	.061			
Total	1233.189	103				
Corrected Total	19.139	102				

The results of Table 5 show the univariate results of the effect of vocational mentoring on the students' practical skills engagement. The table shows that the ANOVA result is significant, $F(1, 100) = 145.874$, $p = .000 < .05$. The partial eta square of .593 indicate an effect size of 59.3 percent. Overall, the null hypothesis is rejected. This means that there is a significant effect of vocational mentoring on students' practical skills engagement between the intervention and the control groups.

Discussion

The importance of vocational mentoring with practical skill training especially in auto mechanics cannot be underestimated. The finding of this study, showed that vocational mentoring significantly increased Automobile students 'vocational exploration (in-breath and in-depth), vocational commitment and reconsideration. The study demonstrated increased vocational exploration and commitment. Conversely, vocational mentoring helped the student reduce their vocational reconsideration (flexibility and self-doubt) to the barest minimum. In other words, vocational mentoring fosters proactive and positive vocational exploration, as well as systematically eliminated self-doubt.

Renn et al (2014) found out that mentor support does not only enhance students' vocational exploration and commitment but also help in reducing vocational flexibility and self-doubt. In the same vein, the findings of this study agree with the finding of Jyote &Sharma (2015) who found positive correlation between mentoring functions and career development. This means that vocational mentoring is central in fostering the vocational identity of students.'

It was found out in this study that vocational mentoring also impacts practical skills motivational belief as well as practical skill engagement. The result revealed that Technical College Automobile practical skills motivational beliefs were not only enhanced but significantly increased. This means that students' practical skill belief can be improved via vocational mentoring. Practical skill acquisition is the crux of training in Automobile. The is only achievable if the students motivationally believe in it. This is line with the assertion of Boekaerts (2002) and Koca, (2016), motivational beliefs act a frame of refence that guides students thinking, feelings and actions in any subject area. So, vocational mentoring is potent instrument cable of unleashing students' practical skills motivational beliefs.

Similarly, this study found that technical college Automobile students' practical skills engagements can be significantly increased through vocational mentoring. Student engagement is very important in practical skills training (Lovelace et al, 2014 and Tinto 2006). It's not equally surprising that vocational mentoring impacted practical skill engagement positively. Anafarta & Apaydin (2016) already established that mentoring is sure career development tools. In other words, vocational mentoring is a viable tool for increasing technical college practical skills engagement.

Conclusion

Overall, the findings of the study provide important insights into the effect of vocational mentoring on vocational identity. Thus, the study concludes that vocational mentoring effectively increases vocational exploration (in-breadth and in-depth), vocational commitment (commitment making and identification with commitment). Vocational reconsideration (flexibility and self-doubt) decreases with mentoring. Furthermore, vocational mentoring can effectively improve vocational identity, practical skills motivational beliefs and paratactical skills engagement irrespective of gender and age Therefore, vocational mentoring is a viable instrument for improving Automobile students' vocational identity, practical skills motivational beliefs as well as their practical skills engagement, their gender and age notwithstanding

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