THE RELATIONSHIPS BETWEEN PERSONALITY TYPES AND CAREER ASPIRATIONS OF STUDENTS WHO ARE VISUALLY IMPAIRED: A CASE OF THIKA SECONDARY SCHOOL FOR THE BLIND, KENYA

BY

MWANIKI MICHAEL M.

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF DEGREE OF MASTER OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

MOI UNIVERSITY

2022

DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis may be reproduced without prior permission of the author and/or Moi University.

Sign:_____ Date:_____

MWANIKI MICHAEL M.

EDU/PGP/1008/10

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as University supervisors

Sign:_____ Date:_____

Dr. Njeri Kiaritha

Department of Educational Psychology

School of Education

Moi University

Sign:_____ Date:_____

Prof. Rose Ruto- Korir

Department of Educational Psychology

School of Education

Moi University

DEDICATION

I dedicate this work to my family my loving wife Gillian and my children Ryan and Ian

ACKNOWLEDGEMENT

ABSTRACT

Career choice is one of the most important decisions young people make before the end of secondary school education. Many experience difficulties in this choice, due to changes in the world of work and market demands in the 21st century. Learners with visual impairment experience more such challenges owing to their handicap and job requirements, with their environment seemingly not nurturing autonomy. Thus, they may make decision not based on their personality and career aspirations, but out of desperation. The study therefore, sought to understand the relationship between personality types and career aspirations of visually impaired students. The objectives of the study were; to investigate the relationship between personality and career aspirations for the visually impaired, to examine their personality types, to examine their career aspirations, and to investigate gender differences in their personality types and career aspirations. The study was guided by John Holland's theory of career choice and used a case study, involving a target population of 266 students with visually impairment in Thika High School for the Blind. The Form 3 class was purposefully and case sampling utilized. Data collection was done using the Self-directed search (SDS) and Occupation finder (OF). Piloting was carried out at Kibos School for the Visually Impaired in Kisumu County. Cronbach's coefficient alpha α= 0.818 was obtained. Focus group discussion was done to assess relevance of the instrument. Descriptive statistics, specifically frequencies and percentages were used to analyze data. The inferential statistics tool used was Chi-square test (x2) and hypotheses were tested at alpha (α) .05. The results revealed that there was a significant relationship between visually impaired students' personality types and students' career aspirations χ (2) =51.731, df. =20, p = 0.003. Additionally, the results revealed that there was no significant relationship between female visually impaired students' personality types and students' career aspirations χ (2) = 5.642, df. =20, p = 0.228. Chi square test further revealed that there was no significant relationship between gender and students' personality types χ (2) =7.210, df. = 5, p = 0.205. Further, the study found that although most students had low vision, they had different personality types found in the Holland's theory, with majority of them having social personalities, and thus social career aspirations. Notably, none of the students had a conventional career aspiration. In regard to career aspirations per gender, there was a significant relationship between male visually impaired students' personality types and students' career aspirations χ (2) = 40.881, df. =20, p = 0.004. The results also revealed that there was significant relationship between gender and students' career aspirations χ (2) = 10.362, df. = 4, p = 0.035. The study thus concluded that there was a relationship between visually impaired students' personality types and students' career aspiration and therefore recommended educational placement for students with visual impairment to be done considering their personality and career aspiration.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS AND ABBREVIATION

KUB   - Kenya Union for the Blind

NCPWD   - National Council for Persons with Disabilities

NEI   - National Eye Institute

RIASEC   - Realistic, Investigative, Artistic, Social, Entrepreneurial, and

                   Conventional

SDS   - Self-directed search

WHO   - World Health Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

In this chapter, issues relating to different personality types are discussed in relation to the career aspirations. It presents the background to the study which foregrounds the study as well as the kind of researches done on personality and career choices. This will be followed by the statement of the problem which presents the gaps identified and which informed the empirical study on the topic. The study's goals, justification, and significance, the study's scope, limitations, and assumptions, the theoretical framework, and operational definition.

1.1 Background to the Study

The National Eye Institute (NEI) defines visual impairment as the better eye having a visual acuity of 20/200 or worse even with eye glasses (Harutyunyan, Giloyan & Petrosyan, 2017). According to Hajek, Wolfram, Spitzer, and König (2020), vision impairment is the second most prevalent handicap among middle-aged and older persons. Macular degeneration, cataracts, diabetic retinopathy, glaucoma, age-related eye diseases, strokes, and accidents are all examples of vision impairment (Perry, 2020). Given this description and the preceding role of education in career aspiration that has been highlighted, it becomes essential to understand how visually impaired learn may be impacted. Hewett, Douglas, McLinden, and Keil (2017) agree, stating that it is critical to study how learners with visual impairments grow their careers.

One of the most important goals of education is to aid students in their professional development and to enable them to choose from a wide range of relevant career options that are suited to their individual abilities, interests, aptitudes, personality traits, and current circumstances (Lenten, 2020). This implies that, students with varied

personality will likely achieve or pursue different career paths if well molded in an educational set up. Because technology brings about changes, inventions, and newness, career growth and career planning are extremely important in today's technological age (Sultana & Mahmud 2020). It is therefore critical that as technological reforms take center stage in education so should career aspiration of students who possess a multitude of personality.

This ought to cascade to students who are visually impaired who are likely to be impacted to technological growth and advancement too. In research circles around the world, especially in the United States, the United Kingdom, and Australia, career advancement and decision-making self-efficacy for learners with impairments is a key concern (Morel, 2019).

Learners with visual impairment may struggle to reach developmental milestones such as interacting with others and learning (Lueck, Dutton & Chokron, 2019). This will have an impact on the child's sense of worth, purpose, efficacy, and self-worth, as well as his or her capacity to find and keep work as an adult. As a result, it is critical that people with visual impairments receive the attention they require beginning at a young age in order to be productive (Stangl, Morris & Gurari, 2020).

Individuals with visual disabilities, too, face issues that require a focused group of analysts and counselors to satisfy their word-related requirements. Overcoming the challenges faced by people with visual impairments also requires a focused team of researchers and counselors to meet their occupational needs. Encouragement and support from intervening counselors early in a visually impaired person's life can lead to higher confidence, increased effort, and ultimately greater success in gaining and sustaining employment (Houri, Thayer, & Cook, 2019). The transition from school to

work is one of the most significant phases in the lives of young people, especially those with visual impairments. Pursuing a career is critical for people with visual impairments in gaining independence, achieving social inclusion, and assuring equal participation in all parts of life (Morel, 2019).

The concept of self-determination in the life of a person with a handicap is one of the most important concepts to emerge in recent decades. Professionals have made decisions for people with disabilities for far too long, with no input from the people with disabilities or their parents (Gross, 2021; Morel, 2019). While these decisions may have been made with the best of intentions, they may have disregarded the wants, ambitions, and goals that remained concealed within the disabled people. Failure of impaired students to determine what they want to be and what they are capable of in the workplace can promote dependency and lead to the continuation of the very vocational stereotypes that have isolated them from their communities. Such activities are both anti-human rights and anti-inclusion, but rights and inclusion are hot topics in today's world (Morel, 2019). According to Personality Job Fit Theory, (Cai, Cai, Sun & Ma, 2018) while these decisions may have been made with the best of intentions, they may have disregarded the wants, ambitions, and goals that remained concealed within the disabled people. This match may be absent where learners directed to careers they should pursue, leading to vocational dissatisfaction. As a result, we must rethink our approaches to delivering services to learners with disabilities if they are to face the emerging demands in a rapidly evolving workplace (Morel, 2019).

Theorists such as Super (1980), Holland (1985), Ginzberg (1984) and Gottfredson (1981) as cited in McCash (2018) devoted considerable time and energy to dissecting the processes that underlie vocational and career development and to establishing their inter-relationship. Conte (1983) as cited in Frazier (2020) however, points out that; it is

only Super who referred to the consequences of disability for vocational development. Yet, his discussion is limited to recognizing that disabilities can pose problems for vocational development without offering a helpful description.

It is against this backdrop that personal growth around schooling, career, and community life should be retooled based on one's self-concept and the real obstacles that people with visual impairment face (Atteng & Osuagwu, 2021). As pointed out by Yanchak, (2005) persons with visual impairment find it difficult to deal with and overcome limitations imposed by impairments. It has been mentioned that they struggle to establish a stable professional identity, leading to continued marginalization in society. Perhaps this explains why only manual and poorly paid jobs are open to them (Morel, 2019). This is in stark contrast to the majority of young people, who see getting a job as a vital objective because it allows them to live freely.

In Kenya, job prospects for people with visual impairment have not been prioritized (Ebuenyi, van der Ham, Bunders-Aelen & Regeer, 2020). O'Day, Kleinman, Fischer, Morris and Blyler (2017) mentioned that people with visual impairment have a far greater unemployment rate than the general population. Persons with visual impairment are urging society to pay attention to their views with the current cry for inclusion (Morel, 2019). In Kenya, most students rarely connect their academic topics to their future vocations or what they want to be when they grow up. As a result, they lack a professional self-concept and the ability to make career decisions (Morel, 2019). All these point to major gaps in career development for learners with visual impairment. Therefore this study sought to find out the relationship between career aspirations and personality among students who are visually impaired with an aim of providing insight to vocational counselors who serve students with disabilities.

In a nutshell career aspiration and visual impairment has been a focus of debate in Kenya. It has been highlighted that job opportunities for persons with visual impairment has not topped the agenda in many of the institutions (Ebuenyi, van der Ham, Bunders-Aelen & Regeer, 2020). This was noted in the high level of unemployment among persons with visual impairment as compared to the country's general population (O'Day, Kleinman, Fischer, Morris & Blyler, 2017). Coupled with this have been the calls for inclusion in the various sectors of the society (Morel, 2019). Of major concern however has been the failure to incorporate students' academic performance to future careers aspirations. According to Morel (2019), this has resulted in a gap in the learners' vocational self-concept and professional decision-making abilities. To bridge this gap this study sought to find out the relationship between career aspirations and personality among students who are visually impaired with an aim of providing insight to vocational counselors who serve students with visual impairment.

In a nutshell, various researches on disability have been conducted in Kenya. This includes disability legislation awareness and its impact on the employability of people with disabilities in Kirinyaga County's post-secondary institutions (Njeru, 2017); influence of strategies on empowerment of persons with disabilities in Kirimari ward in Embu County (Njue, 2018); employability of persons with mental disability (Ebuenyi, Guxens, Ombati, Bunders-Aelen, & Regeer, 2019); teachers' perception of transition preparedness by learners with physical disabilities towards employment (Marete, 2020) and assessment of the influence of employment on personal development of youth with disabilities in Elgeyo-Marakwet (Kurumei, Ogogo, Kochung & Kimani, 2021).

1.2 Statement of the Problem

Ramachandra, Murthy, Shamanna, Allagh, Pant and John (2017) opine that preparing persons with disabilities for the world of work are a crucial undertaking. This conjures that career counseling programs in schools should be pegged upon providing guidance and orientation to students with special education requirements (Kassotakis, 2017). Though theorists such as Super (1980), Holland (1985), Ginzberg (1984) and Gottfredson (1981) as cited in McCash (2018) have theorized on vocational and career development there is little disability focused research in the vocational area. Super (1980) as cited in Graham (2020) presented general statements about the relationship of vocational development and personality. Ginzberg (1984) as cited in Sapp (2019) was interested in looking at occupation choice as a process and looked at various career developmental stages, without focusing on the implications of disability on career development.

It is important to note that, limited early vocational and social experiences that visually impaired students encounter restrict the array of career options they perceive. In the African context there is lack of research with learners with visual impairment. For instance in Algeria, Gottfredson (1981) as cited in Ryan (2020) considered the professional development process to begin in childhood and believes that occupational goals represent people's efforts to put their self-concepts into action, and that job happiness is determined by how well a job fits the self-concept. Gottfredson's work was silent on implication of disability to career choice. In their research with learners with visual impairment in Ethiopia, Mengitsu (1994) and Murugami & Nel (2012), as mentioned in Phethoka (2020), highlighted a scarcity of research on career development of learners with disabilities. In Kenya Milimu (2018) established that lack of school guidance and counseling affected the transition of the students.

From the review of studies, there is little visual impairment focused research in the vocational area. Previous research on career related issues have focused on mainstream population. Physical disabilities present unique occupational challenges that require special attention (Crnic, Neece, McIntyre, Blacher & Baker, 2017). Visually impaired persons have a limited interaction with the environment and their approach to career issues may be different from their mainstream colleagues. The demand for more comprehensive career guidance and counseling as well as vocational education for learners with disabilities is critical due to their pressing needs, such as limited early opportunities in work-related skills that may affect their development of vocational self-concept and career decision-making self-efficacy (Morel, 2019).

Given the limited studies addressing careers of learners who are visually impaired the study sought to investigate the relationship between personality and career aspirations among students with visual impairment in secondary school in Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the relationship between personality and career aspirations among students with visual impairment in high school. This study focused on personality types and their relationship to career aspirations of the students with visual impairment with a view of generating knowledge that can be used by career counselors in adopting a model that would support students with visual impairment in making personality-aligned career choices. This can help these students to make good adjustment to the world of work. It is apparent that, there is a lack of clear integration between personal, academic, and career counseling for young school leavers with disabilities, as the majority of these students rarely relate their academic topics to their future occupations and what they would like to be in their adulthood.

1.4 Research Objectives

This study was guided by four objectives as listed below:

1. To establish personality types of students with visual impairment in Thika secondary school for the blind.

2. To find out career aspirations of students with visual impairment in Thika secondary school for the blind.

3. To examine the relationship between personality and career aspirations among students with visual impairment in Thika secondary school for the blind.

4. To investigate the gender differences in personality types and career aspirations among students with visual impairment in Thika secondary school for the blind.

1.5 Research Questions

The study sought answers to the following questions:

1. What personality types are exhibited by students with visual impairment?

2. What are the career aspirations for students with visual impairment?

3. What is the relationship between personality and career aspirations among students with visual impairment?

4. What are the gender differences in personality and career aspirations among visually impaired students?

1.6 Research Hypotheses

The researcher sought to test the following null hypotheses:

H_{01}: There is no relationship between visually impaired students' personality types and their career aspirations.

H_{02}: There is no significant difference between gender and personality types among visually impaired students.

H$_{03}$: There is no significant difference between gender and career aspirations among visually impaired students.

1.7 Justification of the Study

People with disabilities have fewer career options when they reach adulthood because their handicapping conditions limit their options. Furthermore, the limited early vocational and social experiences they have limit the range of career options they perceive, obstruct decision-making, and hinder future vocational development. This situation is further worsened by the fact that most of them are dictated to on the kind of careers to pursue with little regard for their interests and personalities. This would in turn lead to lack of job satisfaction.

This coupled with the little research that has been done in vocational development area for students with visual impairment, spells doom for their career development. Lastly, the career counselors we have in schools are ill-equipped to service them. Edwards and Quinter (2011) in Sigu (2017) posit that lack of a sufficient number of qualified staff for pupils with visual impairments is a barrier to efficient population service, according to the report. While there is a link between personality type and career choices, in fact, poor career decisions are made as a result of a lack of awareness of a person's personality type. (Ahmed, Sharif & Ahmad, 2017).

The area of study was chosen because Thika School for the blind was the pioneer school for the visually impaired, has a relatively big population of students compared to others and has a national outlook.

1.8 Significance of the Study

The study sought to examine the relationship between personality types and career aspirations of form three students with visual impairment in Thika School for the blind.

The findings can provide the career counselors with insight into personality types of the students as well as their career aspirations, information that can be helpful when providing career counseling. Career counseling is important and schools have a huge role in bringing out the best in children. The lack of a sufficient number of qualified staff for pupils with visual impairments is a barrier to efficient population service, according to the report.

While there is a link between personality type and career choices, in fact, poor career decisions are made as a result of a lack of awareness of a person's personality type. The counselor can therefore be able to assess their personalities as from their early years in school and systematically guide them on what would be suitable as their future careers.

To the parents of these students, the findings from this study can also help them understand their children's interests and appreciate their uniqueness and therefore respect and support them in their preferences on career aspirations. Every child has his/her own likes, dislikes, strengths and weaknesses. As a parent, one of the most important things one can do is to help the child discover their talents and find joy in developing and using them. Through this understanding, the students with visual impairment can be helped to maximize their potential and therefore make up for deficiencies brought about by their handicapping conditions.

The findings can also help the curriculum developers and policy makers in education including students' placement. Selection of students for courses to undertake in the higher institutions of learning should place emphasis on student's interest and not academic performance alone. More often than not educational placement has relied heavily on academic performance. The non-academic activities would portray the real potential of these students. Therefore educational placement should be individualized

when it comes to students with special needs and in particular learners with visual impairment.

1.9 Scope of the Study

The study was confined to the relationship between personality types and career aspirations among form three students with visual impairment. Personality types were looked at in the context of John Holland's theory of vocational choice. According to the vocational choice theory personality was grouped into six types namely: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Classification was achieved through Self-directed Search (SDS) by coding the participant responses.

Career aspirations were also looked at in the context of John Holland's theory of vocational choice (1950). Career aspirations were categorized as follows: Realistic, Investigative Artistic, Social, Enterprising, and Conventional. The students would list what they aspire to be and the researcher classified the aspirations using the occupational finder, a booklet listing 1-300 specific job titles to obtain the three letter code that would point to their career orientation.

The Study was conducted in Thika Secondary School for the blind. Thika School for the Blind was considered because it was the first to be established. This implies that it has participated in transiting a high number of students with visual impairment. The conclusion is solely based on the responses from the sample and the information collected from that sample by use of John Holland's instruments: Self-directed search (SDS) and the Occupations Finder.

1.10 Limitations of the Study

The study was carried out in Thika Secondary School for the blind. Consequently the results of the study are suitable for drawing generalizations within the schools of similar

characteristics as those of Thika School for the blind. The focus of the study was students who are visually impaired and the results may not be generalizable to students with other forms of impairments. The population of study was form three students and this may limit generalization of results to other students in other classes as well as mainstream students. Lastly, Kenya is a third world country and so results may not be generalizable to similar schools in countries that are technologically advanced.

1.11 Assumptions of the Study

The following were the assumptions of the study;

1. Personality is both nature-nurture, and since the environment in which these students grow up may also influence their career orientation depending on what they are exposed to the assumption was that they are all exposed to similar environments.

2. The study presumed that the students personality will be one among the following social personality type, investigative, artistic, conventional or realistic

3. Further the researcher made an assumption that Personality is relatively stable and therefore predictable, in addition personality are consistent in diverse situations, and thus each learner has a different set or degree of particular personality that can be identified.

4. Sight is one of the five senses and presence or absence of it can impact self-concept. All students studied had limited or no vision, and therefore their view of self-concept is similar.

5. Culture is the way of life of a group of people which broadly covers behaviours, beliefs and values. The school environment predisposes the students to certain

norms. The researcher further made an assumption that the students' cultural inclination was similar.

6. Socialization encompasses both learning and teaching. The instructional approach for the students is similar and so the researcher made an assumption that they socialized in a similar way.

1.12 Theoretical Framework

The theoretical framework adopted for this study is derived from the career development theory (1950) which was designed to address vocational issues for people living in the United States in the mid-20th century. Its founder, John Holland was concerned with providing an explanation on vocational behavior and suggests some practical ideas to help young, middle-aged, and older people select jobs, and attain vocational satisfaction. Holland's theory was chosen because it embraces career and personality types and relates them to different work environments.

Career theories and associated instruments have proven to be useful for learners with disabilities, on the idea that there is no obvious dichotomy between forms of guiding and counseling approaches that are useful for people with and without impairments, according to (Akkerman & Meininger, 2018). According to John Holland (1966), it is important to align a person's job goals with his or her personality. He says that people who discover a career that matches their personality are more likely to love it and stay in it for longer than those who work in occupations that do not (Alon, Doepke, Olmstead-Rumsey & Tertilt, 2020). According to Holland (1985), as referenced in McCash (2018), persons are most productive when their personality and their job are a good match. Three prepositions lie at the center of Holland's theory: Personality types, Work environments and personality environment interactions. First, according to Holland, persons and circumstances can be classified into personality types. According

to Holland's definition, there are six different sorts of people and work situations. Holland argues that when matching an individual's psychological make-up to a vocation, the six fundamental personality types should be taken into account. Realistic, investigative, artistic, social, enterprising, and conventional are some of them. The researcher looks at Holland's classification of personality types in the following section.

The first type is realistic. The Realistic person's unique genetics and life experiences contribute to a predilection for activities involving the explicit, ordered, or methodical manipulation of objects, tools, machines, and animals, as well as an aversion to education and therapeutic activities. These behavioral inclinations result in the acquisition of manual, mechanical, agricultural, electrical, and technical skills, as well as a lack of social and scholastic skills.

The second is the investigative type. The genetics and life experiences of an investigator lead to a preference for activities involving observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control them, rather than persuasive, social, and repetitive activities. These behavioral tendencies lead to the development of scientific and mathematical capabilities as well as a lack of persuasive abilities.

The third type is the artistic one. Due to their particular genetics and experiences, artists have a preference for ambiguous, unconstrained, un-systematized work such as manipulating physical, verbal, or human resources to produce art forms or items, and an allergy to explicit, systematic, and ordered activities. These behavioral tendencies contribute to the acquisition of artistic skills such as language, art, music, drama, and writing, as well as a weakness in clerical or business system skills.

The fourth type is social. Because of their distinct genetics and life experiences, Social people have a preference for tasks that entail influencing others to inform, train, grow, cure, or enlighten others, rather than explicit, structured, systematic activities requiring materials, tools, or machines.

These characteristics lead to the development of human relations skills such as interpersonal and educational skills, as well as a lack of physical and technical abilities.

The fifth personality type is the enterprising one. The entrepreneurial person's unique genetics and life experiences contribute to a predilection for occupations that involve manipulating others for organizational or financial benefit, and an aversion to observational, symbolic, and methodical pursuits. These behavioral tendencies lead to the development of leadership, interpersonal, and persuasive skills, as well as a weakness in scientific skills.

The typical type is the sixth and last type. The Conventional person's unique heredity and experiences lead to a preference for activities that require the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a predetermined plan, and operating business machines and data processing machines to achieve organizational or economic goals. These inclinations result in the acquisition of clerical, computer, and business system capabilities, as well as a shortfall in artistic abilities.

The theory is relevant to the study as it explains the various personalities that are inherent amongst students. Besides the theory espouses the varied vocational careers that the study investigates. In addition the theory has shown the relationships that exist between the personalities and the careers.

The theory relates to the study variables in the sense that the persons job goals being described in the theory relates to the careers aspiration that the study investigates. Furthermore the theory indicates that these job goals are aligned to the personality of individuals. This relationship is indicated in the topic of the study. The three prepositions advanced in the theory relate to the study objectives as explained in the subsequent sentence. The first preposition which is personality types have been captured in the first objective which was to examine personality types. The work environment proposed in the theory relates to the Thika School for the blind in the study.

1.13 Conceptual Framework

Independent Variable   **Dependent Variable**

Personality Types:
Realistic
Investigative
Artistic
Social
Enterprising
Conventional

Career Aspirations:
Realistic
Investigative
Artistic
Social
Enterprising
Conventional
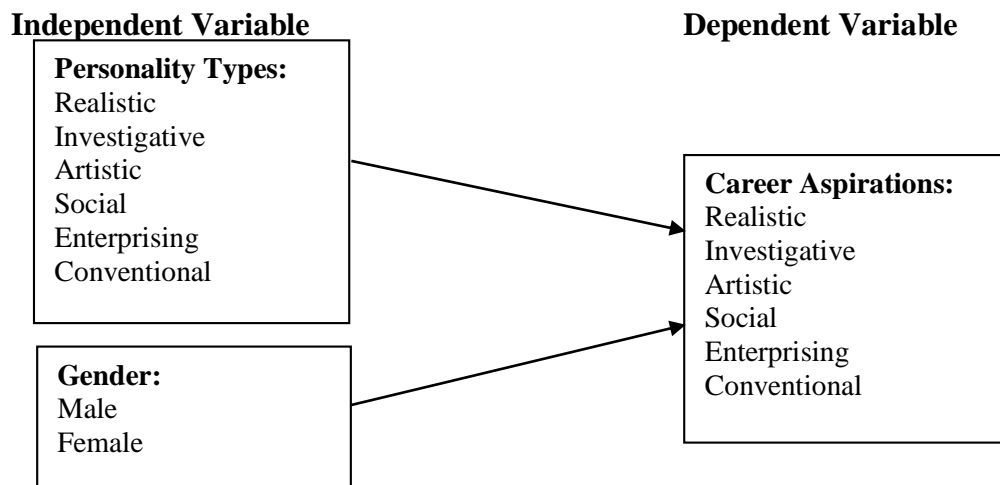
Gender:
Male
Female

Figure 1.1: Conceptual Framework

The independent variable was personality type and gender while the dependent variable was career aspirations. The personality types were conceptualized to entail Realistic, Investigative, Artistic, Social Enterprising and Conventional personality types. The career aspirations were conceptualized to entail Realistic, Investigative, Artistic, Social, Enterprising and Conventional personality types.

Figure 1.1 above shows that Career Aspirations will depend on Personality and Gender. According to the theory, people seek out situations where they may use their skills and abilities to convey their attitudes and values while playing enjoyable roles. Behavior is determined by the combination between personality and environment. Self-concept, culture, and socialization, among other things, can all have an impact on a person's profession.

1.14 Operational Definition of Key Terms

Career Aspirations: - In this study, career aspiration means an individual's aim/focus towards desired career goals. This was measured using Holland's Occupations Finder where occupations were classified according to the following six working environments: realistic, investigative, artistic, social, enterprising and conventional. Career aspirations equate to work environments according to Holland (Rocconi, Liu & Pike, 2020).

Gender: In this study, gender will refer to the socially constructed characteristics of female and men male.

Personality: In this study, personality refers to individual's behaviour patterns and was measured using Self Directed Search (SDS) where Personality was classified according to the following types: realistic, investigative, social, artistic, enterprising and conventional (Akram, 2017).

Visual Impairment: In this study, visual impairment was regarded as a significant loss of vision that interferes with optimal functioning of the eye(s). Students who had been admitted to the school after assessment were regarded as visually impaired. This included both blind and low vision of whatever degree.

1.15 Chapter Summary

The background information on the study topic has been discussed in this chapter. The chapter also explains the significance of the current research, as well as the objectives, questions, and research questions. The chapter concluded with discussions of the study's scope and limitations, theoretical and conceptual frameworks, and key term definitions. This provides the thesis with the necessary introduction, which leads to the literature review in the following chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has reviewed literature related to the present investigation. The researcher explored and examined the current understanding and literature surrounding the issue of personality and career choice. This chapter discusses the following sub-headings: disability, visual impairment, personality, personality types and gender, career choice and visual impairment, Personality types and career aspirations. Finally, a summary of literature reviewed is provided.

2.2 Disability

According to Birajdar and More (2018), there are around 650 million individuals living with a disability globally, accounting for almost 10% of the global population, making handicapped people the world's largest minority. Furthermore, Potter, Miller, and Newman (2021) agree with the World Health Organization (WHO), stating that disability is an umbrella term that incorporates impairments, activity limitations, and social activity participation restrictions. Townsend, Huntley, Cushion, and Fitzgerald (2020) further describes disability as a cultural condition that exists in every society that is based on an ideal or social concept based on the cultural set up and the context upon which the disability is described. Furthermore, the author claims that the term impairment is a concept that should be phased out by cultural transformation; a mechanism that would include using a contextual perspective to recognize the depth of already occurred change as well as the diversity that each brain possesses. In today's world, there are numerous forms of disabilities, including movement, thinking, remembering, learning, communication, hearing, and mental health. On the other hand, this study focused on visual impairment as a form of disability.

The Kenyan government has attempted to address the plight of people with disability through various legislations. This can be traced back to 1964 with the establishment of The Ominde Commission (Mwoma, 2017). The commission recommended that there was need for special education in order to provide training for exceptional children-children with mild impairments as well as those with severe and profound impairments. The children with mild impairments could receive instructions in regular schools, provided special consideration for their impairment was given by the teachers. In 2004, the Ministry of Education, Science, and Technology directed the government to take steps to improve the participation of children with special needs by providing additional grants to physically challenged children in special education institutions and units attached to regular primary schools in Session Paper No. 1 of 2005 (Joseph, 2018). Despite these efforts, the research concludes that special education access for children with disabilities remains limited.

The Attorney General created a special task group to evaluate laws relating to persons with disabilities in 1993, which was the second significant measure taken by the Kenyan government to address disabilities concerns. The Task Force suggested that legislation be enacted to help this underserved community (Abwao, 2018). The disability task force's recommendation eventually led to the creation of the Persons with Disabilities Act of 2003.

The main features of the Act were to provide for people with disabilities' rights and rehabilitation, to achieve equal opportunity for people with disabilities, and to establish the National Council for Persons with Disabilities (NCPWD), whose primary responsibility is to ensure that the Act's rights, privileges, and protections are actually implemented (Persons with Disabilities Act, 2003).

2.3 Visual Impairment

Any loss or abnormality of neurological, physiological, or anatomical structure or function related to sight, is described as impairment. According to Manyumwa (2018), visually impaired people have problems associated with sight, which necessitates the use of special teaching techniques or content adaptations, as well as the use of special learning aids.

An estimated 253 million individuals worldwide suffer from visual impairment. Around 90% of the world's population lives in poor countries (World Health Organization, 2017). Seventy-five percent of the world's youngsters with vision impairments reside in Africa and Asia's poorest regions. An estimated 19 million children under the age of 15 years old in the world have vision impairments (WHO, 2017). The history of the visually impaired persons in Kenya can be traced with the formation of the first organization for the blind people, the Kenya Union for the Blind (KUB) back in 1959. It was founded to promote and advocate for blind services (James n.d). Formal educational services for people with visual impairments began in 1946, when the first school, a rehabilitation center set up by the Salvation Army to help blind veterans of World War II, was converted into a school for children with visual impairments (Kavinje, 2020). The number of programs for kids with visual impairments has continued to increase since then. There are various schools in Kenya today that cater to pupils with vision impairments. In addition, there are around nineteen units in regular education schools for kids with visual impairments (Sikanku, 2018).

Whitfield, Schwab, Ross-Degnan, Steinkuller and Swartwood (2018) further points out that as part of the Kenya Rural Blindness Prevention Project, a series of eight regional eye surveys were carried out throughout Kenya. A total of 13,803 clinical evaluations of around 1800 people were conducted for each study, which was conducted in rural

areas that were geographically separate and culturally homogeneous. These surveys taken as a whole serve as the foundation for national estimates of the prevalence and etiology of ocular pathology and vision loss. The findings indicated that 0.7% of rural Kenyans meet WHO guidelines for blindness in the better eye, while another 2.5% had severe visual impairment.

Each 20-year age cohort tends to see a five-fold increase in visual loss rates. Over the age of 20, females are more likely than males to experience visual loss, and rates differ noticeably depending on where you live. Cataracts, which account for 38% of all visual loss, are the most common cause of both blindness and visual impairment. The primary causes of blindness in the better eye include cataract, trachoma (a localized issue), glaucoma, macular degeneration, and severe refractive errors. Monocular blindness has several significant causes, including trauma, staphyloma, phthisis, and corneal scarring from numerous causes. In rural Kenya, nutritional eye illness does not seem to be a significant issue.

In terms of visual impairment and career academics, the progression of learning, movement, social development, and adaptability can all be hampered by visual impairment. Because of this, those who are blind or visually impaired have special educational needs that are best met when they are young. These educational needs include conceptual growth, enhanced listening abilities, and improved study and research techniques. Additionally, instruction in socialization, recreation, and daily life skills is required. It's crucial to receive training in order to fully utilize whatever remaining vision. Alternative techniques for reading and writing may also need to be taught to them (Kisanga & Kisanga, 2022).

2.4 Personality of Visually Impaired Students

Psychologists and personality theorists have sought to describe the term personality, but due to their differing personal experiences, they have come to little consensus. In psychology, there is also no real agreement on what constitutes personality (Ryan & Deci, 2020) While others have described this broad term from a broad perspective, some have focused on a few facets of personality, and everyone has their own take on it. (Carroll, 2017). Baumert, Schmitt, Perugini, Johnson, Borkenau, and Mottus (2018) asserts that personality is a growing and structured structure within an individual. This framework represents the integrated behavior of an individual's cognitive, physiological, motivational, social-planning, and other psychological subsystems.

According to Azucar, Marengo and Settanni, (2018) personality characteristics, such as career attainment, are good predictors of significant life outcomes. Tett, Toich and Ozkum, (2021) says that personality characteristics are influencing hypotheses in a wide range in areas in psychology, and theories in a wide range of studies are gradually adjusting to include personality factors.

Personality psychology is mainly on what makes individuals the same and mainly about what makes them different, because personality concepts are mostly conclusions about human existence, that is, arguments that individuals are fundamentally psychological, emotional, self-protective, self-actualizing, or learning beings (Giordano, 2019). They have two views on human nature: The first is the biological view. They claim that this is an increasingly dominant perspective that regards persons as biological beings, not just in personality but in all of psychology. From this perspective, a thorough understanding of the fundamental qualities of animal self-regulation, as well as how those properties emerge in human behavior, is essential.

Vermeir (2020) asserted that the second is the goal based view. They claim that certain perspectives on action place a high value on their goal-directed nature. Knowing a person from this viewpoint entails understanding the person's interests and beliefs, as well as the relationships between them. A favorable reward value attracts action to a target objective. A looming threat of damage or discomfort, on the other hand, has a detrimental motivation value that drives action away from it. The researcher examines the following personality theories:

2.4.1 Trait Theory of Personality

Trait theory in psychology, according to Henriques (2017), emphasizes the relevance and centrality of stability characteristics in human personality. According to Starosta, Izydorczy and Lizyńczyk (2019) traits are probabilistic accounts of how often and intensely people exhibit different behavioral, motivational, mental, and cognitive states. The proponent of this theory is Gordon Allport (1985). Trait theory, according to Roberts, Wood, and Smith (2005), is the most appropriate technique to describe and analyze personality.

As they define characteristic, it is a generalized and focalized neuropsychic structure unique to humans, with the ability to make multiple stimuli functionally equivalent and to trigger and guide coherent patterns of adaptive and expressive behavior (Scheffer & Heckhausen, 2018). Khizar (2017) defined trait as a neuropsychic, implying that traits are true and occur inside people. He claims that behaviors are what make behavior consistent, and that an attribute exists even though no one can see it. Second, traits guide a person's behavior and, as a result, ensure consistency in that behavior. The theory is based on two types of traits: common and individual. Within a culture, people have common characteristics.

They can be measured on a scale, which means that person A may have more of one trait than person B. Individual traits, or personal dispositions as Allport came to call to them, are traits that are unique to an individual in the sense that each attribute only characterizes a few persons (Scheffer & Heckhausen, 2018). Individual qualities are difficult to assess due to their rarity, but Allport advocates the concept of personal dispositions as a means of examining a person's uniqueness.

The fact that trait theories rely on subjective self-reports or personal observations to collect data, which necessitates that subjects be sufficiently self-aware to be aware of their own behavior, is another drawback. Although trait theories describe possible behaviors for people, they do not offer an explanation for why these behaviors might occur.

2.4.2 Cattell's Theory of Personality

Schneider and McGrew (2018) explain that this theory was put forward by Raymond Cattell in 1933. Raymond's personality research was based on his strong physical science background. Warmth, rationality, emotional stability, dominance, liveliness, rule-consciousness, social boldness, sensitivity, vigilance, abstractedness, privateness, anxiety, openness to change, self-reliance, perfectionism, and tension were recognized by Cattell (1997). These fundamental psychological variables, he believed, might predict human attributes like creativity, authoritarianism, compassion, and leadership abilities.

He argued that basic personality assessment processes were essential for psychology to advance as a science (Kashdan, Blalock, Young, Machell, Monfort, McKnight & Ferssizidis, 2018). The authors meticulously measured as many personality traits as possible, claiming that any important, interesting, or valuable aspects of human nature

have already been recorded in the substance of language. Cattell used three ways to study these characteristics in different populations: natural observation, questionnaires or Q-data from the self-report domain, and objective behaviour evaluated in standardized experimental settings.

2.4.3 Holland's Theory of Personality Types

Kemboi, Kindiki and Misigo (2016) explain that theory of personality types was formulated by John Holland. Born in 1919, Holland is best known as the creator of career development model. His career and vocational choice theories are based on personality types. Three prepositions are at the center of Holland's theory: personality types, work settings, and personality-environment interactions. First, according to Holland, persons and circumstances can be classified into personality types. There are six sorts of individuals and work situations in Holland's concept.

According to Steinmetz (2017), six personality types, realistic, investigative, artistic, social, entrepreneurial, and conventional (RIASEC), emerge as a result of heredity, activities engaged in during formative years, interests, competencies gained through specific behaviors, and dispositions toward life tasks. These five elements will be influenced by the home, school environment, and the individuals who live there. The six personality types stated above will guide one's career decision to a field that is most suitable with his or her personality type. As a result, a person with a realistic personality type would seek out an environment that supports that type, such as a person with mechanical skills finding work in an automobile maintenance department or in construction. In 1971, Holland established the Self-Directed Search to provide career-related information for vocations and fields of study that most closely fit an individual's preferences. One of the most extensively utilized self-assessments in the field of career

counseling is the Self-Directed Search (Peine, Kabino & Spreckelsen, 2016). The following is a more detailed examination of various personality types:

The first is the realistic type. This personality type enjoys manipulating items, tools, machinery, and animals in an explicit, orderly, or systematic manner, but dislikes teaching and therapeutic activities. These characteristics lead to the development of manual, mechanical, agricultural, electrical, and technical capabilities, as well as a lack of social and academic abilities. They prefer vocations or settings that are realistic, such as electrician. They tackle challenges at work and in other situations by applying realistic abilities. They see themselves as having mechanical and athletic abilities but weak in interpersonal skills. Finally, they place a high value on tangible items or personal attributes such as money, power, and status. Architecture, Electrical Technician, and Mechanic are just a few of the professions these folks pursue (Abel & Deitz, 2017).

The investigative type is the second. This personality type favors tasks that need observational, symbolic, systematic, and creative examination of physical, biological, and cultural events in order to comprehend and manage them, while avoiding persuasive, sociable, and repetitive activities. These personality traits contribute to the development of scientific and mathematical capabilities as well as a lack of persuasion abilities (Sen, Ay & Kiray, 2021). They employ investigative skills to address challenges at work and elsewhere. They see themselves as educated, intellectual, capable in mathematics and science, but deficient in leadership. Science is equally important to them. Researcher, Psychologist, Pharmacist, and Laboratory Technician are just a few of the professions these folks pursue.

There is the artistic, according to Jing (2016). This personality type prefers ambiguous, free, un-systematized activities involving the manipulation of physical, verbal, or human resources to produce creative forms or goods, and dislikes explicit, systematic, and ordered activities. These behavioral tendencies result in the acquisition of artistic skills such as art, music, drama, and writing, as well as a lack of clerical or business system skills.

They prefer artistic careers and apply artistic skills to solve difficulties at work and elsewhere (Afsar, Masood & Umrani, 2019). They see themselves as expressive, original, intuitive, nonconforming, introspective, autonomous, disorderly, and artistic, musical, acting, writing, and speaking abilities. Lastly they value aesthetic qualities. Examples of careers these people pursue include Musician, Choir instructor, Dramatist, Photographer among others.

The social is the fourth type. This personality type prefers occupations that involve manipulating others to instruct, train, develop, cure, or enlighten others, and avoids explicit, structured, systematic activities that include materials, tools, or machines (Lent & Brown, 2020). These behavioral tendencies contribute to the acquisition of human relations skills such as interpersonal and educational skills, as well as a lack of physical and technical skills. They prefer social professions and situations where they can engage in preferred activities and competences while avoiding the tasks that reality occupations and situations demand (Nissen, 2020).

They tackle challenges at work and in other settings by utilizing social competencies. They see themselves as having a desire to help others, an understanding of others, the ability to teach, and a lack of mechanical and scientific abilities. Finally, they place a

premium on social and ethical issues and actions. Examples of careers these people pursue include Nurse, Hostess, Extension worker, Counselor among others.

The fifth personality type is the enterprising one. People with this personality type like activities that involve manipulating people in order to achieve organizational goals or financial gain, and they dislike observational, symbolic, and methodical activities. These behavioural tendencies lead to the development of leadership, interpersonal, and persuasive skills, as well as a lack of scientific skills. They choose innovative employment or settings that allow them to participate in favored activities while avoiding the actions that investigative occupations and situations demand (Savickas, 2019). They overcome challenges in work and in other contexts by employing enterprising skills. They perceive self as aggressive, popular, self-confident, sociable, possessing leadership, speaking abilities and lacking scientific ability. Lastly, they value political and economic achievement. Examples of careers these people pursue include Sales representative, Contractor, Lawyer, Politician among others (Grigsby-Williams, 2018).

The conventional type is the sixth. This personality type prefers activities that require the explicit, ordered, and systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to achieve organizational or economic goals, and has a dislike for amusement (Nieva, 2022). As a result of these behavioral inclinations, clerical, computer, and business system abilities, as well as a lack of aesthetic qualities, are acquired. They favor traditional employment or situations that allow them to indulge in preferred activities while avoiding those required by artistic occupations or situations (Tao, Glosenberg, Tracey, Blustein & Foster, 2022). They solve difficulties at work and in

other settings using traditional competences, and they see themselves as conforming, organized, and capable of clerical and numerical tasks. Lastly, they value business and economic achievement. Examples of careers these people pursue include Accountant, Telephone operator, Data entry clerk, Typist among others.

2.4.3.1 Assessment of personality Types

Weiner and Greene (2017) opine that Qualitative approaches may be used to determine a person's personality type. An individual may express occupational preferences for or hold employment in a type-specific occupation; he or she may also express preferences for or participate in type-specific educational training. For example, a person may want to be a physicist, work as a physicist, major in physics, or be enrolled as a physics major. Any of these four types of information can be categorized as an investigative category. The occupation of "physicist" is one of the occupations that define the investigative type in the example above (Hafsoh & Yusuf, 2021).

The distances between types indicated in Figure 2.1 are believed to be inversely proportional to the types' relations or psychological resemblances. The higher the similarity or psychological likeness between any two types, the shorter the gap between them. Realistic and investigative, for example, are close in proximity and hence resemble one another. Investigative and enterprising types, on the other hand, are diametrically opposed and so highly different. Investigative and social types are at an immediate degree of resemblance.
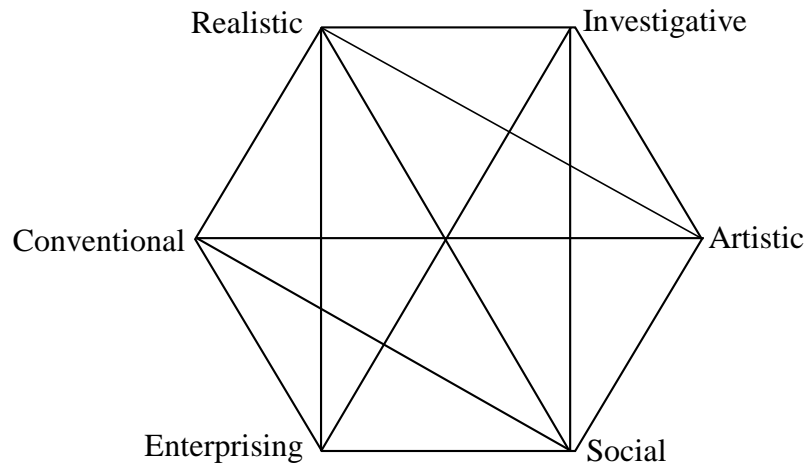
Figure: 2.1: Hexagonal for Defining Psychological Resemblances among Types and Environments and their Interactions (Smart, Feldman & Ethington 2006)

2.5 Career Aspirations and Visual Impairment

The choice of a profession is a reflection of one's personality (Neubauer & Hofer, 2021). If vocational interests are viewed as expressions of personality in the workplace, school subjects, hobbies, recreational activities, and preferences, then vocational interests mirror personality expression in the workplace, school subjects, hobbies, leisure activities, and preferences (Asuquo, & Ahakiri, 2020). In a nutshell, one's vocational interest is an important component of their personality. Job happiness, stability, and achievement are determined by the compatibility of one's personality and the environment in which one works.

Visual deficit is defined as a visual acuity of less than 6/18 (20/70, 0.3) in the better eye with the right correction, according to Aritonang (2020). Several population-based studies from underdeveloped nations have documented blindness rates using visual acuity thresholds less than 20/400 (Furtado et al., 2019). Visual impairment and blindness have a huge effect on people's and communities' socioeconomic growth (Choi, Lee & Lee, 2018; He, Wang, & Huang, 2017). In the world, there are an

estimated 37 million blind people and 124 million people with low vision, the majority of whom have lost their sight owing to diseases that may be treated or prevented (Bourne, 2021).

Visual impairment can be caused by a variety of factors, including: a) A cataract is a cloudy area in the eye. It is a primary cause of blindness worldwide due to a capacity in the normally clear, crystalline lens of the eye. In poor countries, cataract prevalence rises with age. b) Error in refractive index. Myopia, hyperopia, and astigmatism are examples. To achieve normal vision, they may be easily identified, measured, and corrected using spectacles or other refractive devices. c) Glaucoma is a condition in which a person's vision is blurred. It's an irreversible optic neuropathy characterized by optic nerve fiber cupping and peripheral, then central, visual field abnormalities.

Diabetic retinopathy is a kind of retinopathy caused by diabetes. It's a type of diabetic microvascular condition that's a leading cause of blindness. Toh, Smolentsev, Bozadjian, Keeley, Lockwood, Sadjadi, and Thomson (2019) found that the preference for diabetic retinopathy grows with the duration of diabetes. According to the Kenya Union for the Blind, some 518,000 Kenyans (1.4%) are visually impaired. Around 15,500 of these people are teenagers. Visually impaired persons as a section of the human race have tended to be disadvantaged in education and by extension in employment on the basis of disability which negates their fundamental right. Due to this discrimination, visually impaired community continues to be under-represented, to under-participate or under-achieve. According to previous studies, people who are visually impaired have more difficulty getting and keeping jobs than people who are sighted. In comparison to the real-life opportunities open to them, they are given a small variety of vocational options (Denault, Ratelle, Duchesne & Guay, 2019). Learners with

visual impairment may be less satisfied with the opportunities they are provided with to enable them to access adequate preparation for their future careers.

Learners' self-knowledge in respect to careers is quite restricted, as they only display knowledge of stereotyped careers based on observations of the school environment or information received from teachers or peers in the school setting. Their excessive reliance on occupational stereotypes, on the other hand, suggests that they may lack occupational expertise, work skills experience, and self-awareness (McGee, 2018). Aloka, Waititu and Araya (2018) cites Ndinda (2014) who carried out a study on the integration of physically disabled children into regular schools in Machakos, Kenya. She noted that the choice of course to pursue was extremely limited for students with visual impairment. This was due to the cluster of subjects related to the courses which laid emphasis on science subjects, an area that the visually impaired perform poorly. Students with visual impairments who wanted to pursue a trade degree had a limited number of options: tailoring and dressmaking (Lee, Reddie, Tsai, Beck, Rosson & Carroll, 2020).

Not only were the courses limited in terms of variety, but they were also seen as being insufficiently competitive, further putting these students at a disadvantage in the employment market. It is clear that disabled youth lack the competitive advantage needed to enter the labour market. The problem is made worse by Kenya's current job market, which is characterized by high unemployment rates. When young people with impairments compete for the same jobs as those considered able-bodied in an already crowded job market, they are more likely to lose.

Lindsay, Cagliostro, Leck and Stinson (2019) opines that, in comparison to their peers without disabilities, youth with disabilities have weaker career decision-making skills,

lower career performance aspirations, and poorer occupational identities. Additionally, career choice is a critical issue in the life of any learner. A person's career decision is just as significant as choosing a life partner in a marriage. This is because, like marriage, a person's chosen vocation is something they live with for the rest of their lives, and changing it will force the individual to learn the procedure all over again, a chore that is almost unbearable. The goal of teaching students who are visually impaired is to make them literate, self-sufficient, and helpful members of society (Nyamwange, 2016).

Because of the limited options, the services of a guidance counselor are critical for people with visual impairment. For example, because they are unable to pursue several science-related courses like their sighted peers, they must be carefully supervised to make the most of the restricted chances available to them. Furthermore, those who are blind or visually challenged rely more on auditory experiences to create conceptions (Nyamwange, 2016).

When developing career counseling techniques for people with disabilities, the focus should be on ways to boost the individual's level of self-determination in terms of choosing and participating in educational, vocational, and recreational activities. As a result, comprehensive career counseling services for people with disabilities must be accessible throughout their lives, beginning in early infancy and continuing until they reach adulthood. The purpose of career guidance programs is to assist people with disabilities in gaining self-determination and improving their quality of life by providing developmental opportunities that enable them to acquire the skills they need to successfully navigate through the issues they face (Wehmeyer & Shogren, 2016).

A study on visual impairment and careers aspiration by Ebifa, Onuigbo, Onyechi and Egenti (2018) looked into the job ambitions of visually impaired pupils in senior secondary schools in the state of Enugu. The study was led by one null hypothesis and three research questions. The chosen survey design was descriptive. 28 seniors in three secondary schools in the state that are specifically designed for pupils with vision impairments made up the population. Since the population was small, there was no sampling method used. Data were produced using the questionnaire that the researcher prepared. The study questions were answered using the mean and standard deviation, and the hypothesis was tested using the t-test. According to research, visually impaired students were more interested in careers in the humanities, social sciences, and education. While their peers and the media were their primary sources of professional information. It was also shown that kids with vision impairment did not perceive the influence of counselors. Furthermore, the students' career aspirations were significantly impacted by the lack of access to fundamental amenities like the library and science lab. The students' job objectives were influenced by their parents, but peer pressure did not have a significant impact. The aspirations of the students for their careers were significantly influenced by their gender.

Omede (2013) studied on Counselling persons with visual impairment for effective career choice: implication for national development. The role of career counseling for people with visual impairments was examined in this essay. This study is significant in two ways: first, it highlights the need for career counseling for people with visual impairment, which is essential given their "special" nature, and calls attention to the underappreciated role of counseling in Nigerian education, where it is very feasible to enroll in primary, secondary, and tertiary education without formal counseling at least once. Every man's life includes a critical decision regarding his career. Making a job

decision is not always simple for people with vision impairment, and excellent career decisions involve the assistance of numerous professionals, including guidance counselors. One way to provide counseling is through career counseling. Despite how important job education and counseling may be, neither has received the kind of significant attention that would always affect how successfully people with visual impairment make employment decisions. Due to inadequate counseling, many people with vision impairments have lost up on their dreams. The formation and maintenance of effective communication between parents and the counsellors/professionals, as well as explanation of what is being recommended and why it is done, will all be important components of the counsellor's approach for providing effective career counseling. The study came to the conclusion that when advising people with visual impairment on career choices, career counselors should consider a variety of factors, including the strength of the resources at their disposal, the person's interest, the student's intellectual capacity, the severity of their disability, and the state of the economy.

2.6 Relationship between Visually Impaired Personality Types and Gender

Scholars and writers have suggested a variety of gender meanings. The economic, social, political, and cultural traits and opportunities that come with being male or female, according to Ortenblad, Marling, and Vasiljevic (2017). Males and females have differing access to resources in the majority of communities. They differ in terms of the activities they engage in and the decisions they make. Females have a lower level of access to resources, decision-making, and opportunities than males. Generally there are two views toward gender: Conservative: which has a fixed and biologically determined perspective and Progressive- which sees gender as the outcome of historical and cultural effects (Fatemi & Asghari, 2012).

The attribution theory, a common motivation principle, was used to explore gender variations in achievement motivation, with a focus on cognitive beliefs (Eccles & Wigfield, 2020). To put it another way, gender is one of the characteristics that can influence success in various industries. The gap between men and women in terms of achievement is minimal and has been narrowing. In science achievement, for example, gender differences are minor. Girls have an advantage when it comes to reading. According to Kingdon, Serbin, and Stack (2017), boys and girls perform similarly in mathematics in the initial years of school, but boys have an advantage in subsequent years. During the initial years of school, boys and girls perform similarly in mathematics, but boys have an advantage in subsequent years.

The Big Five are frequently used to analyze gender variations in personality. The Big Five, on the other hand, do not cover all of the essential distinctions between personality traits. Males have higher degrees of assertiveness, aggression, and self-esteem than females, but lower levels of confidence, anxiety, and tender-mindedness, according to previous studies in the field of personality traits and gender differences (Avia & Sánchez-Bernardos, 2019). In adults and older ages, women scored higher on Neuroticism and Agreeableness than males. Agreeableness and low Emotional Stability were higher in females than hostility and high Emotional Stability. This suggests that women are more loving, tender-hearted, and altruistic than men on average and to a greater extent. This study, however, does not rule out the idea that males might be nurturing, tender-hearted, and selfless, and that some men are even better at these attributes than women. (Avia & Sanchez-Bernardos, 2019).

Stajkovic, Bandura, Locke, Lee and Sergent, (2018) considered the Big Five personality variables, age, gender, previous academic success, and educational achievement all have a relationship with students' learning styles. They discovered that men had higher

levels of assertiveness, excitement seeking, and openness to new ideas than women. Anxiety, insecurity, aesthetics, emotions, and tender-mindedness were all rated higher in women (Bunnett, 2020). Costa, McCrae and Löckenhoff (2019) did a research in twenty six cultures. They found that the differences in personality traits between men and women in college-age students and adults are minor. Women scored higher in Neuroticism, Agreeableness, Warmth, and Openness to Emotions, while men scored higher in assertiveness and openness to ideas, according to the researchers.

Personality elements have been applied to the learning domain and foreign language learning, it may be said at this stage. To the best of the researchers' knowledge, no studies have looked into the possible impact of male and female learners' personality qualities on their language learning triumphs and failures, as well as the variables they attribute their failure or success to. If learners' personality types and gender disparities have an impact on their attributions, language teachers will be more aware of learners' individual variances in how they evaluate their triumphs and failures. It can either encourage or discourage more tenacity, affecting pupils' drive to learn as a result (Costa, 2019).

Personality studies are very useful for analyzing psychological differences between men and women. The degree to which a person exhibits strong or low amounts of particular characteristics is commonly defined as personality. Traits are a person's consistent patterns of thoughts, feelings, motivations, and behaviors in different situations. That is, a person with a high trait score will be more likely than someone with a low trait score to experience the psychological states associated with that trait more frequently and to a greater extent (Diener & Lucas, 2019).

The goal of gender differences in personality research is to learn about the differences in usual patterns of behavior in men and women on average, while keeping in mind that both men and women can experience states over the entire spectrum of most attributes. Men and women may experience states on opposing extremes of the trait spectrum, but with a high degree of correlation between men and women's distributions, huge discrepancies may develop (Di Tella, Miti, Ardito & Adenzato, 2020). The establishment of an acceptable taxonomy of personality traits has been a major objective of personality psychology. A five-factor framework has arisen to explain co-variation among qualities, based on trait descriptors used in natural language and personality questionnaires. Extraversion, agreeableness, conscientiousness, neuroticism, and openness/intelligence are the major domains of the five component model, also known as the Big Five (Costa et al., 2019).

People with disabilities emphasize the value of having professional options since they are more likely to have restricted occupational options and to work part-time or on a contract basis.

In a related study Papakonstantinou (2020) researched on relationships between individual characteristics and occupational possibilities for young adults with visual impairments. This study investigated (a) the range of occupational possibilities that most closely resemble the personality types of 55 young adults with visual impairments as determined by Holland's Self-Directed Search (SDS) Questionnaire, (b) the influence of individual characteristics on occupational possibilities, and (c) the distinctions between sighted adults and adults with visual impairments as determined by the SDS Questionnaire scores for the six personality types (Realistic, Investigative, Artistic, Social, Enterprising, Conventional). The Holland SDS Questionnaire served as the research tool. The study's findings indicated that young individuals with visual

impairments had a wide range of career options, most of which are related to social vocations. According to the SDS Questionnaire, individual attributes were also discovered to be important predictors of individual types.

Additionally, disparities between sighted persons and adults with visual impairments were found when comparing the six personality categories that Holland developed based on normative data. The study found that the particular traits of young adults with visual impairments have a significant impact on the kind of jobs they can pursue.

2.7 Chapter Summary

People with visual disability have little information on job decision-making abilities, according to previous studies. This includes disability legislation awareness and its influence on employability of persons with disabilities in Post-Secondary institutions in Kirinyaga County (Njeru, 2017); employability of persons with mental disability Ebuenyi, Guxens, Ombati, Bunders-Aelen, & Regeer, 2019) and assessment of the influence of employment on personal development of youth with disabilities in Elgeyo-Marakwet (Kurumei, Ogogo, Kochung & Kimani, 2021).

There has been very little impairment based study in vocational learning sector. Because of the difficulties they face, and the scant job options available to them, this knowledge is critical.

The inability to utilize their vision leave them 'boxed in' with regard to the career choices they can pursue because it sometimes limit their interaction with the environment. Lack of equipped career counselors servicing this population is also a big hindrance towards their vocational development. The situation is further exacerbated by societal stereotypes on careers for students with visual impairment without regard for their innate abilities. Placement and other activities are prescribed and expedited by

adults 'experts' (Gilson, Stone, Reddy, & Chui, 2019). When the children are deprived of opportunity for stimulation that leads to assuming personal responsibility and being self-sufficient, they assimilate little career information.

The chapter showed that there are around 650 million individuals living with a disability globally, accounting for almost 10% of the global population, making handicapped people the world's largest minority (Birajdar & More, 2018). Though the Kenyan government has attempted to address the plight of people with disability through various legislations such as the Ominde Commission (Mwoma, 2017); Session Paper No. 1 of 2005 (Joseph, 2018), special education access for children with disabilities remains limited.

Manyumwa (2018), indicated that visually impaired people have trouble hearing, which necessitates the use of special teaching techniques or content adaptations, as well as the use of special learning aids. Azucar, Marengo and Settanni, (2018) personality characteristics, such as career attainment, are good predictors of significant life outcomes. Thus it is important to research on the career aspiration of the visually impaired. Various assessment such as Weiner and Greene (2017) have been used to determine a person's personality type.

Previous studies, according to the literature have indicated that people who are visually impaired have more difficulty getting and keeping jobs than people who are sighted. Waititu and Araya (2018) cites Ndinda who carried out a study on the integration of physically disabled children into regular schools in Machakos, Kenya. She noted that the choice of course to pursue was extremely limited for students with visual impairment. Lindsay, Cagliostro, Leck and Stinson (2019) opines that, in comparison to their peers without disabilities, youth with disabilities have weaker career decision-

making skills, lower career performance aspirations, and poorer occupational identities.

Additionally, career choice is a critical issue in the life of any learner.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOLDY

3.1 Introduction

This chapter describes the applications of research methodology that the researcher used in form of plans and procedures of inquiry as well as how the entire process of inquiry was conducted. This section describes the research design, area, target population, sample and sampling techniques, data collection instruments, reliability and validity of the instruments. The section further describes the scoring of the instruments, data analysis and ethical consideration. Deterrent

3.2 Research Design

Tobi and Kampen (2018) describe the research design as a model for achieving goals and answering questions. According to Creswell and Creswell (2017), it is thought of as a structure of research while Sovacool, Axsen and Sorrell (2018) explains that It is the scheme, outline, or strategy that's used to come up with solutions to study problems. It is a method and structure for gathering information and answering inquiries. It expresses the structure of the research issue as well as the investigative plan used to gather empirical data on the problem's relationships.

The overall plan for this study was guided by a quantitative research approach. The researcher adopted survey design. In this type of design, information is collected without manipulating the environment. Walters (2020) says that descriptive design is used in examination of naturalistically occurring behaviours where the researcher does not manipulate the independent variable. Personality type and gender which were the independent variables could not be manipulated because they occur naturally. This design was adopted because it provided the opportunity to carry out statistical test to establish the relationship between gender, personality and careers aspiration.

3.3 Research Area

The research site was Thika School for the blind (Appendix III). This a secondary school found in Kiambu County, Thika Town Sub-County. The nearest town is Thika. Thika is a town in Kenya's north-eastern region, around 40 kilometers from Nairobi. Thika is the largest city in Kiambu County, one of Kenya's 47 counties. The town has historically had the biggest number of facilities for disabled children, with the majority of these being supported by religious organizations such as the Salvation Army Church. Thika School for the Blind is the country's oldest and most established blind school, and it serves as a magnet for visually impaired pupils from all across the country. Kiarie (2004) cited in Kavinje (2020) says that upon establishment, Thika School for the blind recorded low enrolment numbers but over time enrolment has significantly increased as the demand for special schools increased.

Today, Thika School for the blind is the most popular institution for the visually impaired and it has a large alumnus of visually impaired persons in Kenya most of whom have had very successful careers. For these reasons the school presented an ideal site to carry out this study. At the time of carrying out this study, the school had a population of 266 students. Form three class, which was the focus of this research had 60 students.

3.4 Research Variables

In this study, the independent variables were personality types and gender. Personality types are based on Holland's six categories related to people and their environments as follows; Realistic, Investigative, Artistic, Social, Enterprising and Conventional. According to Holland (1966) the pairing of persons and environments leads to outcomes that we can predict and understand from our knowledge of the personality types and the environmental models. Each personality type is the result of a unique

interplay of a number of cultural and personal factors, including peers, biological heredity, parents, social class, culture, and the physical environment. Gender was considered when drawing relationships between personality and career aspirations (Holland, 1966). This is discussed under section 2.4.3 that describes the Holland theory of personality types.

The dependent variable was career aspirations. Aligned to each personality type, Holland formulated six career aspirations namely: Realistic, Investigative, Artistic, social, enterprising and conventional. He equated these to work environments. Using what he called an occupations finder, a person's aspirations can be classified to obtain a three letter code that will determine one's orientation towards the six career aspirations. (Refer to Appendix II).

3.5 Research Population

Mohajan (2018) refers to the study population as a collection of persons, events, or artifacts that share similar observable characteristics, and therefore, the aggregate that meets a set of criteria. The Research population in this study was the visually impaired students at Thika School for the blind. The target population was the form three class which had a total population of 60 students (35 boys and 25 girls).

Table 3.1: Number of Visually Impaired Students in Each Class

Class	Boys	Girls	Total
Form 1	42	22	64
Form 2	38	27	65
Form 3	35	25	60
Form 4	46	31	77
Total	161	105	266

3.6 Sample and Sampling Techniques

A sample is part of the target (or accessible) population that has been procedurally selected to represent it. According to Asiamah, Mensaha and Oteng-Abayie (2017), 30% of the target population is an ideal sample size to be studied and make conclusion from. Creswell and Creswell (2017) define sampling as the method of selecting a few items from a large group to serve as the base for predicting the occurrence of unknown data on the larger group. Purposive sampling was used to select the Form 3. The researcher chose the form three class because they had just settled on subjects they wanted to pursue hoping that the choice of subjects was informed by the careers they wanted to undertake. Survey was used to study form three students who were visually impaired. Mohajan (2018) posits that, if the research population is small, the researcher can consider studying the whole population where time and resources allow. The researcher chose to study the entire form three class.

Table 3.2: Number of Blind and Low of Vision in Form Three Class

Level of impairment	Boys	Girls	Total
Low vision	25	21	46
Blind	10	4	14
Total	35	25	60

3.7 Data Collection Instruments

Mohajan (2018) defines research instruments as the techniques or tools which are used for data collection. The researcher adapted John Holland's Self-Directed Search (SDS) (see Appendix II), as the only instrument for data collection. The SDS is a questionnaire developed by Holland (1985) in McCash (2018) and has four sections namely: occupational aspirations, activities, competencies, occupations and self-estimates. The scores obtained from these four sections helps determine the personality type.

Questionnaire was chosen over other instruments because it allows information to be collected within a short time, ensures anonymity and also eliminates interviewer's bias (Mohajan, 2018). The instrument was piloted to determine the relevance of the material to the intended population. The favorable responses in the SDS by the students were tallied for all the six types namely; Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The highest score represented the personality type. For instance 'RIE' is termed as a Realistic personality type. In the example above, the individual was regarded as having a high score in R and small bits of I and E. Holland said that people do not poses pure types. In addition to the SDS, there was the Occupations Finder (OF) which the researcher used to determine their career orientation based on respondent future careers.

Carey and Griffiths (2017) subscribed to the theory that people with impairments do not require differential explanations. The same tools that are used with non-disabled counterparts should be utilized to identify their needs so that effective career guidance and counselling may be provided. These questionnaires were availed in bold print to enhance visibility for low visioned. For the totally blind, the questionnaire was read out to them and they typed their responses on the braille papers availed by the researcher and later translated to normal text.

The questionnaire comprised of an introductory part and an additional 5 sections. The introductory part entailed a subsection for gender and the level of impairment. Section one comprised of the vocational aspirations that the students were aspiring to undertake. Section 2 entailed the various activities in the realistic, investigative, artistic, social, enterprising, and conventional. Section 3 comprised the competencies while section 5 had self-estimates.

3.8 Reliability of the Instruments

Reliability refers to how well a test consistently assesses what it is supposed to measure.

According to Mugenda & Mugenda (2013), reliability is the degree to which a research instrument produces consistent outcomes or data after multiple trials. The questionnaire was pre-tested on a group of visually impaired pupils in Kibos School for the Visually Impaired in Kisumu County to determine its dependability.

Because of its large student population, the researcher chose Kibos School for the Visually Impaired in Kisumu to pilot the instrument. This study employed the Cronbach's coefficient alpha to compute for reliability. The coefficient alpha is the average inter-item correlation where all items constitute a scale representing the best estimate of full scale reliability. Upon testing a coefficient of $\alpha = 0.818$, was obtained which showed the instrument to be highly reliable. According to Taber (2018), a correlation coefficient of 0.8 is high enough to deem an instrument dependable. At 0.05, the null hypothesis was tested.

3.9 Validity of the Instruments

Validity refers to the degree to which the outcomes of data analysis accurately reflect the subject under research (Orodho, 2009). The degree to which the test sample represents the content that the test is supposed to measure is referred to as content validity (Taber, 2018). To assess the content validity, the researcher ran a focus group discussion to assess the relevance of the instrument to the research population. This was particularly important because the instrument of data collection was developed in a United States of America setting and so feedback from the focus groups was used to revise the instruments so that they are in line with our cultural setting. For instance an occupation like 'Tree surgeon' was changed to 'Gardener'. To assess the construct

validity, the researcher sought opinion of braille expert in Moi University. The constructs are discussed in the operational definition of terms in chapter one. The constructs included; realistic, investigative, artistic, social, enterprising, and conventional. For instance, a construct like realistic was validated using the attributes of a realistic personality as stipulated by the theory. Validity was enhanced through a well-structured and a thick description to the questions. This gave the reader a sense of shared experiences

Validity was further enhanced through trustworthiness. This was set up based on a number of research features that included: the initial research question, how data were collected including when and from whom, how they are analyzed, and what conclusions are drawn. It is crucial to mention that there was correct testing of the hypotheses being investigated in empirical research that the important variables are operationalized in a valid and reliable manner, and that the scores were treated appropriately.

3.10 Scoring of the Instrument

The two sections of the Self Directed Search were scored manually and separately. First, the researcher classified the aspirations using the occupational finder to obtain the three-letter code. For instance if a respondent endorse the following aspirations: banker, teacher, nurse, the researcher used the occupations finder to classify them as follows:

Accountant   CES

Teacher   SAE

Nurse   SAI

In order to obtain this respondent's aspirations letter code, the researcher counted the number of times each Holland letter appears in the first, second or third column and giving 3 points for the letters in the first column, 2 for letters in the second column and

1 point for letters in the third column and then summing the totals for each of the six letters (RIASEC). SDS results for the above respondent would be R=0, I=1, A=4, S=7, E=3. The summary code here would be SAE, meaning that the career aspiration for this respondent was social.

The second section of the instrument enabled the researcher to classify the respondents into the six personality types according to Holland. This section which has four categories and for the researcher to achieve this, scores for each of the six letters were added. A three-letter code was obtained for the three highest scores, then the respondent personality type would be known. This was repeated for all the respondents and a contingency table drawn which helped in analysis.

3.11 Data Analysis

Data analysis is the process of closely examining coded data and drawing conclusions (Taber, 2018). For simplicity of analysis, the surveys were coded. The researcher used a manual method to categorize personality types. The researcher coded and analyzed the data using the SPSS Version 20.0. Both descriptive and inferential statistics were used to analyze data. Descriptive statistics that were used included frequencies and percentages. Inferential statistics included chi-square which was used to compare the data obtained with what the researcher expected based on the three hypotheses. Hypotheses were tested at $\alpha = .05$.

3.12 Ethical Considerations

Any research study usually raises ethical considerations. According to (Lawson, 2006), United Nations conventions on the rights of persons with disabilities outlines four principles that govern research on persons with disability: a) Equality, b) Full and

effective participation and inclusion in the society, c) Respect and d) Accessibility. This research was guided by the ethical principles outlined above.

The researcher acquired a research permit and authorization letter from the National Council for Science, Technology and Innovation (NACOSTI) in order to collect data from students at Thika School for the blind. The researcher reported to the County director of Education and County Commissioner, Kiambu County, who authorized the research to be conducted within the school. Entry and research in the school was authorized by the school principal. The students selected for the study were given instructions and assurance that confidentiality would be maintained and that the researcher won't divulge any information given. This study employed questionnaires as the tool of data collection.

Students who could only use braille were provided with blank braille papers to type in their responses and those that could read text wrote their responses on the printed questionnaire. Participation was voluntary and decision to or not to participate in the study did not affect their relationship with the school or the researcher and so their autonomy was not undermined. To underscore the principle of accessibility, the researcher made sure that the research instruments were accessible to all students by providing bold text questionnaires for the low visioned and read out the questionnaires to those who were blind. The researcher did not project any harm that would accrue from participation. This research had direct benefits to the respondents like, increased self-awareness. In a broader view, the proposed study can benefit the school and society at large in understanding underlying career issues among visually impaired students. Findings from this study can benefit students who are visually impaired on career decision issues.

An informed consent form was made available to the participants before they consented to participate. This allowed them to make informed decisions before they could consent to participate in the study. Participation was voluntary and information obtained from the participants was treated with utmost confidentiality and they were not asked to disclose any identifying information

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter contains a report on the data collected on the field, as well as an analysis of it. In the first part of the chapter, a report of the data according to the questionnaire responses coded by the researcher using the SPSS computer package is done. The analysis was done conforming to the requirements of the quantitative research paradigms. This chapter is designed to answer the following research questions, what personality types are exhibited by students with visual impairment in Thika School for the blind?, what are the career aspirations of students with visual impairment in Thika School for the blind?, is there a relationship between personality and career aspirations among students with visual impairment in Thika School for the blind? and are there gender differences in personality and career aspirations among visually impaired students at Thika School for the blind?

4.2 Preliminary Analysis of Data

The form three class had a population of 60 students. When the researcher went to collect data, 58 students were present. The researcher issued questionnaires to the 58 students. Two questionnaires were not returned and two other were incomplete. The total number of completed questionnaires was 54 and these are the ones that were subjected to analysis.

4.3 Gender of Students with Visual Impairment

The chart below shows results on gender of form three students in Thika School for the blind.
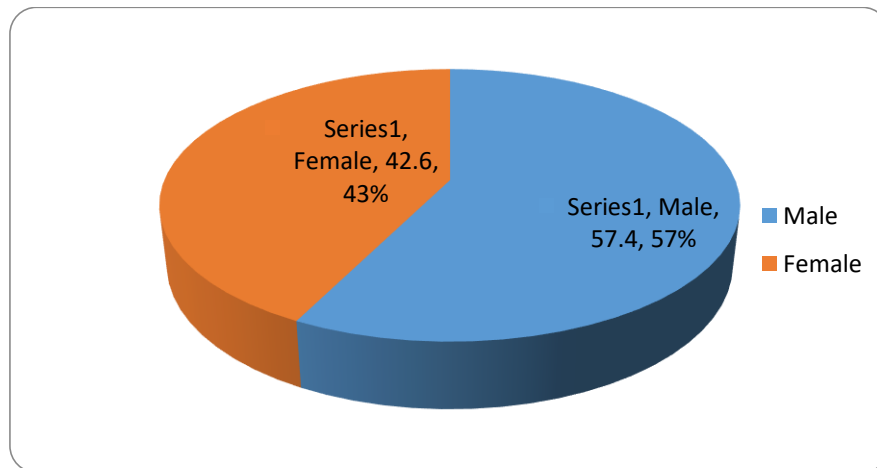
Figure 4.1: Gender of Students

It is seen that 31(57.4%) of the students were males while 23(42.6%) were females. This implies that there were more male students than females who were visually impaired. It is useful to mention that more males may have challenges when it comes to careers aspiration.

4.4 Personality Types of Students with Visual Impairment

Objective one was to find out personality types exhibited by students with visual impairment in Thika Secondary School for the blind, results are shown in Figure 4.2. This objective was meant to highlight the various personalities under the study. As it will be discussed later these personalities were critical in the development of the study.
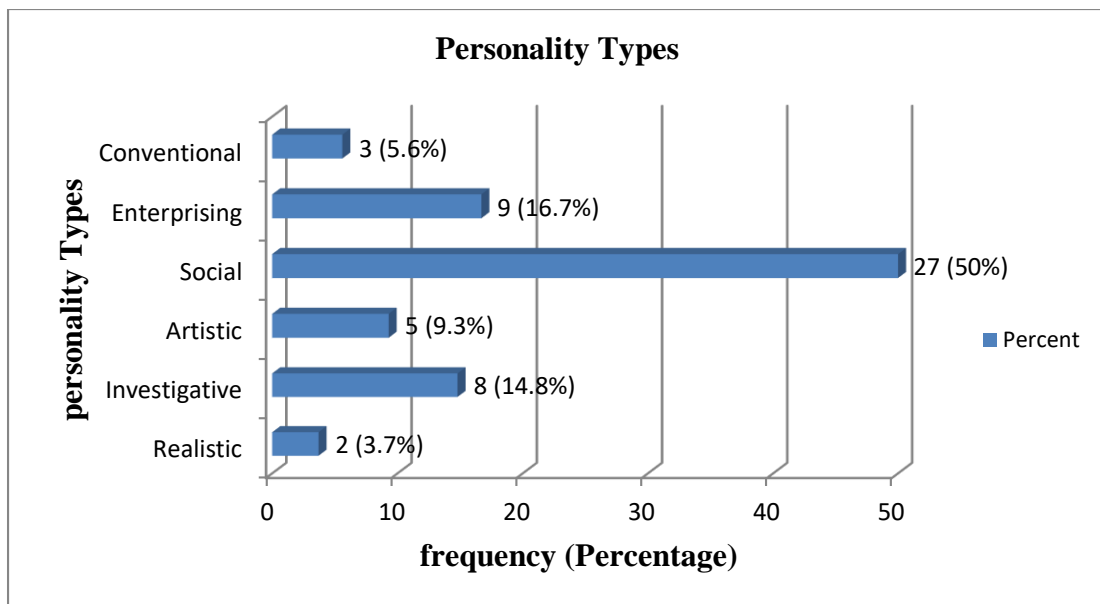
Figure 4.2: Personality Types of Students with Visual Impairment

It is indicated from Figure 4.2 that 27 (50.0%) of the students in Thika Secondary school for the blind had social personality type, 9 (16.7%) enterprising, 8(14.8%) investigative, 5(9.3%) artistic, 3(5.6%) conventional while 2 (3.7%) realistic. This data reveals an important aspect of the study which was; majority of the students in Thika School for the blind exhibited the social personality type. It is important to mention that enterprising and investigative personalities were a meaningfully higher but not as compared to the social personality. Related literature by Carson (2019) indicate that, personality is a product of one's interaction with the environment. The students' visual challenges limit how they interact with the environment. The personality they exhibit shows an inclination to occupations that don not necessarily require the power of sight. When related to the to the objective of the study we can argue out that social occupation such as social workers, education to some extent do not require a hand on way of dealing with issues rather the power of socialization. This may explain why it has an inclination to the social personality of students with visual impairment.

A different caveat in literature explains what the socialization aspects of personality entails. This is indicated by Ryabova and Parfyonova (2015) who defined socialization as the process of a person entering a social environment, assimilation of social life experience, culture, and social relationships, and personal and social adjustment as one of the mechanisms of its implementation, in their study of the personal and social adjustment ability of disabled pupils in Russia. The idea of 'personal and social adjustment' is examined by contrasting a variety of conceptions in which social and personal orientation appears as a technique of giving the impaired student with social orientation and the acquisition of social activities. The development of this personality trait is possible through the development of preparation for social and personal orientation, which we consider to be an active state of personality, attitude toward a specific action, willingness to organize forces in order to achieve a success goal, and sophistication of skills. (Mahammad & Huseyn, 2020).

People with the social personality type, according to Usslepp, Hübner, Stoll, Spengler, Trautwein and Nagengast (2020) favor occupations that involve manipulating others to educate, train, produce, cure or enlighten others and detest explicit, organized, systematic activities requiring materials, equipment, or machines. The students' visual problems may explain why they dislike explicit, structured, systematic activities using materials, tools, or machines, based on the findings.

4.5 Career Aspirations for Students with Visual Impairment

Objective two aimed at finding out the career aspirations for students with visual impairment. The results are shown in Figure 4.3.

Career Aspiration

Conventional 0 (0%)
Enterprising 14 (25.9%)
Social 29 (53.7%)
Artistic 2 (3.7%)
Investigative 6 (11.1%)
Realistic 3 (5.6%)

0   10   20   30   40   50   60

■ Percent
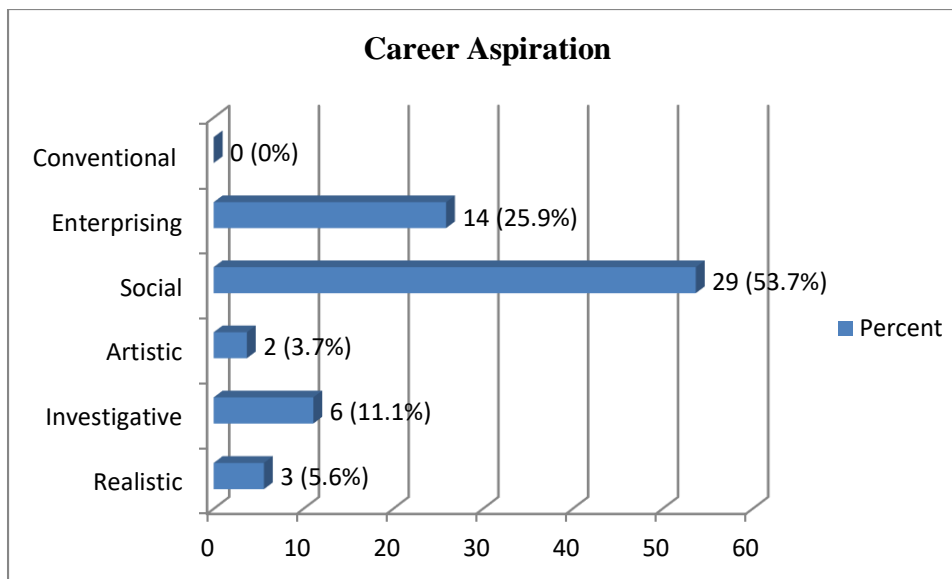
Figure 4.3: Career Aspiration of Students with Visual Impairment

From the Figure 4.3 it is shown that 29 (53.7%) of the students had a social career aspiration, 14 (25.9%) enterprising career aspiration, 6 (11.1%) had Investigative career aspiration, 3 (5.6%) realistic career aspiration, 2 (3.7%) had an artistic career aspiration while 0 (0%) had a conventional career aspiration. More than half of the students had the Social career orientation. This would probably mean two things: they have either limited knowledge of career options or rely on occupational stereotypes. Occupational stereotypes for careers pursued by people with visual impairment may have a significant impact on the career aspirations for these students. In some occupations, the dearth of role models in the form of people with vision impairment may have a significant impact on what they desire to be. If one has never seen doctor who is visually impaired, pilot among other professions, the logical conclusion is that these careers are out of realm of possibility for them. According to Casian (2017), people who are visually impaired have a small variety of vocational opportunities relative to the real-life options open to them.

Ebifa, Onuigbo, Onyechi and Egenti (2018), in a study on the career aspirations for the visually impaired in Enugu state, Nigeria discovered that engineering and medical sectors were unpopular among the general public. On the contrary students preferred courses in Arts, Social Science and Education. This effectively meant that they had inclination towards social careers. They further found out that the students' source of career information and awareness was fellow counterparts. Inaccessible school facilities and parental factors were identified as the major factors affecting their career aspirations.

Lent and Brown (2020), noted that the visually impaired students went for stereotyped choices when asked to choose a career demonstrating limited occupational information, sentiments shared by (Morel, 2019). This probably explains why many visually impaired people end up pursuing social careers.

4.6 Relationship between Personality Types and Career Aspirations

Objective three was to find out the relationship between visually impaired students' personality types and their career aspirations by testing the hypothesis that stated that there is non-relationship between visually impaired students personality types and their career aspirations. Chi-square test was used, results are shown in Table 4.1

Table 4.1: Student's Career Aspiration and Personality of the Students Cross Tabulation

Count

		Student's career aspiration					
		Realistic	**Investigative**	**Artistic**	**Social**	**Enterprising**	**Total**
Personality of the student	Realistic	0	2	0	0	0	2
	Investigative	2	3	1	1	1	8
	Artistic	0	0	1	3	1	5
	Social	0	1	0	20	6	27
	Enterprising	0	0	0	4	5	9
	Conventional	1	0	0	1	1	3
Total		3	6	2	29	14	54

Table 4.1 indicates that the highest personality type of students who are visually impaired was social personality with a count of 27. The least personality type amongst the visually impaired was the realistic personality with a count of 2. The table further indicates that the highest student's career aspiration was social with a count of 29. The Artistic career aspiration was the least as indicated by a count of 2. This is similar to Steinmetz (2017) who talked of six personality types, realistic, investigative, artistic, social, entrepreneurial, conventional (RIASEC) which arose as a result of one's heredity, activities engaged in during one's early years, interests, competences gained via certain behaviors, and dispositions toward life tasks These five elements will be influenced by the home, school environment, and the individuals who live there. The six personality types stated above will guide one's career decision to a field that is most suitable with his or her personality type. .

Findings in Table 4.1 further indicated that realistic career aspiration was the most preferred career aspiration amongst students whose personality was investigative. This was represented by a count of 2. The investigative student's career aspiration was most preferred amongst the students whose personality was investigative. The social career aspiration was most preferred amongst the students with the social personality as indicated by a count of 29. Lastly, Table 4.1 indicated that the enterprising student's career aspiration was the most preferred amongst students who had a social personality type.

The results of this study concurs with Soo (2010), findings who found out that there was a relationship between the students' personality types and career aspirations in a similar study with mainstream students in Eldoret West district. Similar findings were reported by Kemboi, Kindiki, and Misigo (2016), who carried out a similar study with undergraduate students at Moi University, Kenya. In a related study Papakonstantinou

(2020) researched on relationships between individual characteristics and occupational possibilities for young adults with visual impairments. This study investigated (a) the range of occupational possibilities that most closely resemble the personality types of 55 young adults with visual impairments as determined by Holland's Self-Directed Search (SDS) Questionnaire, (b) the influence of individual characteristics on occupational possibilities, and (c) the distinctions between sighted adults and adults with visual impairments as determined by the SDS Questionnaire scores for the six personality types (Realistic, Investigative, Artistic, Social, Enterprising, Conventional). The Holland SDS Questionnaire served as the research tool. The study's findings indicated that young individuals with visual impairments had a wide range of career options, most of which are related to social vocations. According to the SDS Questionnaire, individual attributes were also discovered to be important predictors of individual types.

To determine whether the variables are independent, the first chi-square test of independence compared the visually impaired students' personality types with students' career aspiration as indicated in Table 4.1. The results for the chi square are indicated in Table 4.2

Table 4.2: Results for Chi Square Test on Student's Career Aspiration and Personality of the Students

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.731[a]	20	.000
Likelihood Ratio	41.737	20	.003
Linear-by-Linear Association	13.517	1	.000
No. of Valid Cases	54		
a. 28 cells (93.3%) have expected countless than-5. The minimum expected count is .07.			

From Table 4.2 Chi-square test revealed that there was a significant relationship between visually impaired students' personality types and students' career aspirations

χ (2) = 51.731, df. =20, p = 0.003. From Table 4.2 since the p-value is less than the chosen significance level α = 0.05, the null hypothesis is therefore rejected, which was

H01: There is no relationship between visually impaired students' personality types and their career aspirations. As a result, the study concludes that there is a link between the personality of persons who are visually challenged and their career goals. Bak's (2012) study on the Myers-Briggs type indicator and personality characteristics of South Korean pupils with visual impairments supports these findings. The purpose of this study was to see if there were any significant differences in the frequency and preference scores of personality functions and the frequency of personality types among students with visual impairments in South Korea, as measured by the Myers-Briggs Type Indicator (MBTI), by gender, school level, and level of visual function. The frequency of preference functions and personality types was investigated using Chi-square analyses by gender, school level, and level of functional vision. Students with visual impairments were more likely to think of themselves in terms of Extraversion, Sensing, and Perceiving, according to the findings. Thinking was favoured by more male pupils than female students. Personality qualities differ as much among visually impaired people as they do among sighted people, according to the study. .

Interestingly, the researcher found out that when split by gender, the chi square test for independence gave a p –value of 0.004 among male and p –value of 0.228 among female as shown in the tables 4.3 and 4.4 below, implying that among the female students there was lack of association between their personality types and career aspirations.

4.6.1 Student's Career Aspiration * Personality of the Student Cross Tabulation by Gender

Table 4.3 Male Students' Career Aspirations and Personality Types

Count

Gender of student			Student's career aspiration					
			Realistic	Investigative	Artistic	Social	Enterprising	Total
Male	Personality	Realistic	0	2	0	0	0	2
	of the	Investigative	2	3	1	0	0	6
	student	Artistic	0	0	1	1	1	3
		Social	0	1	0	9	1	11
		Enterprising	0	0	0	4	3	7
		Conventional	1	0	0	0	1	2
	Total		**3**	**6**	**2**	**14**	**6**	**31**
Female	Personality	Investigative	0	0	0	1	1	2
	of the	Artistic	0	0	0	2	0	2
	student	Social	0	0	0	11	5	16
		Enterprising	0	0	0	0	2	2
		Conventional	0	0	0	1	0	1
	Total		**0**	**0**	**0**	**15**	**8**	**23**
Total	Personality	Realistic	0	2	0	0	0	2
	of the	Investigative	2	3	1	1	1	8
	student	Artistic	0	0	1	3	1	5
		Social	0	1	0	20	6	27
		Enterprising	0	0	0	4	5	9
		Conventional	1	0	0	1	1	3
	Total		**3**	**6**	**2**	**29**	**14**	**54**

Table 4.3 indicates that the highest male visually impaired students' personality type was social personality with a count of 11. The least personality type amongst the male visually impaired was the realistic personality with a count of 2. Table 4.3 further indicated that the highest male student's career aspiration was social career choices with a count of 14. The artistic career choice was the least among males as indicated by a count of 2.

Table 4.3 further indicated that the highest female visually impaired students' personality type was social personality with a count of 16. The least personality type amongst the female visually impaired was the conventional personality with a count of 1. Table 4.3 further indicated that the highest female student's career aspiration was social with a count of 15. The artistic, realistic and investigative career aspirations were the least among females as indicated by a count of 0. These findings support Forsthuber,

Horvath, and Motiejunaite's (2010) assertion that students differ in the activities they engage in and the decisions they make. According to the authors, women have fewer access to resources, decision-making, and opportunities than men.

Findings in Table 4.3 further indicated that realistic career aspiration was the most preferred career aspiration amongst male students whose personality was investigative. This was represented by a count of 2. The investigative student's career aspiration was most preferred amongst the male students whose personality was investigative with a count of 3. The social career aspiration was most preferred amongst the male students with the social personality as indicated by a count of 9. Lastly, Table 4.3 indicated that the enterprising student's career aspiration was the most preferred career aspiration amongst male students who had an enterprising social personality. It can be seen from the findings that the social career was the most dominant career aspiration amongst males who had a social personality. This agrees with Berzin (2010) who asserted that Gender, socioeconomic situation, superior academic performance, parents' occupation and education level, and parental expectations all influence job goals.

To determine whether the variables are independent, the chi-square test of independence compared the visually impaired students' personality types with students' career choice based on gender as indicated in Table 4.3. The results for the chi square are indicated in Table 4.4

Table 4.4: Results for Chi Square Test on Student's Career Aspiration and Personality of the Students by Gender

	Chi-Square Tests		
Gender of student		**Value**	**df**	**Asymp. Sig. (2-sided)**
Male	Pearson Chi-Square	40.881[b]	20	.004
	Likelihood Ratio	42.382	20	.002
	Linear-by-Linear Association	10.565	1	.001
	N of Valid Cases	31		
Female	Pearson Chi-Square	5.642[c]	4	.228
	Likelihood Ratio	7.073	4	.132
	Linear-by-Linear Association	.129	1	.720
	N of Valid Cases	23		
Total	Pearson Chi-Square	51.731[a]	20	.000
	Likelihood Ratio	41.737	20	.003
	Linear-by-Linear Association	13.517	1	.000
	N of Valid Cases	54		

a. 28 cells (93.3%) have expected count less than 5. The minimum expected count is .07.
b. 30 cells (100.0%) have expected count less than 5. The minimum expected count is .13.
c. 8 cells (80.0%) have expected count less than 5. The minimum expected count is .35.

From Table 4.4 Chi square test revealed that there was a significant relationship between male visually impaired students' personality types and students' career aspirations χ (2) = 40.881, df. =20, p = 0.004. From Table 4.4 since the p-value is less than the chosen significance level α = 0.05, which therefore points to an association between visually impaired students personality and career aspirations among male students.

In regards to females Table 4.4 Chi square test revealed that there was no significant relationship between female visually impaired students' personality types and students' career aspirations χ (2) = 5.642, df. =20, p = 0.228. From Table 4.4 since the p-value is more than the chosen significance level α = 0.05, and therefore conclude that there is no association between visually impaired students personality and career aspirations among female students. Gender is one of the characteristics that can influence accomplishment in several disciplines, according to Eccles and Wigfield (2020). In

terms of achievement, there is a small and shrinking disparity between men and women. Gender inequalities in science achievement, for example, are minor. When it comes to reading, girls have an advantage. According to Kingdon, Serbin, and Stack (2017), boys and girls perform similarly in mathematics in the initial years of school, but boys have an advantage in subsequent years. Boys and girls are comparable in math throughout the early years of school, but boys have an advantage in subsequent years. Though this study did not focus on students who are visually impaired, the current study feels that the same may apply given that gender had no inclination to visual impairment.

4.7 Gender, Personality Types and Career Aspirations of Visually Impaired Students

Objective four was to investigate gender differences in personality and career aspiration among visually impaired students. The second hypothesis that stated there is no relationship between gender and personality types was tested using Chi square test and results are shown in Table 4.5.

Table 4.5: Gender of Student and Student's Personality Type Cross tabulation

Gender of student * Personality of the student Cross tabulation

Count

		Personality of the student						
		Realistic	Investigative	Artistic	Social	Enterprising	Conventional	Total
Gender of student	Male	2	6	3	11	7	2	31
	Female	0	2	2	16	2	1	23
Total		2	8	5	27	9	3	54

Table 4.5 indicates that the highest gender was male with a count of 31. The least gender was female with a count of 23. Table 4.5 further indicated that the highest student's personality was social with a count of 27. The least personality type was realistic with a count of 2.

FindingsxinxTablex4.5 further indicated that there was more male with the realistic personality type with a count of 2 against none amongst the females. Additionally there

was more male with the investigative personality type with a count of 6 against 2 for the females. There were more male 3 having the artistic personality type as compared to 2 females with the artistic personality type. With regards to the social personality type, the females had the highest representation with a count of 16 as compared to 11 males who had the social personality. There were more males, 7 having the enterprising personality as compared to a few females who were 2 in number. Lastly, there were 2 males with conventional personality as compared to 1 female. Males exhibit higher levels of assertiveness, aggression, and self-esteem than females, but lower levels of confidence, anxiety, and tender-mindedness, according to previous studies in the field of personality traits and gender differences (Avia & Sánchez-Bernardos, 2019).

To determine whether the variables are independent, the chi-square test of independence compared the gender differences and the personality types that were presented in Table 4.5. The results for the chi square are indicated in Table 4.6

This implied that there were no gender differences in personality types among students with visual impairment at Thika School for the blind. This conclusion is similar to Russo and Stol's (2020) research on gender variations in software engineer personality traits. They used the HEXACO model to collect personality characteristics from 483 software developers in a survey study. AuBayesian independent sample t-test and network analysis were used to assess the data. According to the findings, women score much higher than males in Openness to Experience, Honesty-Humility, and Emotionality. Men also have more psychopathic tendencies than women. Based on these findings, we can conclude that women had a different personality as compared to men.

These personality types varied. Though the study focused on software engineers the researcher feels that the same can still apply to the current study owing to the fact that the two studies share similar research attributes such as gender and personality. Recently, a study by Hajovsky, Caemmerer, and Mason (2021) looked at gender differences in children's social skill growth trajectories and found that males had more variety in their social abilities. Boys' social abilities decreased linearly over time, whereas girls' social skills did not alter appreciably, according to a study on gender disparities in growth trajectories. To determine whether the variables are independent, the chi-square test of independence compared the gender differences and the personality types that were presented in Table 4.5. The results for the chi square are indicated in Table 4.6

Table 4.6: Results for Chi-Square Test on Personality of the Students and Gender

	Chi-Square Tests		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.210[a]	5	.205
Likelihood Ratio	8.090	5	.151
Linear-by-Linear Association	.530	1	.467
N of Valid Cases	54		
a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .85.			

From Table 4.6 Chi-square test revealed that there was no significant relationship between gender and students' personality types χ (2) = 7.210, df. = 5, p = 0.205. From Table 4.6 since the p-value is more than the chosen significance level α = 0.05, the null hypothesis is hereby accepted, which was;

H$_{02}$: There is no significant difference between gender and personality types among visually impaired students. The study therefore concludes that there is no association between gender and visually impaired students personality.

On the third hypothesis that stated there is no significant difference between gender and career aspirations, chi square test for independence results are shown in Table 4.7 below;

Table 4.7: Gender of Student and Student's Career Aspiration Cross Tabulation

Gender of student * Student's career aspiration Cross tabulation

Count

| | | Student's career aspiration | | | | | |
		Realistic	Investigative	Artistic	Social	Enterprising	Total
Gender of student	Male	3	6	2	14	6	31
	Female	0	0	0	15	8	23
Total		3	6	2	29	14	54

Table 4.7 indicates that the highest gender was male with a count of 31. The least gender was female with a count of 23. Table 4.7 further indicated that the highest student's career aspiration was social with a count of 29. The least career aspiration was artistic with a count of 2.

Table 4.7 also revealed that there were more male students 3 who wanted to pursue realistic occupations than female students. Another study by Buser, Niederle, and Oosterbeek (2012) looked into the relationship between gender, competitiveness, and career choice. The investigation was conducted at four secondary schools in and around Amsterdam, Netherlands. After that, 397 students were picked at random. Pre-university students in their third year of secondary school were asked to choose one of four academic profiles: health, social science, or humanities. To assess competitiveness, a classroom experiment was undertaken. The students had to add a series of numbers

in a timed math test. The participants completed three rounds of tasks, with one of them being paid at random. A short questionnaire was given out at the end of the trial to collect data on 71 confidence and risk attitudes. The school gave information on the kids' grades and academic paths at the end of the school year. The study discovered that competitiveness differs significantly between men and women. Boys were nearly twice as likely as girls to choose the competitive incentive plan. In comparison to boys, girls were much less confident in their performance. The gender gap in competitiveness is partially driven by the difference in confidence between girls and boys.

Girls were also found to be much less likely than boys to pick the renowned math intensive track, with the gender disparity persisting even after accounting for academic performance and perceived math competence. One of the studies on the same set of students was to see if there was a link between students' willingness to compete and their academic subjects of choice for the future. According to the data, there was a strong link between competitiveness and later academic choices. Boys and girls made distinct choices as well: boys preferred science-oriented profiles, while girls preferred health and humanities-oriented profiles.

Boys are substantially more competitive than girls, according to the study, and competitiveness has a big impact on profile selection. Variations in competition between men and women were found to account for up to 15% of differences in profession choices. It has also been stated that females perform better in solely girls' schools than in mixed schools, which is why many mixed boarding schools in Kenya have been converted to single sex institutions, but in the workplace, both sexes must fight to advance up the professional ladder.

Additionally there were more male personality with the investigative personality type with a count of 6 against 0 for the females. Results further in Table 4.7 indicates that the highest gender was male with a count of 31. The least gender was female with a count of 23. Table 4.7 further indicated that the highest student's career aspiration was social with a count of 29. The least career aspiration was artistic with a count of 2. Mungara (2007) finds that girls are underrepresented in most prominent and science-oriented jobs in her study on factors affecting career goals of girls in Thika West region, Kenya. However, the report does not say whether or not this is true for visually challenged students. Other individual qualities, such as self-efficacy, were found to have a beneficial impact on the girls' job aspirations in the study. There was a need for more research into the role of parents in students' job aspirations in Kenya.

Some gender scholars have concentrated their efforts on Israel's Kibbutz collective settlements. Males participate in both work and decision-making on the Kibbutz, which has embraced social equality. Both sexes are supposed to look after the children, cook, clean, and maintain the Kibbutz's structures, as well as make decisions on the Kibbutz's operations. Boys and girls are raised in the same way and share dorm rooms. The Kibbutz is a social group where the border between what is feminine and what is masculine is razor thin (Lahey, Hartung, Loney, Pelham, Chronis & Lee, 2007). Comparing communities around the world reveals that tasks are not consistently defined as feminine or masculine. Gender boundaries are becoming increasingly blurred as nations industrialize, giving people more choices and reducing the importance of bodily power (Lahey, 2007). Culture and socialization, according to this viewpoint, appear to have an impact on the relationship between gender and job ambitions.

Findings in Table 4.7 further indicated that there were more male students 3 aspiring to do realistic careers as compared to none (0) females. Additionally there was more male with the investigative personality type with a count of 6 against 0 for the females. Results further indicated that there were more male (2) aspiring to do artistic careers compared to none (0) females.

In regards to the social careers aspiration the females had the highest representation with a count of 15 as compared to 14 males. There were more females (8) having the aspiration to do enterprising careers as compared to a few males (6) in number. In adults and older ages, women scored higher on Neuroticism and Agreeableness than males. Agreeableness and low Emotional Stability were higher in females than hostility and high Emotional Stability. This suggests that women are more loving, tender-hearted, and altruistic than men on average and to a greater extent. This study, however, does not rule out the idea that males might be nurturing, tender-hearted, and selfless, and that some men are even better at these attributes than women (Avia et al., 2019).

Middle school children's job goals, as well as the association between adult occupation and gender, were investigated by Schuette, Ponton, and Chalton (2012). The 147 pre-adolescents in a public middle school in Virginia, USA, were polled using a survey approach. A total of 73 sixth graders (28 males and 45 girls), 46 seventh graders (14 boys and 32 girls), and 28 eighth graders made up the sample (12 boys, 16 girls). The sample was carefully chosen from low-income neighborhoods.

The participants came from a variety of ethnic backgrounds, and at least one parent of each gender had to work outside the home. There were 43 sixth graders (18 males and 25 girls), 29 seventh graders (9 boys and 20 girls), and 17 eighth graders in the final sample of 89 individuals (6 boys and 11 girls). The data was collected using a career

choice questionnaire (CCQ), which was given to pupils during school hours. To determine career aspiration, the RIASEC (Holland, 1994) method was used. The Chi-Square statistic was used to analyze the data. The data found that the majority of both the males wanted to pursue male stereotyped occupations, whereas only a few male students wanted to pursue careers that were considered neutral.

The majority of the girls intended to work in male-dominated fields, but a few chose jobs that are deemed neutral by both men and women. The data showed that males preferred to choose male stereotyped occupations or neutral careers, whereas the majority of female participants chose male stereotyped careers and a few neutral careers. .

To determine whether the variables are independent, the chi-square test of independence compared the gender differences and the career aspiration that were presented in Table 4.8. The results for the chi square are indicated in Table 4.8

Table 4.8: Results for Chi Square Test on Career Aspiration and Gender

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.362[a]	4	.035
Likelihood Ratio	14.381	4	.006
Linear-by-Linear Association	8.581	1	.003
N of Valid Cases	54		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .85.

From Table 4.8 Chi square test revealed that there was significant relationship between gender and students' career aspirations χ (2) = 10.362, df. = 4, p = 0.035. From Table 4.8 since the p-value is less than the chosen significance level α = 0.05, therefore the null hypothesis was rejected.

H₀₃: There is no significant difference between gender and career aspirations among visually impaired students. The study therefore concludes that there is an association between gender and career aspiration among visually impaired students.

The findings found that among visually challenged students at Thika School for the Blind, there was a substantial variation in gender and job goals. Gender, according to Olokesusi (2003), is a social construct arising from institutions such as the home, school, state, and other socio-cultural and religious institutions, and has to do with men and women's uneven power relationships. Women are clearly discriminated against, even when they are incapacitated. Patriarchy, which reinforces male dominance and control at all levels of society while incorrectly indicating that women are inferior, has an impact on things like career aspirations and job placement prospects, among other things. Gender had a substantial impact on job goals among students with visual impairment, according to Ebifa, Onuigbo, Onyechi & Egenti, 2018).

Gender was a significant factor in the career aspirations of students with visual impairments among senior secondary school students in Enugu state, Nigeria. Male students had more career aspirations than female students, implying that gender was a significant factor in the career aspirations of students with visual impairments among senior secondary school students in Enugu state, Nigeria. According to Amunga and Musasia (2011), there were inequalities in mathematics success among Kenyan schools, with boys boarding institutions scoring the highest mean of 5.691 during a five-year period, followed by females with a mean of 4.487, and mixed day schools with a low mean of 2.278.

The findings show that boys score better in mathematics than girls, giving the former a better chance of pursuing courses with a mathematical bent, such as engineering and

technology. Most boys and girls in mixed-day secondary schools have poor math grades, limiting their options to science-related courses. Poorly equipped schools in terms of infrastructure and human resources, negative attitudes toward mathematics, particularly among girls and students in mixed day secondary schools, virtual boy-girl relationships at a critical adolescent stage in life, and a lack of career guidance are some of the reasons cited for this state of affairs (Amunga & Musasia, 2011). According to the discussion above, there is a need to improve career advisory services, particularly in girls boarding schools and mixed day schools, in order to improve performance and encourage more girls to enroll in science-related courses.

Chemeli (2013) also conducted research in Eldoret West, Kenya, on the relationship between gender and job goals. The study's 12 schools were chosen using stratified sampling. A total of 429 pupils from Form 3 were chosen at random (223 girls and 203 boys). The RIASEC method was used to investigate the link between gender and career ambitions. Gender, educational environment, and profession choice all have a substantial relationship, according to the findings. Chemeli's study did not go into detail about how gender affects employment choice, necessitating further investigation.

A study was conducted on rural children to look into the impact of various individual variances on vocational knowledge, which has a significant impact on 56 students' career goals (Shmitth & Welsh, 2012). Individual variations included age, gender, academic achievement, and the parents' socioeconomic level. The findings revealed that there was no variation in occupational knowledge between groups of rural children of different ages, genders, and socioeconomic condition. Academic achievement was also found to be a strong predictor of occupational knowledge and job goals. Academic accomplishment, in turn, increases interest in career information and aspirations. The

association between job goals and academic achievement needed to be investigated because it is likely to have an impact on the participants' future prospects in Kenya.

Another study looked into the unintentional elements that contribute to gender prejudice in junior high school ladies' profession choices (Rodman & Richard, 2010). The research was conducted at California State University, Long Beach in the United States. The goal of the study was to figure out what factors limit women's professional options. A focus group of eight female middle school students and a regional occupational program career counsellor were interviewed for their opinions on career choices.

The data revealed that career presentations have no substantial impact on female students in middle school. They have not decided on a job path yet, and they judge male peers' occupations based on their gender. They appeared to have a strong emotional attachment to male-dominated professions. Parents had the greatest influence on their daughters' employment choices, according to the research, with less educated parents more likely to lead their daughters toward conventionally gendered careers. On the subject of profession choice, fathers were found to have a greater effect than moms.

The second most important factor in female profession choice appears to be culture. This viewpoint is similar to that of Lahey (2007), who believes that cultural variables and socialization influence job aspiration. Obura (2012) conducted a research in Kisumu Municipality on gender and students' views of job goals. In this study, a descriptive survey method was used. A representative sample of 238 female and 237 male students, as well as 8 teachers in charge of guidance and counselling, was chosen using stratified random sampling. Data was collected via interview scheduling. In order to analyze the data, descriptive and inferential statistics, Chi Square, t-test, and one-

way ANOVA were utilized. In Kisumu Municipality, Kenya, the data revealed that there is a statistically significant association between gender and occupational goals.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a synopsis of the entire research project as well as a full explanation of the findings. Furthermore, the study's consequences and policy recommendations are presented, as well as proposals for further research into the relationship between personality types and career aspiration of visually impaired students.

5.2 Summary of Findings

From the findings majority 46 (85.2%) of students who are visually impaired in Thika School for the blind are low vision. From the research questions, the study concluded that:

1. The students had different personality types; half 27(50.0%) had social personality type, with others having enterprising, investigative, conventional and a few having realistic personality type. Revealing that majority of the students in Thika School for the blind exhibited social personality type.

2. On career aspirations, results revealed that the students had different career aspirations with majority 29(53.7%) of the students having a social career aspiration, 14(25.9%) having enterprising career aspiration, 3(5.6%) having realistic career aspiration while only a few 2(3.7%) had an Artistic career aspiration. It is good to note that none of the students had a conventional career aspiration.

3. On the subject of the relationship between visually impaired students' personality types and students' career aspiration, the inferential statistics tool used was Chi-square test (x2) and hypotheses tested at alpha (α) .05. Chi square

test revealed that there was a significant relationship between visually impaired students' personality types and students' career aspirations χ (2) = 51.731, df. =20, p = 0.003. Therefore the null hypothesis that stated that there was no relationship between the visually impaired students' personality types and their career aspirations was rejected and the alternate accepted.

4. There was a significant relationship between male visually impaired students' personality types and students' career aspirations χ (2) = 40.881, df. =20, p = 0.004. On the other hand Chi square test revealed that there was no significant relationship between female visually impaired students' personality types and students' career aspirations χ (2) = 5.642, df. =20, p = 0.228. Chi square test further revealed that there was no significant relationship between gender and students' personality types χ (2) = 7.210, df. = 5, p = 0.205. Lastly, the Chi square test revealed that there was significant a relationship between gender and students' career aspirations χ (2) = 10.362, df. = 4, p = 0.035.

5.3 Conclusions

In conclusion, majority of the students of Thika School for the blind who had low vision and had different personality types ranging from social personality type, with others having enterprising, investigative, conventional and a few having realistic personality type. On career aspirations, majority of these students had a social career aspiration. Others had social, enterprising, realistic, and artistic career aspirations. None of the students sampled had a conventional career aspiration.

The study concludes that there is a relationship between visually impaired students' personality types and students' career aspiration as the results revealed. The study also found out that there was a significant difference between gender and personality types of visually impaired students at Thika School for the blind.

5.4 Recommendations

According to the findings, there is a link between the personality types of visually impaired pupils and their job goals. The first recommendation is for the teacher counselors to try and assess the students' personality types and career aspirations when providing career guidance. Secondly, these students should be encouraged to pursue careers that haven't been explored by people with similar handicaps. The school administration can play a role in this by providing visits to work places with visually impaired people who have dared in fields that are considered to be a preserve for the mainstream population. Thirdly, Education placement should be based on students' personality and career aspiration for maximum job satisfaction.

5.5 Recommendations for Further Research

The following are the researcher's suggestions for further study:

1. Since the study was limited to Thika School for the blind there is a need to carry out an extensive similar study for all schools for the visually impaired in the country.

2. The study was on visually impaired students. Future studies should focus on students with other forms of impairments.

3. This study utilized questionnaires as the only data collection tool. Future studies should incorporate other tools of data collection.

REFERENCES

Abel, J. R., & Deitz, R. (2017). Underemployment in the early careers of college graduates following the Great Recession. In *Education, skills, and technical change: Implications for future US GDP growth* (pp. 149-181). University of Chicago Press.

Abwao, M. (2018). *Media Framing of Disability: A Content Analysis of the Daily Nation Newspaper in Kenya* (Doctoral dissertation, Southern Illinois University at Edwardsville).

Ahmed, K. A., Sharif, N., & Ahmad, N. (2017). Factors influencing students' career choices: empirical evidence from business students. *Journal of Southeast Asian Research*, *2017*(2017), 1-15.

Akkerman, A., Kef, S., & Meininger, H. P. (2018). Job satisfaction of people with intellectual disability: Associations with job characteristics and personality. *American journal on intellectual and developmental disabilities*, *123*(1), 17-32.

Akram, H. A. (2017). The psychometric properties of the Arabic version of the Self-Directed Search (SDS)-Form R, for first-year university students in the Kingdom of SAUDI ARABIA (KSA) (Doctoral dissertation, Kent State University).on gender equality (No. w26947). National Bureau of economic research.

Aloka, P. J., Waititu, S. P., & Araya, B. (2018). Perspectives on Psychosocial Challenges Facing Integrated Learners with Physical Disabilities (LWPD) in Selected Kenyan Mainstream Secondary Schools. *IJASSH*.

Alon, T., Doepke, M., Olmstead-Rumsey, J., & Tertilt, M. (2020). *This time it's different: the role of women's employment in a pandemic recession* (No. w27660). National Bureau of Economic Research.

Amunga, J. K., & Musasia, M. A. (2011). Disparities in mathematics achievement among secondary schools: A case of Kenya. Problems of Education in the 21st 210 Century, 28, 8-18. Retrieved from www.scientiasocialis.It>pec>node

Aritonang, C. (2020). Low Vision Management in A 5-Years-Old Due to Retinopathy of Prematurity for Life Quality Improvement. *Folia Medica Indonesiana*, *56*(4), 314-319.

Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, *22*(6), 1607.

Asuquo, A. I., & Ahakiri, F. I. (2020). Effect of social variables on individuals' decision to undertake accounting vocation. *Journal of the Social Sciences*, *48*(2).

Atteng, C. J., & Osuagwu, C. E. (2021). Social inclusion as a task in the developmental process of persons with visual impairment: implication for special needs counselling. *European Journal of Public Health Studies*, *4*(1).

Avia, M. D., & Sánchez-Bernardos, M. L. (2019). Gender and psychological differences: Gender and subjectivity. In *Psychopathology in Women* (pp. 189-205). Springer, Cham.

Azucar, D., Marengo, D., & Settanni, M. (2018). Predicting the Big 5 personality traits from digital footprints on social media: A meta-analysis. *Personality and individual differences*, *124*, 150-159.

Bak, S. (2012). Personality characteristics of South Korean students with visual impairments using the Myers-Briggs type indicator. *Journal of Visual Impairment & Blindness*, *106*(5), 287-297.

Baumert, A., Schmitt, M., Perugini, M., Johnson, W., Blum, G., Borkenau, P., ... & Mõttus, R. (2017). Integrating personality structure, personality process, and personality development. *European Journal of Personality*, *31*(5), 503-528.

Berzin, S. C. (2010). Educational aspirations among low-income youths: Examining multiple conceptual models. Children & Schools, 32(2), 112-124.

Birajdar, A. K., & More, P. (2018, August). Healthcare and security system for elderly and disabled people using ARM Microcontroller. In *2018 International Conference on Information, Communication, Engineering and Technology (ICICET)* (pp. 1-5). IEEE.

Bourne, R. R. (2021). Causes of blindness and vision impairment in 2020 and trends over 30 years, and prevalence of avoidable blindness in relation to VISION 2020: the Right to Sight: an analysis for the Global Burden of Disease Study. *The Lancet Global Health*, *9*(2), e144-e160.

Boyle, G. J., & Barton, K. (2008). Contribution of Cattellian personality instruments. In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), The Sage handbook of personality theory and assessment, Vol. 2, (pp. 160-178). London: Sage Publications.

Bunnett, E. R. (2020). Gender Differences in Perceived Traits of Men and Women. *The Wiley Encyclopedia of Personality and Individual Differences: Personality Processes and Individual Differences*, 179-184.

Buser, T., Niederle, M., & Oosterbeek, H. (2014). Gender, competition and career choices. Quarterly Journal of Economics, 3(129), 1409–1447.

Cai, D., Cai, Y., Sun, Y., & Ma, J. (2018). Linking empowering leadership and employee work engagement: the effects of person-job fit, person-group fit, and proactive personality. *Frontiers in psychology*, *9*, 1304.

Carey, E., & Griffiths, C. (2017). Recruitment and consent of adults with intellectual disabilities in a classic grounded theory research study: ethical and methodological considerations. *Disability & Society*, *32*(2), 193-212.

Carroll, L. S. L. (2017). A comprehensive definition of technology from an ethological perspective. *Social Sciences*, *6*(4), 126.

Casian, D. C. (2017). *Exploration of best practices in transition planning for high school students with visual impairments* (Doctoral dissertation, New England College).

Cattell, R. B. (1997). Gold medal award for life achievement in psychological science. American Psychologist, 52, 797-799.

Chemeli, S. P., & Sheldon, S. W. (2013). An assessment of the relationship between students' personality types and career aspirations in Eldoret West District, Kenya. Journal of Emerging Trends in Educational Research and Policy Studies, 4(2), 383–391.

Choi, H. G., Lee, M. J., & Lee, S. M. (2018). Visual impairment and risk of depression: a longitudinal follow-up study using a national sample cohort. *Scientific reports*, *8*(1), 1-8.

Conte, L.E., (1983). *Vocational development theories and the disabled person: Oversight or deliberate omission.* Rehabilitation Counseling Bulletin, 26, 316-328 *contemporary theories to practice*, 169-191.

Costa, P. T., McCrae, R. R., & Löckenhoff, C. E. (2019). Personality across the life span. *Annual review of psychology*, *70*, 423-448.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Crnic, K. A., Neece, C. L., McIntyre, L. L., Blacher, J., & Baker, B. L. (2017). Intellectual disability and developmental risk: Promoting intervention to improve child and family well-being. *Child Development*, *88*(2), 436-445.

Denault, A. S., Ratelle, C. F., Duchesne, S., & Guay, F. (2019). Extracurricular activities and career indecision: A look at the mediating role of vocational exploration. *Journal of Vocational Behavior*, *110*, 43-53.

Di Tella, M., Miti, F., Ardito, R. B., & Adenzato, M. (2020). Social cognition and sex: Are men and women really different? *Personality and Individual Differences*, *162*, 110045.

Diener, E., & Lucas, R. E. (2019). Personality traits. *General Psychology: Required Reading*, 278.

Ebifa, S. E., Onuigbo, L. N., Onyechi, K. C., & Egenti, N. (2018). Career Aspirations of Secondary School Students with Visual Impairment in Enugu State, Nigeria. *International Journal of Applied Engineering Research*, *13*(21), 15090-15095.

Ebuenyi, I. D., van der Ham, A. J., Bunders-Aelen, J. F., & Regeer, B. J. (2020). Expectations management; employer perspectives on opportunities for improved employment of persons with mental disabilities in Kenya. *Disability and rehabilitation*, *42*(12), 1687-1696.

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, *61*, 101859.

Fatemi, A. H., & Asghari, A. (2012). Attribution theory, personality traits, and gender differences among EFL learners. International Journal of Education, 4(2), 181.

Forsthuber, B., Horvath, A., & Motiejunaite, A. (2010). Gender differences in educational outcomes: Study on the measures taken and the current situation in Europe. Brussels: Education, Audiovisual and Culture Executive Agency, European Commission. Available on: http://bookshop.europa.eu/en/gender-differences-in-educational-outcomes-pbEC3209196.

Frazier, J. T. (2020). Working for a Living: A Terror Management Theory Approach to Finding Meaning in Vocation.

Furtado, J. M., Berezovsky, A., Ferraz, N. N., Muñoz, S., Fernandes, A. G., Watanabe, S. S., ... & Salomão, S. R. (2019). Prevalence and causes of visual impairment and blindness in adults aged 45 years and older from Parintins: the Brazilian Amazon region eye survey. *Ophthalmic epidemiology*, *26*(5), 345-354.

Gilson, A. M., Stone, J. A., Reddy, A., & Chui, M. A. (2019). Exploring how pharmacists engage with patients about over-the-counter medications. *Journal of the American Pharmacists Association*, *59*(6), 852-856.

Giordano, P. J. (2019). Culture and theories of personality: Western, Confucian, and Buddhist perspectives. *Cross-Cultural Psychology: Contemporary Themes and Perspectives*, 661-684.

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling psychology*, *28*(6), 545.

Graham, R. M. (2020). *Redefining Career Development: Multigenerational Stories of Educated Black Women* (Doctoral dissertation, Alliant International University).

Gross, E. (2021). *Financial Decision-Making Self-Efficacy: Financial, Cognitive, and*

Hajek, A., Wolfram, C., Spitzer, M., & König, H. H. (2020). Association of vision problems with psychosocial factors among middle-aged and older individuals: Findings from a nationally representative study. *Aging & mental health*, 1-8.

Hajovsky, D. B., Caemmerer, J. M., & Mason, B. A. (2021). Gender differences in children's social skills growth trajectories. *Applied Developmental Science*, 1-16.

Harutyunyan, T., Giloyan, A., & Petrosyan, V. (2017). Factors associated with vision-related quality of life among the adult population living in Nagorno Karabagh. *Public Health*, *153*, 137-146.

He, M., Wang, W., & Huang, W. (2017). Variations and trends in health burden of visual impairment due to cataract: a global analysis. *Investigative ophthalmology & visual science*, *58*(10), 4299-4306.

Henriques, G. (2017). Character adaptation systems theory: A new big five for personality and psychotherapy. *Review of General Psychology*, *21*(1), 9-22.

Hewett, R., Douglas, G., McLinden, M., & Keil, S. (2017). Developing an inclusive learning environment for students with visual impairment in higher education: Progressive mutual accommodation and learner experiences in the United Kingdom. European Journal of Special Needs Education, 32(1), 89-109.

Houri, A. K., Thayer, A. J., & Cook, C. R. (2019). Targeting parent trust to enhance engagement in a school–home communication system: A double-blind experiment of a parental wise feedback intervention. *School Psychology*, *34*(4), 421.

James, J. J. (2014). Disability challenges in a rural environment: the case of coastal Kenya. *Retrieved January*, *27*, 2016.

Jing, W. (2016). *Career Development and Job Expectation: Enhancing Chinese Generation Y Graduates for Professionalization in Thai Labor Markets* (Doctoral Dissertation, Burapha University).

Joseph, M. J. (2018). *Assessment of selected determinants of the implementation of health and physical education curriculum in public primary schools in Nandi County, Kenya* (Doctoral dissertation, Moi University).

Kashdan, T. B., Blalock, D. V., Young, K. C., Machell, K. A., Monfort, S. S., McKnight, P. E., & Ferssizidis, P. (2018). Personality strengths in romantic relationships: Measuring perceptions of benefits and costs and their impact on personal and relational well-being. *Psychological assessment*, *30*(2), 241.

Kassotakis, M. (2017). Career Counselling and Guidance in Greece: Past, Present and Future. In Career Guidance and Livelihood Planning across the Mediterranean (pp. 301-322). Brill Sense.

Kavinje, C. D. (2020). *The Development Of Education For Learners With Visual Impairments In Kenya: A Case of Thika School for the Blind, 1945-2003* (Doctoral dissertation, University of Nairobi).

Kemboi, R. J. K., Kindiki, N., & Misigo, B. (2016). Relationship between personality types and career choices of undergraduate students: A case of Moi University, Kenya. *Journal of education and practice*, *7*(3), 102-112.

Khizar, U. (2017). *The relationship of personality traits, gender, occupational stress and job satisfaction among police officers in Punjab, Pakistan* (Doctoral dissertation, Universiti Utara Malaysia).520219

Kiarie, M. W. (2004). Education of Students with Visual Impairments in Kenya: Trends and Issues. *International Journal of Special Education*, *19*(2), 16-22

Kingdon, D., Serbin, L. A., & Stack, D. M. (2017). Understanding the gender gap in school performance among low-income children: A developmental trajectory analysis. *International Journal of Behavioral Development*, *41*(2), 265-274.

Kisanga, S. E., & Kisanga, D. H. (2022). The role of assistive technology devices in fostering the participation and learning of students with visual impairment in higher education institutions in Tanzania. *Disability and Rehabilitation: Assistive Technology*, *17*(7), 791-800.

Kurumei, W. K., Ogogo, C. O., Kochung, E., & Kimani, C. (2021). Assessment of the influence of employment on personal development of youth with disabilities in Elgeyo-Marakwet County, Kenya. *European Journal of Special Education Research*, *7*(1).

Lahey, B. B., Hartung, C. M., Loney, J., Pelham, W. E., Chronis, A. M., & Lee, S. S. (2007). Are there sex differences in the predictive validity of DSM–IV ADHD among younger children?. *Journal of Clinical Child and Adolescent Psychology,* 36(2), 113-126.

Lawson, A. (2006). United Nations Convention on the Rights of Persons with Disabilities: New Era or False Dawn, The. *Syracuse J. Int'l L. & Com.*, *34*, 563.

Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, *120*, 103448.

Lindsay, S., Cagliostro, E., Leck, J., & Stinson, J. (2019). Career aspirations and workplace expectations among youth with physical disabilities. *Disability and rehabilitation*, 1-12.

Lueck, A. H., Dutton, G. N., & Chokron, S. (2019, October). Profiling children with cerebral visual impairment using multiple methods of assessment to aid in differential diagnosis. In *Seminars in pediatric neurology* (Vol. 31, pp. 5-14). WB Saunders.

Mahammad, M. İ., & Huseyn, M. M. (2020). Analysis of Influencing Factors on the Formation of Students' values System. *Балканско научно обозрение*, *4*(1 (7)).

Manyumwa, E. (2018). Inclusion and the Psychosocial Experiences of Students with Visual Impairments in a Zimbabwe State University. *African Educational Research Journal*, *6*(3), 190-196.

Marete, L. M. (2020). Teachers' Perception of Transition Preparedness by Learners with Physical Disabilities towards Employment: Joytown, Joyland and Mombasa Special Secondary Schools, Kenya (Doctoral Dissertation, Kenyatta University).

McCash, P. (2018). *Career development at depth: a critical evaluation of career development theory from the perspective of analytical psychology* (Doctoral dissertation, University of Essex).

McGee, K. (2018). The influence of gender, and race/ethnicity on advancement in information technology (IT). *Information and Organization*, *28*(1), 1-36.

Milimu, L. N. (2018). Determinants of Transition of Students with Visual Impairment to Post-Secondary in Narok and Bomet Counties, Kenya (Doctoral dissertation, Kenyatta University).

Ministry of Education, Science and Technology (MoEST) (2004) *Sessional Paper No.1 of 2005: A Policy Framework for Education, Training and Research*. Nairobi: Government Printer

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, *7*(1), 23-48.

Morel, S. A. (2019). *Exploring a career path towards well-being: How parental behaviors, career values awareness, and career decision-making self-efficacy impact well-being in undergraduate college students* (Doctoral dissertation, Purdue University Graduate School).

Mwoma, T. (2017). Education for children with special needs in Kenya: A review of related literature. Education, 8(28).

Neubauer, A. C., & Hofer, G. (2021). Self-estimates of abilities are a better reflection of individuals' personality traits than of their abilities and are also strong predictors of professional interests. *Personality and Individual Differences*, *169*, 109850.

Njeru, L. M. (2017). An Assessment of the Influence of Disability Legislation Awareness on Employability of Persons with Disabilities in Post-Secondary Institutions in Kirinyaga County, Kenya. *Manag Econ Res J*, 3(2017), 3180.

Njue, F. M. (2018). Influence of strategies on empowerment of persons with disabilities in Kirimari ward in Embu County, Kenya (Doctoral dissertation, University of Nairobi).

Nyamwange, J. (2016). Influence of Student's Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya. *Journal of Education and Practice*, 7(4), 96-102.

Obura, C. A. (2012). Gender and students' perceptions of career aspirations in secondary schools. *Academic Journal of Interdisciplinary Studies*, 1(2), 149-163.

O'Day, B., Kleinman, R., Fischer, B., Morris, E., & Blyler, C. (2017). Preventing unemployment and disability benefit receipt among people with mental illness: Evidence review and policy significance. *Psychiatric rehabilitation journal*, 40(2), 123.

Olokesusi, M. (2003). Gender issues in special and rehabilitative education: *Journal of Advocacy and Rehabilitation in Special Education. 155 -159.*

Omede, A. A. (2013). Counselling persons with visual impairment for effective career choice: implication for national development. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(2), 345-349.

Orodho, A. J. (2009). *Elements of Education and Social Science Research Methods*. Nairobi: Kanezja Publishers.

Ortenblad, A., Marling, R., & Vasiljevic, S. (Eds.). (2017). *Gender equality in a global perspective*. Taylor & Francis. Peine, A., Kabino, K., & Spreckelsen, C. (2016). Self-directed learning can outperform direct instruction in the course of a modern German medical curriculum-results of a mixed methods trial. BMC medical education, 16(1), 1-11.

Papakonstantinou, D. (2020). Relationships between individual characteristics and occupational possibilities for young adults with visual impairments. *British Journal of Visual Impairment*, 38(2), 137-150.

Perry, M. (2020). Eye disease in older adults: risk factors and treatments. *Journal of Community Nursing*, 34(3).

Phethoka, L. E. (2020). *Investigating challenges of access to education for learners with visual impairment at primary schools in Lesotho* (Doctoral dissertation, National University of Lesotho, Faculty of Education).

Potter, K., Miller, S., & Newman, S. (2021). Environmental Factors Affecting Early Mobilization and Physical Disability Post–Intensive Care: An Integrative Review Through the Lens of the World Health Organization International Classification of Functioning, Disability, and Health. *Dimensions of Critical Care Nursing*, 40(2), 92-117.

Ramachandra, S. S., Murthy, G. S., Shamanna, B. R., Allagh, K. P., Pant, H. B., & John, N. (2017). Factors influencing employment and employability for persons with disability: Insights from a City in South India. Indian journal of occupational and environmental medicine, 21(1), 36.

Roberts, B. W., Wood, D., & Smith, J. L. (2005). Evaluating five factor theory and social investment perspectives on personality trait development. *Journal of Research in Personality*, *39*(1), 166-184.

Rocconi, L. M., Liu, X., & Pike, G. R. (2020). The impact of person-environment fit on grades, perceived gains, and satisfaction: an application of Holland's theory. Higher Education (00181560), 80(5).

Russo, D., & Stol, K. J. (2020). Gender differences in personality traits of software engineers. *IEEE Transactions on Software Engineering*.

Ryan, C. H. (2020). Leaving is not Losing: Influences on and Impacts of Career Decision Self-Efficacy in a Selection of Third Level Students in Ireland.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860.

Sapp, L. H. (2019). *Job Characteristics of Adult Children Compared to Job Characteristics of Their Parents: Rehabilitation Counseling Implications* (Doctoral dissertation, University of Holy Cross).

Scheffer, D., & Heckhausen, H. (2018). Trait theories of motivation. In *Motivation and action* (pp. 67-112). Springer, Cham.

Schmitt-Wilson, S., & Welsh, M. C. (2012). Vocational knowledge in rural children: A study of individual differences and predictors of occupational aspirations and expectations. Learning and Individual Differences, 22(6), 862-867.

Schneider, W. J., & McGrew, K. S. (2018). The Cattell–Horn–Carroll theory of cognitive abilities.

Schuette, C. T., Ponton, M. K., & Charlton, M. L. (2012). Middle school children's career aspirations: Relationship to adult occupations and gender. The Career Development Quarterly, 60(1), 36-46.

Shalev, M., & Hetzroni, O. E. (2020). Factors predicting school staff's responsivity toward students with intellectual and developmental disability and complex communication needs. *Research in developmental disabilities*, *102*, 103677.

Sigu, J. D. (2017). *The Impact of Vocational Education and Training on Socioeconomic Empowerment of Youth in Mukuru (2011–2015)* (Doctoral dissertation, University of Nairobi).

Sikanku, S. T. (2018). Challenges in teaching pupils with visual impairment in inclusive classrooms: The experience of Ghanaian teachers. *Journal of research on humanities and social sciences*, *8*(11).

Smart, J. C., Feldman, K. A., & Ethington, C. A. (2006, July). Holland's theory and patterns of college student success. In *Commissioned report for the national symposium on postsecondary student success: Spearheading a dialog on student success* (p. 50).

Soo, P. C. (2010). The Relationship between Students' personality type and career Aspirations among secondary school students in Eldoret west district. Unpublished thesis. Eldoret. Moi University, School of Education.

Sovacool, B. K., Axsen, J., & Sorrell, S. (2018). Promoting novelty, rigor, and style in energy social science: towards codes of practice for appropriate methods and research design. *Energy Research & Social Science*, *45*, 12-42.

Stajkovic, A. D., Bandura, A., Locke, E. A., Lee, D., & Sergent, K. (2018). Test of three conceptual models of influence of the big five personality traits and self-efficacy on academic performance: A meta-analytic path-analysis. *Personality and individual differences*, *120*, 238-245.

Stangl, A., Morris, M. R., & Gurari, D. (2020). "Person, Shoes, Tree. Is the Person Naked?" What People with Vision Impairments Want in Image Descriptions. In *Proceedings of the 2020 chi conference on human factors in computing systems* (pp. 1-13).

Starosta, J., Izydorczyk, B., & Lizyńczyk, S. (2019). Characteristics of people's binge-watching behavior in the" entering into early adulthood" period of life. *Health Psychology Report*, *7*(2).

Steinmetz, M. P. (2017). *Examining the relationship between problem solving style and conventional, social, and enterprising career types* (Doctoral dissertation, Fordham University).

Sultana, T., & Mahmud, M. K. (2020). Exploring the influential stimulators of career choice: an empirical assessment by exploratory factor analysis. *Asian Journal of Empirical Research*, *10*(5), 137-149.Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of vocational behavior*, *16*(3), 282-298.

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, *48*(6), 1273-1296.

Tett, R. P., Toich, M. J., & Ozkum, S. B. (2021). Trait Activation Theory: A Review of the Literature and Applications to Five Lines of Personality Dynamics Research. *Annual Review of Organizational Psychology and Organizational Behavior*, *8*, 199-233.

Tobi, H., & Kampen, J. K. (2018). Research design: the methodology for interdisciplinary research framework. *Quality & quantity*, *52*(3), 1209-1225.

Toh, H., Smolentsev, A., Bozadjian, R. V., Keeley, P. W., Lockwood, M. D., Sadjadi, R., ... & Thomson, J. A. (2019). Vascular changes in diabetic retinopathy—a longitudinal study in the Nile rat. *Laboratory Investigation*, *99*(10), 1547-1560.

Townsend, R. C., Huntley, T., Cushion, C. J., & Fitzgerald, H. (2020). 'It's not about disability, I want to win as many medals as possible': The social construction of disability in high-performance coaching. *International Review for the Sociology of Sport*, *55*(3), 344-360.

Usslepp, N., Hübner, N., Stoll, G., Spengler, M., Trautwein, U., & Nagengast, B. (2020). RIASEC interests and the Big Five personality traits matter for life success—But do they already matter for educational track choices? Journal of personality, 88(5), 1007-1024.

Vermeir, I., Weijters, B., De Houwer, J., Geuens, M., Slabbinck, H., Spruyt, A., ... & Verbeke, W. (2020). Environmentally sustainable food consumption: A review and research agenda from a goal-directed perspective. *Frontiers in Psychology*, *11*, 1603.

Walters, S. (2020). 2.2 Research Designs in Psychology. *Psychology-1st Canadian Edition*.

Wehmeyer, M. L., & Shogren, K. A. (2016). Self-determination and choice. *Handbook of evidence-based practices in intellectual and developmental disabilities*, 561-584.

Weiner, I. B., & Greene, R. L. (2017). *Handbook of personality assessment*. John Wiley & Sons.

Whitfield, R., Schwab, L., Ross-Degnan, D., Steinkuller, P., & Swartwood, J. (2018). Blindness and eye disease in Kenya: ocular status survey results from the Kenya Rural Blindness Prevention Project. *British journal of ophthalmology*, *74*(6), 333-340.

WHO. (2017). *Global Data on Visual Impairment.* Geneva: Switzerland

Yanchak, K. (2005)."Relation of Disability Type and Career Thoughts to Vocational

APPENDICES

Appendix I: Participants' Informed Consent

My names are Michael Mwaniki, I am a student of Educational Psychology at Moi University carrying out a research study as part of the requirement for the award of a Masters of Philosophy degree Educational Psychology. I am conducting a study about the relationship between personality and career choice aspirations among students with visual impairment in Thika School for the blind.

I would like to ask for your participation in the research process and whatever information you provide will be kept strictly confidential, and will not be shown to any other person or used for any other purpose other than this research study and with your absolute authorization. Participation is voluntary and you are free to withdraw from the research study if you feel otherwise, at any given time. This research study seeks to find out the relationship between personality and career choice aspirations among students with visual impairment. The findings may be used by school counselors when providing career guidance and counseling among students with visual impairment. I would appreciate if you have any questions on anything which is unclear for you and would like to seek clarification in that regard before you are recruited in the study.

Thank you very much!

Participant's Sign   ....

Appendix II: Student's Questionnaire

Gender:……………………. Male ☐   Female ☐

Level of impairment………. Blind ☐   Low vision ☐

SECTION 1

List the vocations you've considered for the future in the box below. Make a list of the occupations you've considered and those you've discussed with others.

Occupations

1. _____

2. _____

3. _____

SECTION 2

Activities

Tick √ for those activities you like under 'Like' or activities you don't like under 'Dislike'.

Realistic	Like	Dislike
Fix electrical things	[ ]	[ ]
Repair cars	[ ]	[ ]
Fix mechanical things..	[ ]	[ ]
Build things with wood..	[ ]	[ ]
Drive a truck or tractor..	[ ]	[ ]
Use metal working or machine tools.................................	[ ]	[ ]

	Like	Dislike
Work on classic car or motorcycle....................................	[ ]	[ ]
Take Industrial art course...…..	[ ]	[ ]
Take mechanical drawing course……........... ……………	[ ]	[ ]
Take wood working course........................... …………....	[ ]	[ ]
Take Auto mechanics course..	[ ]	[ ]
Total No. of Likes ☐		

Investigative	**Like**	**Dislike**
Read scientific books ....……..	[ ]	[ ]
Work inglaboratory..	[ ]	[ ]
Work in a scientific project..............................……....	[ ]	[ ]
Build flying objects	[ ]	[ ]
Work with a chemistry apparatus..........................……….	[ ]	[ ]
Read about special subjects on my own..........................	[ ]	[ ]
Solve math or chess puzzles..	[ ]	[ ]
Take physics course..	[ ]	[ ]
Take chemistrygcourse...	[ ]	[ ]
Take geometrykcourse...	[ ]	[ ]
Take biologykcourse...	[ ]	[ ]

Total No. of Likes ☐

Artistic	**Like**	**Dislike**
Sketch, draw or paint..	[ ]	[ ]
Attend plays ....…………	[ ]	[ ]
Design furniture or buildings.......................................	[ ]	[ ]

	Like	**Dislike**
Play in a band or a group..	[ ]	[ ]
Practice a musical instrument…………………..........	[ ]	[ ]
Go to drama or music festivals………………………	[ ]	[ ]
Read popular fiction ………………………..........	[ ]	[ ]
Create portraits or photographs………………………	[ ]	[ ]
Read plays ……………………………………..	[ ]	[ ]
Read or write poetry………………………………	[ ]	[ ]
Take art course………………………………....	[ ]	[ ]

Total No. of Likes ☐

Social	**Like**	**Dislike**
Write letters to friends..	[ ]	[ ]
Attend religious services...	[ ]	[ ]
Belong to social clubs...	[ ]	[ ]
Help others with their personal problem......………….	[ ]	[ ]
Take care of children …………………………….	[ ]	[ ]
Go to parties…………………………………....	[ ]	[ ]
Dance………………………………………………	[ ]	[ ]
Read books on human behavior.………………....	[ ]	[ ]
Attend meeting and conferences.…………………….	[ ]	[ ]
Go to sports events …………………………………	[ ]	[ ]
Make new friends ………………………..................	[ ]	[ ]

       Total No. of Likes   ☐

Enterprising	**Like**	**Dislike**
Influence others.………………………………………	[ ]	[ ]
Sell something ………………………………………	[ ]	[ ]
Discuss politics.…………………..…………………….	[ ]	[ ]
Operate my own service or business.…………………	[ ]	[ ]
Attend conferences.…….……………………………….	[ ]	[ ]
Given talks ………………………………………...	[ ]	[ ]
Serve as an officer of any group.…………………….	[ ]	[ ]
Supervise the work of others.………………………...	[ ]	[ ]
Meet important people ………………………………	[ ]	[ ]
Lead a group in accomplishing some goals.……………	[ ]	[ ]
Participate in political campaign.…………..................	[ ]	[ ]

       Total No. of Likes   ☐

Conventional	**Like**	**Dislike**
Keep your desk and room neat ………………………….	[ ]	[ ]
Type papers or letters for yourself or for others…………	[ ]	[ ]
Add, subtract, multiply and divide numbers.........................	[ ]	[ ]
Operate business machines of any kind…………………...	[ ]	[ ]
Keep detailed records of expenses………………………	[ ]	[ ]
Take typewriting course……………………………………	[ ]	[ ]
Take business course…………………..……………………[ ]		[ ]
Take bookkeeping course…………………………………	[ ]	[ ]
Take commercial math course………………………….....	[ ]	[ ]
File letters, reports, records, etc…………………………..	[ ]	[ ]
Write business letters……….…………………………....	[ ]	[ ]

Total No. of Likes ☐

SECTION 3

Competencies

Tick √ under 'Yes' for those activities you can do well or competently or under 'No' for those activities you have never performed or perform poorly.

Realistic	**Yes**	**No**
I have used woodshop power tools such as power saw or lathe or sander..	[ ]	[ ]
I know how to use a voltmeter…………………………………….	[ ]	[ ]
I can adjust a carburetor………………………………………………	[ ]	[ ]
I have operated power tools such as sewing machine……………………	[ ]	[ ]
I can refinish varnished or stained furniture or woodwork………………	[ ]	[ ]
I can interpret technical drawings……………………………………	[ ]	[ ]
I can make simple electrical repairs ……………………………………	[ ]	[ ]
I can repair furniture …………………………………………………	[ ]	[ ]
I can make mechanical drawings ……………………………………	[ ]	[ ]
I can make simple repairs on a TV set………………………………….	[ ]	[ ]
I can make simple plumbing repairs ……………………………………..	[ ]	[ ]

Total No. of "Yes" ☐

Investigative   **Yes**   **No**

I can understand how a vacuum tube works…………………………….. [ ]   [ ]

I can name three foods that are high in protein content……………………[ ]   [ ]

I understand the "half-life" of a radioactive element………………………[ ]   [ ]

I can use logarithmic tables……………………………………   [ ]   [ ]

I can use slide rule to multiply or divide……………………………   [ ]   [ ]

I can use a microscope…………………………………………………   [ ]   [ ]

I can identify three constellations of the stars……...……………………   [ ]   [ ]

I can describe the function of white blood cells…………………..   [ ]   [ ]

I can interpret simple chemical formulae………………………………... [ ]   [ ]

I understand why man-made satellites do not fall to the earth…………….. [ ]   [ ]

I have participated in a scientific fair or contest……………………………[ ]   [ ]

Total No. of "Yes"   ☐

Artistic   **Yes**   **No**

I can play a musical instrument……………………………………………. [ ]   [ ]

I can participate in two- or four-part choral singing………………………..[ ]   [ ]

I can perform as a musical soloist……………………………………..[ ]   [ ]

I can act in a play………………………………………………………   [ ]   [ ]

I can do interpretive reading ……………………………………………[ ]   [ ]

I can do modern interpretive or ballet dancing ……………………………[ ]   [ ]

I can sketch people so that they can be recognized………………………   [ ]   [ ]

I can do a painting or sculpture…………………………………………   [ ]   [ ]

I can make pottery…………………………………………………………   [ ]   [ ]

I can design clothing, posters, or furniture………………………………... [ ]   [ ]

I write stories or poetry well…………………………………………………   [ ]   [ ]

Total No. of "Yes"   ☐

Social	**Yes**	**No**
I am good at explaining things to others……………………………..	[ ]	[ ]
I have participated in charity or benefit drives………………………	[ ]	[ ]
I cooperate and work well with others………………………………	[ ]	[ ]
I am competent at entertaining people older than I…………………	[ ]	[ ]
I can be good host (hostess)………………………………………..	[ ]	[ ]
I can teach children easily…………………………………………	[ ]	[ ]
I can plan entertainment for a party……………………………….	[ ]	[ ]
I am good at helping people who are upset or troubled ………………	[ ]	[ ]
I have worked as a volunteer aid in a hospital, clinic or home………	[ ]	[ ]
I can plan school or church social affairs…………………………	[ ]	[ ]
I am good judge of personality……………………………………..	[ ]	[ ]

Total No. of "Yes" ☐

Enterprising	**Yes**	**No**
I have been elected to an office in high school or college………	[ ]	[ ]
I can supervise the work of others………………………………	[ ]	[ ]
I have unusual energy and enthusiasm…………………………….	[ ]	[ ]
I am a good at getting people do things my way…….	[ ]	[ ]
I am a good salesperson…………………………………………	[ ]	[ ]
I have acted as a leader form some group……………………..	[ ]	[ ]
I won an award for work as a leader…..………………….	[ ]	[ ]
I have organized a club, group or gang………………………	[ ]	[ ]
I have started my own business or service……………………...	[ ]	[ ]
I know how to be a successful leader…………………………..	[ ]	[ ]
I am a good debater………………………………………………..	[ ]	[ ]

Total No. of "Yes" ☐

Conventional	**Yes**	**No**
I can type 40 words in a minute……………………………………	[ ]	[ ]
I can operate a duplicating or adding machine…………………….	[ ]	[ ]
I can take shorthand………………………………………..	[ ]	[ ]
I can file letters and mother papers………………………………….	[ ]	[ ]
I have held an office job………………………………………...	[ ]	[ ]
I can use a computer……………………………………………….	[ ]	[ ]
I can do a lot of paper work in a short time………………..……..	[ ]	[ ]
I can use a calculator…..………………………………….…..……..	[ ]	[ ]
I can use simple data processing equipment such as a keypunch	[ ]	[ ]
I can post credits and debits……………………………..	[ ]	[ ]
I can keep accurate records of payments and sales…………………	[ ]	[ ]

Total No. of "Yes"   [ ]

SECTION 4

Occupations

This is an inventory of your feelings and attitudes about many kinds of work. Show the occupations that interest or appeal to you by ticking √ under 'Yes' or under 'No' for occupations that you dislike.

	Yes	No		Yes	No
Airplane mechanic…………	[ ]	[ ]	Sociologist………….	[ ]	[ ]
Fish and Wildlife specialist…	[ ]	[ ]	High School Teacher	[ ]	[ ]
Auto-mechanic……………..	[ ]	[ ]	Child rights advocate	[ ]	[ ]
Carpenter…………………...	[ ]	[ ]	Speech Therapist…..	[ ]	[ ]
Crane Operator…………….	[ ]	[ ]	Marriage Counselor	[ ]	[ ]
Surveyor……………………	[ ]	[ ]	School principal……	[ ]	[ ]
Construction Inspector…….	[ ]	[ ]	Playground Director.	[ ]	[ ]
Radio Operator…………….	[ ]	[ ]	Clinical Psychologist	[ ]	[ ]
Filling Station worker……..	[ ]	[ ]	Social Science Teacher	[ ]	[ ]
Gardener…………………...	[ ]	[ ]	Welfare Agent……….	[ ]	[ ]
Tool Designer……………	[ ]	[ ]	School Administrator.	[ ]	[ ]
Long distance bus driver……	[ ]	[ ]	Personal Counselor…	[ ]	[ ]
Painter………………………	[ ]	[ ]	Psychiatrics Worker…	[ ]	[ ]
Electrician………………..	[ ]	[ ]	Vocational Counselor	[ ]	[ ]

Total **Realistic** 'Yes'   [ ]   Total **Social** 'Yes'   [ ]

	Yes	No		Yes	No
Meteorologist………………	[ ]	[ ]	Speculator………………	[ ]	[ ]
Biologist…………………...	[ ]	[ ]	Buyer………………………	[ ]	[ ]
Astronomer………………..	[ ]	[ ]	Advertising Executive…….	[ ]	[ ]
Laboratory technician	[ ]	[ ]	Sales Representative…	[ ]	[ ]
Anthropologists……………	[ ]	[ ]	TV Producer………………	[ ]	[ ]
Zoologists…………………..	[ ]	[ ]	Hotel Manager……………	[ ]	[ ]
Chemists……………………	[ ]	[ ]	Business Executive………..	[ ]	[ ]
Research Scientist…...	[ ]	[ ]	Restaurant Manager………..	[ ]	[ ]
Scientific Writer………….	[ ]	[ ]	Master of Ceremonies……..	[ ]	[ ]
Editor of a Journal………..	[ ]	[ ]	Travelling Salesman………..	[ ]	[ ]
Geologists………………..	[ ]	[ ]	Real Estate Salesman………	[ ]	[ ]
Botanist…………………	[ ]	[ ]	Public Relations Officer…	[ ]	[ ]
Scientific Research Worker..	[ ]	[ ]	Sports Promoter……………	[ ]	[ ]
Physicist …………………..	[ ]	[ ]	Political Campaign Manager.	[ ]	[ ]

Total **Investigative** 'Yes' ☐   Total **Enterprising** 'Yes' ☐

	Yes	No		Yes	No
Poet…………………	[ ]	[ ]	Bookkeeper…………………	[ ]	[ ]
Choirmaster………..	[ ]	[ ]	Business Teacher…………	[ ]	[ ]
Musician…………	[ ]	[ ]	Budget Reviewer……………	[ ]	[ ]
Author ……………..	[ ]	[ ]	Accountant…………………	[ ]	[ ]
Commercial Artist…	[ ]	[ ]	Statistician…………………..	[ ]	[ ]
Free-Lance Writer….	[ ]	[ ]	Translator…………………	[ ]	[ ]
Music Arranger…….	[ ]	[ ]	Bank Teller…………………..	[ ]	[ ]
Journalist…………...	[ ]	[ ]	Tax Expert…………………	[ ]	[ ]
Drama Coach………	[ ]	[ ]	Store keeper……………..…...	[ ]	[ ]
Concert Singer……..	[ ]	[ ]	Data entry clerk……………	[ ]	[ ]
Composer…………..	[ ]	[ ]	Financial Analyst…………..	[ ]	[ ]
Sculptor……………	[ ]	[ ]	Cost Estimator……………..	[ ]	[ ]
Playwright…………	[ ]	[ ]	Payroll clerk……………….	[ ]	[ ]
Cartoonist………....	[ ]	[ ]	Bank Examiner…………….	[ ]	[ ]

Total **Artistic** 'Yes' ☐   Total **Conventional** 'Yes' ☐
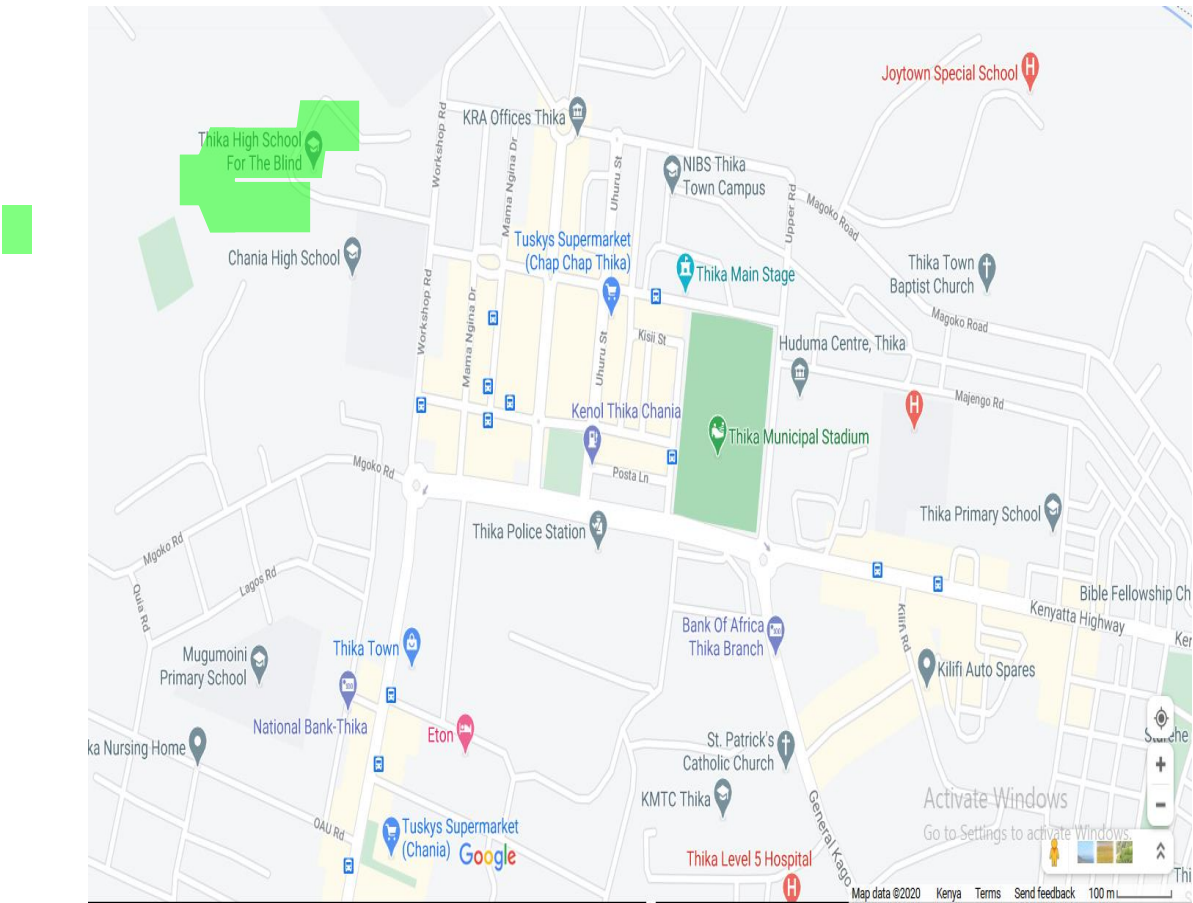
SECTION 4
Self-estimates

Rate yourself on each of the following traits as you really think you are when compared with other persons your own age. Give the most accurate estimate of how you see yourself. Circle the appropriate number and avoid rating yourself the same in each ability.

Mechanical ability	Scientific ability	Artistic ability	Teaching ability	Sales ability	Clerical ability
7 Highest	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4 Average	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1 Low	1	1	1	1	1

R	**I**	**A**	**S**	**E**	**C**

Manual skills	Math ability	Musical ability	Friendliness	Managerial skills	Office skills
7 Highest	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4 Average	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1 Low	1	1	1	1	1

Appendix III: Site Map for Thika School for the Blind

Appendix IV: Letter from the University

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54   DATE: 2nd February, 2015

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MWANIKI MICHAEL
M. – (EDU/PGP/1008/10)

The above named is a 2nd year Master of Education (M.Ed) student at Moi
University, School of Education, Department of Educational Psychology.

It is a requirement of his M.Ed Studies that he conducts research and
produces a thesis. His research is entitled:

"Relationship Between Personality Types and Career Aspirations of
the Visually Impaired Students: A Case of Thika School for the
Blind."

Any assistance given to him to enable him conduct his research
successfully will be highly appreciated.

Yours faithfully,

PROF. J N KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db

Appendix V: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. MICHAEL MWANGANGI MWANIKI
of MOI UNIVERSITY, 0-30100
ELDORET, has been permitted to conduct
research in *Kiambu County*

on the topic: *RELATIONSHIP BETWEEN PERSONALITY TYPES AND CAREER ASPIRATIONS OF THE VISUALLY IMPAIRED STUDENTS: A CASE OF THIKA SCHOOL FOR THE BLIND*

for the period ending:
31st October, 2015

Permit No : NACOSTI/P/15/0319/4932
Date Of Issue : 7th April, 2015
Fee Recieved : Ksh 1,000

Applicant's Signature

**Director General
National Commission for Science,
Technology & Innovation**

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th April, 2015

NACOSTI/P/15/0319/4932

Michael Mwangangi Mwaniki
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Relationship between personality types and career aspirations of the visually impaired students: A case of Thika School for the Blind,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st October, 2015.**

You are advised to report to the **County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education

Telephone:Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email:directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
 P. O. Box 2300
 KIAMBU

KBU/CDE/HR/4/1/ (91)

4th May, 2015

Michael Mwangangi Mwaniki
Moi UNIVERSITY
P.O BOX 3900-30100
NAIROBI.

RE: RESEARCH AUTHORIZATION

The above cited student has been authorized to carry out research in Kiambu County, on the **"Relationships between personality types and career aspirations of the visually impaired students**: A case of Thika School for the blind,"** *for* a period ending 31st October 2015**.

Please accord her the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P O BOX 2300-00900 KBU.
TEL 020-2044686
FAX 020-2090948

SHIROYA LUKES
FOR COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommissionerkiambu@kenya.go.ke
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

ED.12/1/VOL II/154

4th May   2015

Michael Mwangangi Mwaniki
Moi University
P.o Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/15/0319/4932 dated 7th April 2015.

You have been authorized to conduct research on "*Relationship between personality types and career aspirations of the visually impaired students: A case study of Thika School for the Blind-Thika Sub County,Kiambu County*" for a period ending *31st October, 2015*.

You are requested to share your findings with County Director of Education upon completion of your research.

ESTHER MAINA
COUNTY COMMISSIONER
KIAMBU COUNTY

Copy to :   County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI