THE RELATIONSHIP BETWEEN STUDENTS' PERSONALITY TYPES AND CAREER ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS IN ELDORET WEST DISTRICT

BY

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DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented for a diploma or a degree in this university or any other university.

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To my husband D. K. Ngala and my children Cyril, Abigael and Shalom.

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ABSTRACT

The purpose of this study was to investigate the relationship between personality types and career aspiration among Form three secondary school students in Eldoret West District. According to Nyantino (2005), "Schools are not providing Career guidance to students. This explains why many Kenyans end up in wrong careers" (pg 2). Godia (2009) reiterated "people go for what is available, rather than what is in line with their personal interests, values, abilities and skills. This situation results in job frustration and low job satisfaction" pg 1. A sample of 429 participants took part in the study. This group comprised 223 girls and 206 boys from 12 secondary schools which were selected by stratified sampling. The study was based on Personality Job Fit Theory which asserts that persons obtain satisfaction by performing the particular kind of activity that closely fits their particular kind of work that closely fits their personality. Ex-post facto research design was adopted for the study. Data analysis was done using the chi-square and ANOVA test statistic. The reliability of the instrument was established through a pilot study in two schools outside the area of study and the reliability estimate (Internal Consistency) was shown by Cronbach's coefficient ($\underline{\alpha}$=.639), and supported by ANOVA with Cochran's test, $\underline{Q}$= 64.043 showing that the instrument used to collect data was reliable. The Pearson Chi-square test of independence between Career Aspiration and personality types was significant at $\underline{\alpha} = 0.05$, that is, $\underline{p} = 0.000 < 0.05$, indicating that there is a relationship (dependency) between personality types and Career Aspirations.

From the findings, it is recommended that counselors, parents, school administration and education policy makers should put in place strategies on how to guide students into making suitable career choices that would give them satisfaction. The strategies include:

1. The teacher counselor needs to assess the students' personality types in his/her school when they join the school in form one, so as to guide them in their possible career paths. This will enable them to select the right subjects and work very hard so as to achieve what is suitable for them.

2. Parents respecting and supporting their children in their preferences on career choice matters.

3. School Administration and guidance counselors, organizing Career day for students so that they get exposed to careers and types of personality that fit different careers.

4. The University Joint Admissions Board (JAB) needs to select students into university for particular courses, basing on their personality types, and not on their academic performance only.

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LIST OF ABBREVIATIONS

VET	-	Vocational Education and Training
RIASEC –	**R -**	Realistic
	I -	Investigative
	A -	Artistic
	S -	Social
	E -	Enterprising
	C -	Conventional
SCII	-	Strong-Campbell Interest Inventory
SDS	-	Self-Directed Search
O.F	-	Occupations Finder
A.B	-	Assessment Book
SPSS	-	Statistical Package & Social Sciences
BB	-	Boys' Boarding
GB	-	Girls' Boarding
MD	-	Mixed Day
M-BD	-	Mixed Day & Boarding
SDS	-	Self Directed Search

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

This chapter contains the background of the study, purpose of the study, research questions, hypotheses, justification and significance of the study. It also contains assumptions, scope, limitations, theoretical framework and operational definitions of terms.

1.1 Background to the Study

Arulmani and Arulmani (2004), in their comparative study on emergence of the vocational guidance movement pointed out that one of the most important outcomes of the industrial revolution was the creation of the numerous new fields of occupation. This new environment called for new sets of skills and expertise. Traditional systems of occupational role allocation were no longer relevant. For the first time the issue of matching people for jobs surfaced as a question that needed an urgent answer. The industry needed workers with specific traits and abilities, while the potential worker needed guidance towards jobs for which he/she was best suited. It is in response to these demands, at this point in the evolution of work that vocational guidance surfaced as a discipline. Frank Parsons, who is today acknowledged as the father of Vocational Psychology (Arulmani and Arulmani,2004), developed for the first time in 1909, a method to suit new industrial work order. Accordingly, persons could be matched for jobs on the basis of their traits, abilities and talents. People now began to approach work as a field of activity within which they could follow a path of growth and reach for higher levels of personal development. Thus, was born the concept of career-an occupational course that one could follow through one's life. The recognition of the fact that education should equip the individual to enter an

occupation and be able to make a living makes vocational counseling an integral part of the educational process.

Thus, counseling in an educational setting cannot be comprehensively and purposefully rendered without including counseling towards vocational development. Therefore, educational & vocational counseling are together provided to both school and college –going students. In Kenya, the Ministry of Education first introduced guidance in schools in 1971 by establishing a sub-section within the ministry. The major emphasis then, as now, was career guidance. Although the ministry realized that career guidance was not adequate, and introduced the subject within the school timetable, there has not been systematic growth of expansion of services (Ministry of Education, Science and Technology, 2005; 2006).

The education system was used to put more emphasis on the academic achievement of the learners than the vocational development. But after independence, this need was expressed and action taken such that the initial implementation (1971) included the publication of a handbook for career guidance, which went a long way in helping the students in understanding the world of work. Together with the handbook, career forms were developed to help the secondary school students select career path. At that time, all the possible opportunities for advancement and training were included in these forms. Career masters and mistresses assisted the student to understand and fill the forms at the end of the fourth form. This process has continued despite the complexities of the career opportunities today.

According to Merle (1955), so many adults were dissatisfied with their jobs, because many of them failed to make satisfactory educational and vocational plans while they were still in school. Later, when they recognized this mistake, they discovered that they lacked the training required for the positions to which they aspired. Some

eventually quit their jobs to seek more appropriate employment, but without an understanding of themselves and knowledge of what they could do well; hence they did not find satisfying jobs.

For students to choose the right career paths there is need for guidance that will facilitate exploration of different professional and technical skills in order to follow the desired path. This should start early in schools where students are helped to select subject combinations that would lead to careers of their choice. By the time students leave basic schooling; whether at the primary or secondary school, they will have an idea of where to go for further training, and what areas.

Other world countries have also had to address the problems of youth unemployment, underemployment, among others at constitutional level. The U.S school-to-work transition work of 1994, for example, provided funding so as to fashion "America's future work force". The major purpose of the act was to link what students learnt in school to what they will need to know to succeed in the world of work (Gibson & Mitchelle, 2005).

In Kenya, the state of joblessness has resulted in both the trained & untrained personnel scrambling for whatever jobs they can land their hands on. Guidance and Counseling may have a role to play in providing direction to the Kenyan youth at the school level, guiding them in appropriate subject choices leading to their engagement in a vocation that is relevant. Proper assessment of vocational choices and the student's aptitude for the chosen vocation can go a long way in ensuring that students end up with careers or vocations that they are interested in. A student who undertakes training in a vocation of their choice will benefit a great deal in that he/she will exercise creativity in terms of income generation instead of waiting to be employed. Rao (2002) reiterated "if vocational counseling were made an integral part of the total

educational process, it would be most meaningful, helpful and useful to the individual. It will be helpful if the counselor is knowledgeable and has the necessary information concerning how individuals develop vocationally. Such information, if available to the counselor in the process of counseling, makes the choosing of a career easier and simpler" (pg 214).

Nyantino (2005, September 15th), had this to say; "schools are not providing career guidance to students. This explains why many Kenyans end up in wrong careers," (pg.2). He continued to say that there is a misguided but popular belief among teachers and parents that bright students must be groomed to pursue 'prestigious' careers such as Law, Medicine, and Engineering. The students' other interests are not taken into consideration. Many adults were victims of this and have had to live with it or spent a lot of time and resources to make amends.

Ngoje (2009, March 27th) reiterated that choosing a career demands matching ones personality with available opportunities. One needs to understand his/her values, interests, aptitude, ability and desired lifestyle. He continued to say that "pursuing a career that is at odds with your personality traits could be the source of stress and discomfort in the job" (pg.41)

In the light of all the issues cited above, it became clear that career guidance is supposed to be strengthened and made effective in the Kenyan schools and that the choosing of a career demands matching one's personality with available occupations. The researcher investigated the personality types (according to Holland) and their relationships to career aspirations of the students, with a view to helping the career counselors in Kenya to adopt a model that is simple to follow so as to succeed in helping Kenyan youth.

Holland's theory has been widely applied in other parts of the world in career choice because it has standardized instruments of assessment, but there is very little research known to the researcher that has been done in Kenya. This study therefore used the Holland's model for career guidance to establish the relationship between students' personality types and career aspirations in secondary schools.

1.2 Statement of the Problem.

When people are in the wrong professions, for example those individuals who find themselves in university courses in Kenya because of the Joint Admissions Board (JAB) selection, the society loses because they do not offer good services, and their talent and drive are not fully used. Time and money are wasted when a person spends years studying a degree, diploma or certificate course in a field they have no or little interest.

According to a Standard Newspaper correspondent (April 27th, 2006), there are many examples of people who study only to bring the degree certificate to their parents because they have no interest in them. A girl graduated with first class honors from a local university and brought the document home and told the mother; "This is yours. I will now go back to university to study a degree of my choice" (pg 7).

The research was stimulated by the researcher's experience and awareness that:

1. Students in secondary schools ask questions on how they can identify their personality in order to relate it to what they wish to pursue after high school.

2. Little research has been done in Kenya on the relationship between personality types and career aspirations of secondary school students.

This research investigated the relationship between personality types and career aspirations of students with a view to helping the counselor, who, in becoming

knowledgeable of a simple way to approach vocational counseling leading to career choice, would gain necessary information so as to help students choose their careers appropriately.

1.3 Purpose of the Study

The main purpose of this study was to investigate the relationship between personality types and career aspirations. The other variables looked at in the study were Gender, (the state of being male or female), school type (Boys Boarding, Girls' Boarding, Mixed Day and Mixed Day and Boarding), and how they influence personality types and hence career aspirations of the students.

1.4 Specific Objectives

To achieve the purpose of the study, the specific objectives were to:

1. Identify the personality types of secondary school students

2. Investigate relationship between the personality types and their career aspirations.

3. Investigate whether there are differences between boys and girls in their career aspirations and personality types.

4. Investigate whether school type has an influence on personality types and career aspirations of the students.

1.5 Research Questions

To achieve the set purpose, this study sought to answer the following questions:

1. What personality types exist among the secondary school students?

2. What is the relationship between their personality types and career Aspirations?

3. Does the type of school have an influence on personality types and career aspirations?

4. Is there a difference in career aspirations between boys and girls?

1.6 Research Hypotheses

The following null hypotheses were tested in the study:

Ho_1: There is no significant relationship between students' personality types and their Career Aspirations.

Ho_2: There is no significant difference in career aspirations between boys and girls.

Ho_3: Type of school has no significant influence on students' personality types and Career Aspirations.

1.7 Research Variables

In this study, both independent and dependent variables were involved:

Independent variables consisted of:

1) Personality types: these are an individual's traits, which according to John Holland, there are six types summarized as RIASEC

R – Realistic – interested in working with things and gadgets, working outdoors, need for structure

I – Investigate-Interest in science and mathematics, work independently

A – Artistic- Interest in creative expression for example writing and arts, little need for structure

S – Social-   Interest in people, drawn toward helping professions

E – Enterprising- Prefer leadership roles aimed at achieving economic

objectives

C – Conventional- Prefer well structured environment and chain

command.   Tendency to be follower rather than

leader.

2) Gender type: the state of being male or female

3) Type of school: Mixed day, Mixed day & boarding, Girls boarding, Boys

Boarding

Dependent variable considered was:

Career aspirations; this refers to the student's preference in terms of what he/she is

committed to doing in the future as work. It is a cluster of needs, motives and

behavioural intentions which individuals articulate with respect to the individual

career fields.   Thus, Career Aspirations measure the strength of an actor's

intention to be active in a particular career field (Strunk, Steyrer, Mattl and

Mayrhofer, 2001).   In this study, the career aspirations of the students are their

occupational daydreams.

1.8: Justification of the Study

It was worth conducting an investigation on personality types of students and how they influence their career aspirations. This is because of the following reasons: Merle (1955) reiterated, "so many adults were dissatisfied with their jobs, because many of them failed to make satisfactory educational and vocational plans while they were still in school; they discovered that they lacked the training required for the positions to which they aspired." This position is supported by observations made by career analysts, for example a correspondent (2006, 27th April, Standard Newspaper) said. "The dangers of being in the wrong career are many. The professional feels bored, empty, unhappy and unfulfilled. The results of this can be devastating to one's health and social life"(pg.7).

Nyantino (2005, Sept. 15th) had this to say; "schools are not providing career guidance to students. This explains why many Kenyans end up in wrong careers" (pg 2). There was need to undertake the study which relates students' interests (personality types) with their aspirations.

In the light of these, the researcher realized that there is little research that has been done to find out the relationship between personality types of students and their career aspirations, and hence the study. The study findings will give direction to the Guidance and Counseling teacher on career guidance.

1.9 Significance of the Study

1) The study examined the relationship between personality types and career aspirations of students in secondary schools. The findings provide the teacher counselors, with a guideline of first determining personality types of students so as to guide them towards the careers that match with their personalities. The

counselor will therefore be able to assess their personalities as soon as the students join form one class, and systematically guide them on what would be suitable as future careers. This will focus the students to work very hard in their academic work so as to achieve what is suitable for them.

2) From the findings, the parents can come to terms with their children's interests and appreciate their uniqueness and therefore respect, and support them in their preferences on career choices.

3) To the curriculum developers and policy makers in education, the study shows the need to expand career guidance as a department in a school setting and to ensure proper training of career counselors, and create time for career guidance in the school's timetable.

4) To the university JAB, the study findings can be used to select students for courses to undertake depending on students' interests and not their grades alone. This can be done by allowing the already prepared student to have the course they have chosen, without trying to fix him/her in any course when he/she cannot qualify for what he/she wanted.

1.10 Scope of the Study

The study confined itself to the relationship between personality types and career aspirations among secondary school students. It was conducted in Eldoret West district in Rift Valley province in Kenya.

The conclusion was solely based on the responses from the sample and information collected from that sample by use of John Holland's instruments: self-directed search (SDS) and the Occupations Finder. The SDS is a self-assessment Booklet that after the respondents filled; it enabled the researcher to evaluate their interests and abilities.

Using the Occupations Finder, a Booklet listing 1,300 specific job titles, the researcher tried to determine whether the groups of occupations are compatible with their interests and abilities.

1.11 Limitations of the Study

The following were the limitations to the study:

1) The study was carried out in Eldoret West District secondary schools. Consequently the results of this study due to the uniqueness of the specified environment will be suitable only for drawing generalizations within the schools of similar characteristics as those used in the study.

2) The focus was on form three students because they are well informed of career issues and already know what they want to do in life. This may limit generalization of the results to other classes.

3) The researcher did not manipulate any variable therefore; there was lack of control of procedure. The researcher therefore may not strongly say that the personality types alone are the determinants of students' career aspirations.

1.12 Assumptions of the Study

The study was based on the following assumptions:

1) The respondents will give objective and genuine information.

2) All the form three students have made up their minds pertaining to occupations they intend to pursue after Form four.

1.13 Theoretical Framework

This study was based on John Holland's personality type's theory of career development. According to Holland (1973, 1987), an effort should be made to match an individual's career aspiration with his/her personality. Holland argues that once individuals find a career that fits their personality, they are more likely to enjoy that particular career and to stay in a job for a longer period of time than individuals who work at jobs not suited to their personality (Santrock, 2005).

Holland believes that six basic personality types need to be considered when matching the individual's psychological make up to a career. At the heart of Holland's theory are three prepositions: personality types; work environments and personality-environment interactions.

Firstly, It is possible, according to Holland, to classify people and environments into personality types. In Holland's formulation, there are six types of people and work environments. These are realistic, investigative, artistic, social, enterprising and conventional (RIASEC)

1) **Realistic type.**

This is the person who is most comfortable in activities that are concrete and based on clearly defined systems and norms. Conversely the realistic type of person is not comfortable in social contexts that require interpersonal skills, expressive ability and situations that require the expression of emotional sensitivity. Engineers, machine operators, mechanics, farmers and truck drivers are examples of professionals who would fit into Holland's realistic type.

2) **Investigative.**

The individuals here are analytical in orientation and enjoy drawing conclusions from systematic and objective observations. They are thinkers rather than doers. Repetitive and routine activities are likely to be avoided by this group of people. Researchers, doctors, detectives, biologists, social scientists, technical writers, meteorologists are examples of the investigative type.

3) **Artistic type.**

They thrive on being expressive and original. This type tends to avoid conventional and interpersonal situations in many instances. The individuals here are deeply sensitive to personal feelings, thoughts and ideas. Activities that are orderly and mechanical are likely to be unattractive to this group. Actors, designers, musicians, authors are examples of artistic type.

4) **Social type.**

This type is strongly oriented to human interactions. The individuals here have good verbal skills, and interpersonal relations. They are sensitive to human needs, nuances of emotions, thinking patterns and other aspects of human behavior. Activities that occur in non-human situations (working with machines and tools) are likely to be avoided. They are likely to be best equipped to enter "people" professions, such as teaching, social work, counseling, nursing and the like.

5) **Enterprising type.**

These individuals energize their verbal abilities towards leading others, dominating individuals and selling people on issue or products. An individual from this group would enjoy organizing people, objects and resources to create systems and structures

for the attainment of goals and targets. Sales people, managers, politicians, possess the characteristics of the enterprising type.

6) **The conventional type.**

These types of people tend to find highest level of comfort in situations that are organized and predictable. They are likely to enjoy activities that require routine and repetition. Accountants, bank tellers, receptionists, secretaries and file clerks fall in this category.

Secondly, Holland indicates that when making career decisions, people are inclined to seek work environments that will allow them to implement their personality characteristics. A realistic type for example, is likely to be most comfortable in a work environment that carries the characteristics of the realistic type and will therefore search for such careers (Arulmani & Arulmani, 2004).

The third important preposition made by Holland is that patterns of behavior result from the interactions between personality types and the environments. Holland's theory is therefore based on the interaction between a person and his/her environment and has been called the Person-Environment (P-E) interaction model.

People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. People of the same personality type working together in a job create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behaviour – an artistic environment.

Figure 1.1: Conceptual Framework of Holland's Theory

Personality Types		Compatible work environment		
Realistic		Realistic		
Investigative		Investigative		
Artistic	Matched with	Artistic		Job Satisfaction
Social		Social		
Enterprising		Enterprising		
Conventional		Conventional		
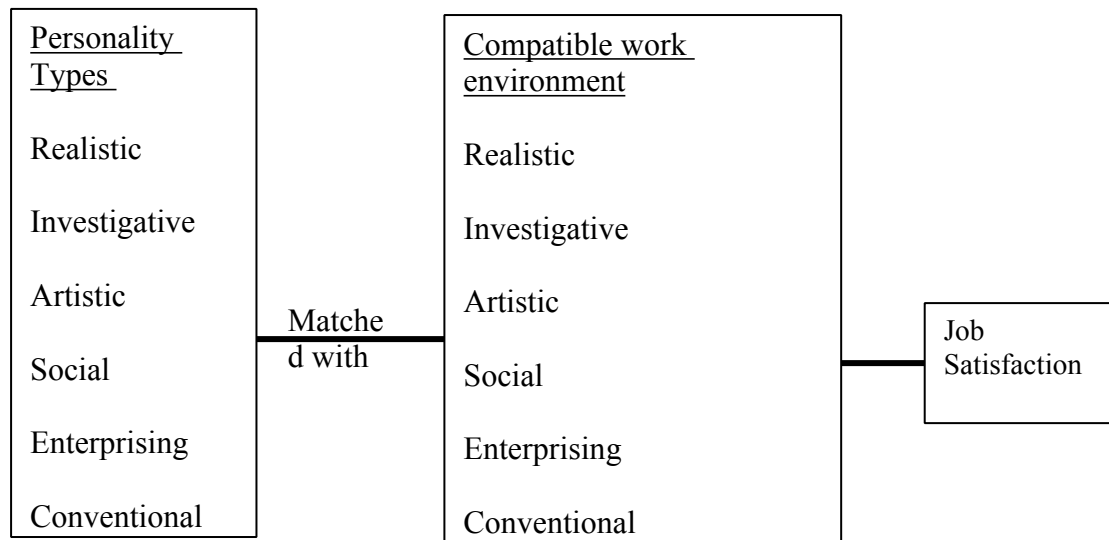
According to the theory, an individual wants to choose an occupation whose working environment is the same as or similar to his/her personality type. This will most likely lead to his/her job satisfaction and success (Figure 1.1).

1.15: Definition of Key Terms

The following are the definitions of key terms as used in the study:

Activities: These are things that are done or are being done, especially for interest or pleasure. These are things to do; pursuits. In the study, activities are things a respondent would like doing.

An occupation: A specific job or work activity. In the study, this was determined using Holland's Occupational Finder.

Career: A job or profession that gives one a chance to progress in some way that's important to him/her and which he/she intends to follow for the whole of their lives.

Career aspirations: The ambitions of an individual pertaining the career field he/she wants to pursue. This was measured using Holland's *Occupations Finder* in which occupations are classified according to the six working environments; Realistic, Artistic, Social, Enterprising, and Conventional.

Career counseling: This is a counseling relationship between the teacher-counselor and the student, which is designed to help the student understand and clarify his/her, views so as to reach the self determined career goals.

Career guidance: Giving directions or assistance to someone to enable him/her decide on career choices.

Competencies: These are qualities or conditions of being competent; abilities; fitness, capacities; skills. In the study, competencies are activities the respondent can do well.

Job: work done for pay; employment. This is a regular paid employment.

Occupations: this is an inventory of the respondent's feelings and attitudes about kinds of work that interests or appeals to him or her.

Occupational Daydreams: the occupations the respondent has considered in thinking about his/her future.

Profession: a form of employment, especially one that is possible only for an educated person and after training, such as Law, Medicine, or Teaching.

Personality types: These are consistent characteristics exhibited across a range of situations that is personality traits. According to Holland there are six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC).These will be measured using Holland's SDS instrument.

Self-estimates: Self-ratings by the respondent, on given traits as he/she compares him/herself with persons of his/her age. It is the most accurate estimate of how the respondent sees him/herself

Vocation: A trade or occupation. A type of work or way of life that an individual believes is especially suitable for him/her

Vocational guidance: Providing career or occupational information to students

Note: This study has used the terms "career guidance" and "vocational guidance" interchangeably.

Vocational training: Training for a particular skill or occupation.

Work environment: This refers to working conditions. It is all conditions and factors that influence work in a work place. They include physical, social, psychological and environmental conditions and factors.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter has reviewed the literature related to the present investigation. The discussion here will be done under the following sub-headings: personality and personality types, the concept of career guidance among adolescent, John Holland's Personality type Theory and the relationship between personality types and career vocation.

2.2. Personality

Every human being is unique in their behaviour. This uniqueness makes the person an individual and gives the person a personality. The term personality has many interpretations. People may say 'she has become a famous personality; or 'Sharma is not very good looking but she has a great personality'. Such descriptions imply that personality has something to do with charm, charisma and style. The psychological meaning of personality is quite different.

In psychological terms everyone has a personality. Personality refers to a person's unique and relatively stable patterns of behaving .It refers to particular combination of abilities , interests , values , hopes , reaction patterns , likes and dislikes ,preferences and habits that make a person unique (Arulmani and Arulmani 2004).

Distinctiveness is a key descriptor of personality. While human beings all share common traits, each of them has his/her distinctive set of personality traits –characteristics that make each different from others. For example, 16-year-old Peter and Job may both be people who are usually friendly and outgoing. But when

organizing a get-together, Peter may tend toward addressing and talking to groups of people. Job May prefer to let others do the talking while he organizes things behind the scenes.

Consistency is the other key word that defines a person's personality. Consistency determines broadly how an individual will react in **any situation.** For example, whether it is in a classroom, party or at a bus stop, Sunder is a person who tends to keep to himself whereas Sultan usually seeks opportunity to interact with people. Consistency of traits implies that a person will behave in more or less the same manner in any situation. The pattern of remaining aloof consistently characterizes Sunder in interpersonal situations; while Sultan's interpersonal behavior would consistently be gregarious. Although not one person is completely consistent in their behavior, the quality of consistency across situations lies at the core of an individual's personality.

Everybody has a personality, and an individual's personality helps determine the limits of success, happiness and fulfillment in his/her life. Personality therefore is one of a person's most important assets, because it has already helped, shaped much of his/her life and will continue to do so in the future.

All one has achieved thus far, all he/she expects to achieve in his/her career, whether he/she will be a good spouse or parent, and even his/her general state of health can be influenced by his/her personality and the personalities of people with whom he/she interacts. One's personality can limit or expand his/her options and choices in life. It can prevent one from sharing certain experiences with other people or enable one to make the most of them. It can restrict and constrain some people and open the world

of experience to others. Psychologists recognize that personality descriptions identify the essential characteristics of individuals and allow people to observe subtle differences among them. Personality does not exist apart from the person, but it does involve social contexts. It is a blue print or a map- a representation of the essential features that endear individuals to alienate themselves from others (Halonen & Santrock, 1999).

Personality is derived from the Latin word *persona,* which refers to a mask used by actors in a play. It is easy to see how persona came to refer to outward appearance, the public face displayed by an individual for the people around him/her. Based on its derivation, it might be concluded that personality refers to external and visible characteristics, those aspects of an individual that other people can see. Their personality would then be defined in terms of the impression they make on others, that is. What they appear to be. One definition of Personality in a standard dictionary agrees with this reasoning, and states that personality is the visible aspect of one's character as it impresses others (Sdorow & Rickabaugh, 2002).

Does personality refer solely to the mask an individual wears and the role he/she plays? Surely, personality refers to more than that. It includes many attributes of an individual, a totality or collection of various characteristics that go beyond superficial and physical qualities. The word encompasses a host of subjective social and emotional qualities as well as those that may not be seen directly, that a person may try to hide from others. It refers to distinctive thoughts, emotions and behaviours that characterize the way an individual adapts to the world (Santrock, 2001).

Personality is assumed to be relatively stable and predictive, having enduring characteristics. A friend may be calm much of the time, yet he/she may become excitable, nervous or panicky at other times. Personality is not rigid and unchanging but can vary with situation.

In the 1960s, promoted by the psychologist Walter Mischel, a debate erupted within psychology about the relative impact on behaviour of such enduring personal variables as traits and needs, as well as variables relating to the situation (Mischel, 1968, 1973) .The controversy continued in the professional literature for 20 years and ended in the late 1980s. Most personality psychologists resolved the issue by accepting on interactionist approach agreeing that enduring personal traits, changing aspects of the situation, and the interaction between them must all be considered in order to provide a full explanation for human nature (Carson 2002, Magnusson, 1990, McAdams, 1990).

Another definition of personality may include the idea of human uniqueness. Similarities among people are seen, yet it may be sensed that each individual possess special properties that distinguish him/her from others. Thus, it may be suggested that personality is an enduring and unique cluster of characteristics that may change in response to different situations.

According to Ngoje (2009, March 27th), "Pursuing a career that is at odds with your personality traits could be the source of stress and discomfort in the job" (pg.41). This made it necessary that a study to determine the relationship between personality types and career aspirations be carried out.

2.3 Personality Types

Many psychologists and philosophers came up with theories to explain different personality types. Personality type theory aims to classify people into distinct categories. Personality types are synonymous with 'personality styles' Personality typing is a tool with many uses. It's especially notable for its helpfulness in the areas of growth and self-development. Learning and applying the theories of personality type can be powerful and rewarding experience, if it is used as a tool for discovery rather than as a method for putting people into boxes, or as an excuse for behaviour.

The following sections provide an overview for some of the more popular and commonly used theories. Allport and Odbert (1936, cited in Funder, 2001) found over 17,000 words in the dictionary which referred to psychological difference between people, for example trustworthy, shy, arrogant. Typically modern personality taxonomies have emphasized between two, three, four and five personality types, through to identifying 16 or more subtypes.

a) The four Humours – Ancient Greeks (2000 BC – OAD)

Ancient Greek philosophers such as Hippocrates 400BC and Galen 140 / 150 AD classified four types of 'humours' in people. Each type was believed to be due to an excess of one of the body fluids, corresponding to their character as shown in table 2.1. The characteristics were termed 'humours' (La Haye, 1984).

Table 2.1: The Four Humors

Character	Humour	Fluid	Corresponding Trait in the big 5
Irritable	Choleric	Yellow bile	Agreeableness
Depressed	Melancholic	Black bile	Neuroticism
Optimistic	Sanguine	Blood	Openness to experience
Calm	Phlegmatic	Phlegm	Neuroticism

b) Somatotypes – William Sheldon , 1940 's

Sheldon (1940 -1942 cited in Phares, 1991) classified personality according to body type. He called this a person's Somatotype . He identified three main Somatotypes.

Table 2.2: Sheldon's Somatotypes

Somatotype	Character	Shape
Endomorph (Viscerotonic)	Relaxed, Sociable, tolerant, comforting-loving, peaceful	Plumb , buxom , developed visceral structure
Mesomorph (Somatotonic)	Active, assertive , vigorous and combative	Muscular
Ectomorph (Cerobrotonic)	Quiet, fragile, restrained, non -assertive, sensitive	Lean ,delicate , poor muscles

The body types shown on table 2.2 above are said to be due to metabolic activities of the particular individuals and these affect their shapes and character. The endomorphs are slow to act, and sleep long and heavily. They are also obstinate and tend to

procrastinate. They have a tendency to be overweight, with slow digestion, prone to high cholesterol, obesity, allergies and sinus problems.

The Mesomorphs are well-proportioned and easily maintain stable weights, have strength and endurance.   This is why they are quick, articulate; have biting intelligence, efficient and moderate in daily habits. They eat and sleep regularly.

The Ectomorphs on the other hand, eat and sleep erratically, are prone to anxiety, insomnia, premenstrual syndrome and Constipation. This causes them to be moody, with fluctuating energy, having jagged peaks and valley sable. The ectomorphs are also unpredictable.

c) Jungian Types, Myers - Briggs and the four temperaments

Jung viewed the ultimate psychological task as the process of individuation based on the strengths and the limitations of ones psychological type. Myers-Briggs developed the Myers- Briggs Type indicator, which provides information and exercises for better understanding of one's own personality type and others with whom the individual interacts and works(http://www.en.wikipedia.org/wiki/myers-briggstypeindicators)

Keirsey(1978) has renamed and reconceptualized these types differently but they relate very closely to the Jungian types. Keirsey refers to "temperaments "rather than personality.

Underlying all these typologies are four personality traits (functions):

Extroversion (E) …………Introversion (I)

Does an individual recharge his or her energy via external contact and activity (Extroversion) or by spending time in his or her inner space (Introversion) ?

Intuition (N)…………..Sensing (S)

Does one rely on his or her inner voice (Intuition) or observation (Sensing)?

Thinking (T)…………………Feeling (F)

When making decisions, what does one rely most on? His/her thoughts or feelings?

Judgment (J)……………….Perceptions (P)

Does an individual tend to set a schedule and organize his/her life (Judgment) or does he/she tends to leave the options open and see what happens (perception)?

People can be either Extroverts or Introverts, depending on the direction of the activity; thinking, feeling, sensing, Intuitive, according to their own information pathways; Judging or Perceiving, depending on the method in which they process received information. There are 16 distinct personality types, each belonging to one of four temperaments as organized by David Keirsey and Myers. They are shown in the table below:

Table 2.3: Keirsey's 16 personality types

Guardians/protectors (SJ)	Artisans/creators (SP)	Rationalists/intellectuals (NT)	Idealists/visionaries (NF)
ESTJ- overseer	ESTP-persuader	ENTJ-Chief	ENFJ- Mentor
ESFJ- Supporter	ESFP- entertainer	ENTP-Originator	ENFP- Advocate
ISTJ- Examiner	ISTP- Craftsman	INTJ- Strategist	INFJ- Confidant
ISFJ-Defender	ISFP- Artist	INTP- Engineer	INFP- Dreamer

Using the letters above it is possible to have a unique 4-letter code to indicate each of the 16 Jungian personality types, for example, a person could be an INTJ, ESFJ, among others. Although the possible combinations of the basic preferences from 16 different personality types, it does not mean that all (or even most) individuals will fall strictly into one category or another. In the trials and tribulations of life, an

individual develops some areas of themselves more thoroughly than other areas. With this in mind, it becomes clear that one cannot box individuals into prescribed formulas for behaviour. However the natural strengths and weaknesses of an individual can be identified within that context.

The theory of personality types contends that each human being has a natural preference which falls into one category or the other in each of these four areas, and that his/her native personality type indicates how he/she is likely to deal with different situations that life presents, and in which environments he/she is most comfortable.

d) Type A / B Personalities

These personality types were suggested by Cardiologists Friedman and. Rosenman (1974) in the 1950's.

Type A: Individuals can be described as impatient, time-conscious, concerned about their status, highly competitive, ambitious, business-like, aggressive, having difficulty relaxing and are sometimes disliked by individuals with type B personality for the way they are always rushing. They are often high achieving workaholics who multitask, drive themselves with deadlines, and are unhappy about delays. Because of these characteristics, Type A individuals are often described as "stress junkies".

Type B: Individuals in contrast, are patient, relaxed and easy going under-achievers, generally lacking a sense of urgency. Because of these characteristics, Type B personalities are often described as **"apathetic and disengaged".**

e) Block's Personality types

Block (1971) identified 5 personality types among male participants in a study. These types were found to exist in mostly white, intelligent and relatively affluent males. A number of subsequent studies conducted in the 1990s however, seems to bear out three of Block's 5 identified types:

Well - adjusted or Resilient Person:

Individuals having resilience (resilient) are able to adapt to an optimal level of impulse containing changing demands. Resilients show the best adjustment, and social competence.

Over controlling:

The individuals here lack flexibility. They strongly repress their impulses of control (over controllers). They are also introverted and have emotional instability. They are relatively agreeable and open. They show relatively high academic competence but at the same time show a general weakness in social skills and exhibit emotional problems.

Under controlled:

They let their impulses prevail (low level of control). They are moderate in extraversion but have low levels on agreeableness. They tend to score low in academic performance and exhibit behavioral problems. They are less accepted by peers, and are involved in serious delinquency, criminal behaviour, and unsafe sex.

From the discussions of the theories mentioned above, we can see that an individual's personality comprises of the entire relatively unchanging characteristics that are typical to a person. Each person's unique patterns of typical ways of acting, thinking and feeling set him/her apart from other people. When a person pursues a certain activity therefore, it is an expression of what he/she likes to do which emanates from internal disposition (traits). These traits will in turn affect the individuals' preferences in what they would like to get involved in, career being one of them.

In conclusion, some theories cover personality quite extensively, while others do not. However, it can not be said that any of these theories are complete. It depends entirely on the situation and context in which they are used. For example, Jung's Myer-Brigg's and Keirsey's theories focus on how a person's attitude affects the outer world. In spite of the elaborate description of personality types, they are silent on the environment. This study was based on John Holland's personality type theory, which relates personality traits and working environments.

2.4. John Holland's Personality Types

Apart from personality types that have already been discussed at the beginning of the chapter, the study focuses itself on John Holland's theory of career choices which is also a personality type theory. Holland employs an elaboration of the hypothesis that career choices represent an extension of personality and an attempt to implement broad personal behavioral styles in the context of one's work life.

Holland introduced the notion that people project their views of themselves and the world of work on the occupational titles, by the simple procedure of allowing

individuals to express their preferences for, or feelings against, a particular list of occupational titles. Holland assigns people to model personal styles which have theoretical implication for personality and vocational choices .Holland also set out to develop a list of occupational titles that would be useful as device onto which a person could project a preferred lifestyle.

2.4.1 The Theory According to John Holland

Holland's work has been characterized by four attributes: Change, Simplicity, Instrumentation, and data (Osipow, 1993). He proposed that a finite number of work environments exist within a given society. The environments are;

a) The realistic (for example farming, truck driving)

b) The investigative (for example in chemists' and biologists' laboratories)

c) The social (that has liking for people for example, teachers, social workers)

d) The conventional (Book keeping, bank telling among others)

e) The enterprising (Sales places, political arena)

f) The artistic (for example Music, Graphics and environment)

According to Holland, every one is required to adjust to each of the environments and develop certain skills with reference to the setting. The six types of adjustment represent major life styles and patterns of relationships between the individual and the world. The most typical way an individual responds to the environment is the model personal ambition.

The six orientations were referred to by the same names as the occupational environments in earlier versions of the theory but were later renamed by Holland

(1962, 1972). In the descriptions of the orientations that follow, the original names are in brackets .The six orientations, also known as personality types are outlined below: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

1. The Meteoric (Realistic) Orientation

This is characterized by aggressive behavior, who likes real, tangible things. Interest in activities requires motor coordination, skill and physical strength and masculinity. People oriented toward this role prefer "acting out". Sometimes these people have trouble expressing themselves in words or in communicating their feeling to   others (quoted from SCII 1978, in Hansen& Campbell,1985).They enjoy creating with their hands .They like occupations such as mechanical work , construction , fishing , wildlife management , plumbing, farming and driving.

2. Intellectual (investigative) type

Here, the person's main characteristics are thinking rather activity, organizing and understanding rather than dominating or persuading, and associability rather than sociability. The people here prefer to avoid close interpersonal contact and like ambiguous challenges but not highly structured work. They like occupations such as Design engineering, Biological and chemical researches, technical writing, social sciences and meteorology.

3. The Esthetic (Artistic) Type

The people in this category manifest strong self-expression and relations with other people indirectly through artistic expression. They have little interest in problems that

are highly structured or that require gross physical effort. They are independent, original, unconventional, expressive and tense.

The orientation is more feminine than masculine, and show relatively little self-control and express emotion more readily than most people .They like jobs such as for an artist, author, cartoonist, composer, and Dramatic coach (Osipow,1993).

4. The supportive (social) Type

Social people are sociable, responsible, and humanistic and concerned with the welfare of others. They usually express themselves well and get along with other people. They like attention and solve problems by discussions with others or by changing relationships with others .They are cheerful, popular, good achievers. They like occupations such as a school superintendent, clinical psychologist, high school teacher, speech therapist, counseling, social work and Pastor's work.

5. The Persuasive (Enterprising) people;

The extreme types have a great facility with words, which they put to effective use in selling, dominating, and leading. They see themselves as energetic, enthusiastic, adventurous, and self confident and dominant. They like social tasks where they can take control. They like power, status and material wealth, and working in expensive places. Some typical jobs include business executive, buyer, Hotel manger, salesman, Industrial relations consultant, Politician, Television producer, Journalist, among others.

6. The conforming (conventional) Type

Extremes of this type prefer highly ordered (Structured) activities, both verbal and numerical that characterizes office work. They fit well into large organizations but do

not seek leadership; they like to work in a well established chain of command. They dislike ambiguity, liking to know exactly what is expected of them. They value material possessions and status. They like jobs such as Bank examiner, book keeping, some accounting jobs, financial analyst, tax expert statistician, and traffic controller. John Holland summarized the six personality types (RIASEC) in what he termed as a crude hexagon, as shown below in figure 2.1;

Figure 2.1: John Holland's crude hexagon

```
┌──────────────┐              ┌──────────────┐
│ Realistic    │              │ Investigative│
│ Doing/things │──────────────│ Thinking/ideas│
└──────────────┘              └──────────────┘
       \                             \
        \                             \
         \                             \
┌──────────────┐              ┌──────────────┐
│ Conventional │              │ Artistic     │
│ Conforming/  │              │ Creating/    │
│ data         │              │ ideas/things │
└──────────────┘              └──────────────┘
         \                             /
          \                           /
┌──────────────┐              ┌──────────────┐
│ Enterprising │              │ Social       │
│ Managing/    │──────────────│ Helping/people│
│ people       │              │              │
└──────────────┘              └──────────────┘
```
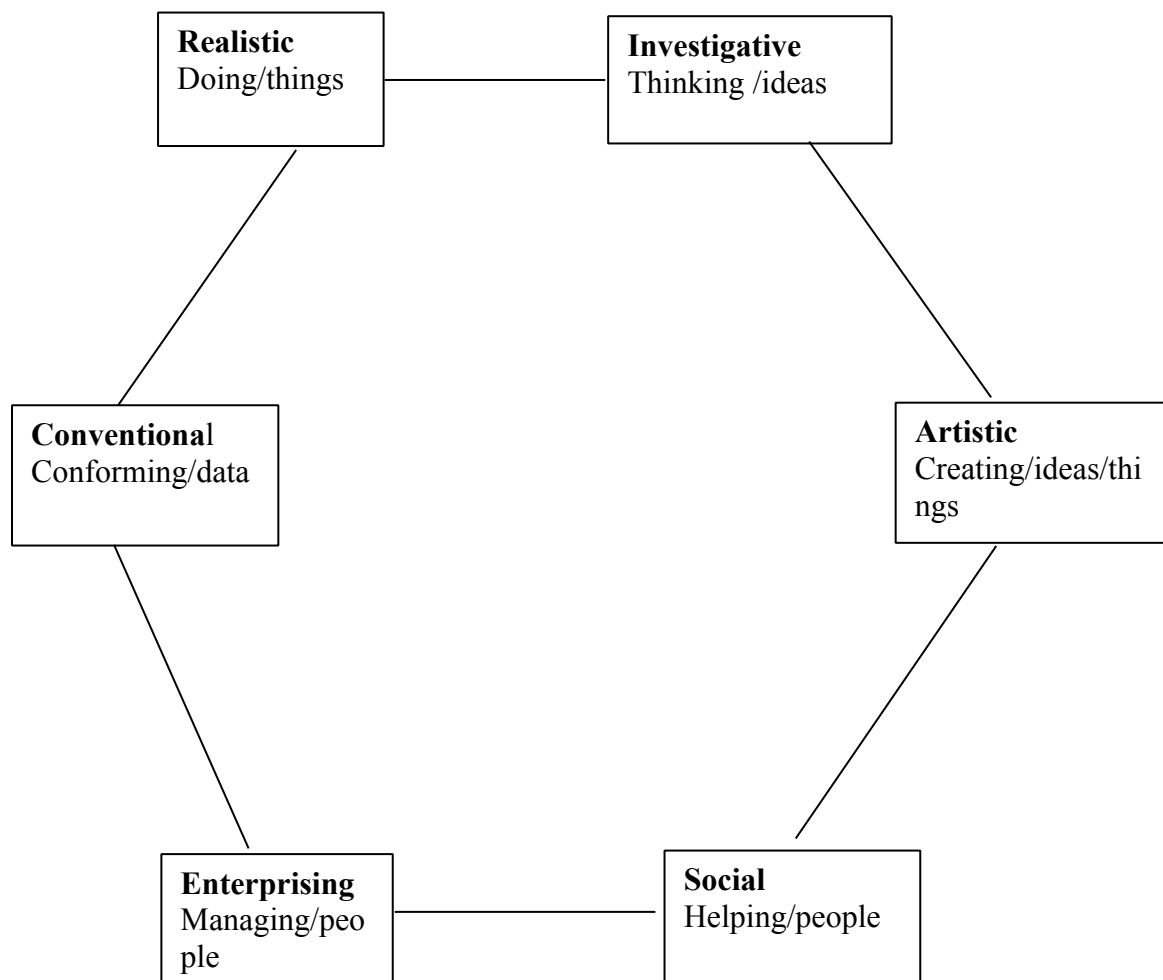
Source: Holland, J.L. (1994)

Holland's theory leads to the prediction that individuals will choose occupations consistent with their personal orientations. Holland stipulated that people closer to one another on the hexagon are more similar to one another. He said that most people are more than one type, but it is rare to have people similar to opposite point (for example, realistic and social).

At its simplest, Holland's theory proposes that "Birds of the same feathers flock together." In other words, people like to be around others who have similar personalities. In choosing a career, it means that people choose jobs where they can be around other people who are like them.

This theory is the best known and most widely researched on this topic (Broday, 1990a). Understanding it will help an individual make sense of his/her career key scores and how they relate to job success and satisfaction.

Holland's theory can be summarized in six statements as follows:

1) In any culture, most persons are one of the six personality types; <u>Realistic</u>, <u>Investigative</u>, <u>Artistic</u>, <u>Social</u>, <u>Enterprising</u>, and <u>conventional</u>

2) People of the same personality tend to "flock together". For example, Artistic working with Artistic people.

3) People of the same personality type working together in a job create a work environment that fit their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behaviour –an Artistic environment.

4) There are six basic types of work environments; <u>Realistic, Investigative, Artistic, Social, Enterprising and Conventional.</u>

5) People who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. For example, Artistic persons are more likely to be successful and satisfied if they choose a job that has Artistic environment, like choosing to be a dance teacher in a dancing school…an environment "dominated" by Artistic type people where creative abilities and expressions are highly valued.

6) How individuals act and feel at work depends to a large extent on their workplace environment. If an individual is working with people who have a personality type like his/hers, he/she will be able to do many of the things they can do, and will feel most comfortable with them.

Table 2.4: Holland's typology of personality and congruent occupations

Type	Personality characteristics	Congruent occupations
Realistic: Refers physical activities that require skills, strength and coordination	Shy, genuine, persistent, stable, conforming, practical	Mechanic, drill press operator, assembly –like worker, farmer.
Investigative: Prefers activities that involve thinking, organizing and understanding	Analytical, original, curios, independent	Biologist, economist, mathematician, news reporter.
Social: Prefers activities that involve helping and developing others	Sociable, friendly, cooperative, understanding	Social worker, teacher, counselor, clinical psychologist.
Enterprising Prefers verbal activities where there are opportunities to influence others and to attain power.	Self – confidents, ambitious, energetic, domineering.	Lawyer, real estate agent, public relations specialist, small business manager.
Conventional Prefers rule-regulated, orderly and unambiguous activities.	Conforming, efficient, practical, unimaginative, inflexible	Accountant, corporate banker, bank teller, file clerk.
Artistic Prefers ambiguous and unsystematic activities that allow creative expression.	Imaginative, disorderly idealistic, emotional, impractical	Painter, musician, writer, interior decorator

As shown in table 2.4 above, this theory argues that satisfaction is highest and turnover lowest where personality and occupation are in agreement. The key points of this model are:

a) There do appear to be intrinsic differences in personality among individuals.

b) There are different types of jobs, and

c) People in job environments congruent with their personality types should be more satisfied and less likely to voluntarily resign than people in incongruent jobs. This theory has therefore been accepted as the basis for this study as other researchers agree with the foundations of this theory (Robbins, 1996:104.)

The research study was based on the personality types suggested by Holland summarized as RIASEC, that is. Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Holland stipulated that there are six personality types existing in nature and develop out of six environments, that is, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. He also argued that if an individual works in an environment that matches his/her personality type for instance an Artistic personality working in an Artistic environment, example of media centre, then the individual would be satisfied with the job and is likely to be productive.

2.5 The concept of Career guidance among adolescents

Guidance is the expert direction or help given to someone through teaching, directing opinion giving, exemplifying, explaining, advising and instruction to enable the person make informed and responsible choices so as to adjust or cope with various challenges in his / her direct environment (Life Skills Promoters(LISP), 2004).

Career guidance are the activities that are carried out by counselors stimulating and facilitating career development in persons over their working lifetimes. These activities include assistance in career planning, decision making, and adjustment.

2.5.1 Characteristics of Career

Career has certain distinct characteristics that allow its description as a form of work. It is these characteristics that create a matrix within which career counseling and guidance can occur (Arulmani & Arulmani; 2004). These characteristics include volition and choice, suitability, preparation, on-going development and social-personal dimensions.

Volition and choice

Career brings with it the question of choice, decision-making and the exercise of volition.

Presented with numerous opportunities, the career aspirant is required to discriminate between various possibilities and identify the Career that he/she wishes to follow. Having made this choice, the individual then is required to identify and select the path that will lead to the chosen Career (Arulmani, & Arulmani, 2004, pg. 27) Decision – making, however, does not end at the crossroads that the individual faces at the point of initiation into the world of work. A career path is not a course that leads directly from one point to another. Career goals are not uniform, solitary targets that one must reach.

A career path twists and turns, often bringing the individual to new cross roads. New career goals emerge when one target has been reached. All through this course, the aspirant is required to take decisions, exert volition and make measured choices.

Suitability

A career implies specialization in a clearly Circumscribed area of skills. And specialization brings with it the implication of the individual's suitability for a specific set of work skills. Discovering personal suitability for a Career requires identifying personal interests, talents and inclinations. The question of suitability persists throughout the individual's career.

Suitability is a particularly critical concept at the point of entry into a career. It is essential that the career aspirant discovers the career in which he/she is likely to excel and find the highest degree of comfort. Having entered a Career, the moulding of personal suitability to Career tasks is the challenge before the career aspirant. Further training would be necessary to sharpen basic suitability for a set of tasks as one's career progresses.

Preparation

Preparation for entry is an essential characteristic of the modern Career. This implies developing knowledge about and skills for the career one has chosen. Career preparation presents two points for consideration. At one level preparation comprises study, training and skill development to meet the demands of the chosen career. Inadequate training or a poor knowledge base compromises the type of job for which one would be accepted. At another level, career preparation is linked to the attitudes with which one views oneself and a career. For example, unwillingness to mould

oneself to the requirements of a career could result in severe conflict. Career Preparation also requires developing an attitudinal readiness to survive and progress in the world of work.

On going Development

In many ways, a career is a course that one follows. Movement along this path calls for fitting into predefined structures and following prescribed rules, while simultaneously exhibiting excellence, creativity and initiative. By its very nature, career offers opportunities for further development towards the higher reaches of an area of work specialization. It is clear with the changing trends of demands in the world of work today that the post-industrial, information age requires that life-long learning is integral to Career development.

Social – Personal dimensions.

Running the course of a career is essentially the result of an intricate psycho-social process. Career is a mechanism whereby society utilizes the services of its members to contribute to its well-being, progress and development. An individual's Career, therefore, has its being in the dynamic interaction between the garnering of personal gain and the services he/she renders to society at large. Career development suffers, or even grinds to a halt, when this delicate balance is disturbed. At the deepest level, a career is a mechanism that can facilitate the unfolding of personal potentials, the realization of one's dreams, and ultimately the actualization of one's self.

2.5.2 Career Aspirations

At the high School stage, the modern young person's career horizon is bustling with occupational possibilities. If one were to meet the same young person a few years later, he/she would notice that not all these possibilities have been converted into Careers.

According to Santrock (2005), Schools, teachers and counselors, can exert a powerful influence on adolescents' career development. School provides an atmosphere for continuing self–development in relation to achievement and work. School is the only institution in society that is presently capable of providing the delivery system necessary for career education -instruction, guidance, placement, and community connections.

A good place to begin examining the dynamics of career development is to place it within the broader context of factors that influence human development as a whole. Human behaviour is the result of two sets of influences. The first has its source as the individual and may be described as **individual-specific** influences. Other influences that impinge upon the person emerge from the **environment.** There are various dimensions within the context of career development behaviour.

At the most fundamental level, human behaviour is rooted in biological and physical realities, and so is career development. There are two broad categories here, of biological influences on behaviour and career development (Arulmani & Arulmani; 2004). These include Heredity and Biochemical factors.

i)   Heredity

Genetic inheritance has the most obvious influence on an individual behaviour, personal appearance, stature, the limits of physical strength and stamina, all finally have hereditary basis. Some forms of talents and aptitudes – the building blocks of Career development, could also be linked to genetic heritage. Heredity, bestows the individual with the raw material with which to build a life, and its influence on behaviour is one of the components relevant to understanding career development.

ii)   Biochemical Factors

Hormones are an example of Biochemical triggers that initiate changes within the individual, which, in turn, have an impact on behaviour. An important effect of hormonal changes is the onset of puberty and adolescence. This is a stage in the Individual's development that is particularly relevant to the career counselor, since career development is intricately interwoven with the identity crisis experienced during adolescence. The physiological changes that occur during adolescence prepare the foundations for identity formation, which, in turn, is integral to the development of the individual's occupational identity.

Also the manifestation of inborn traits is reliant on the nurture received from external sources, where biological traits are moulded within a psycho-social environment. These issues in a psychosocial environment include: social, educational and economic influences (Gibson & Mitchelle; 2003, Arulmani & Arulmani; 2004).

Psycho-social factors are influences from society that shape the way people think and behave. Individual behavior patterns are often reflective of the large society – its norms, values, ideas, social structure, prosperity level and stage of economic development. People's behavior is strongly influenced by assumptions they have learned to make about themselves, their world, and the relationship between the two.

The influence of significant others, prestige factors, gender, caste and other forms of discrimination are all psycho-social factors that have a cumulative effect on career decision -making behaviour. By their very character, such influences are unique to certain environments and cultures. The career counselor must be acutely aware of the impact of these forces within the culture in which he / she works.

The quality of education one receives has a direct bearing on career development. Lower levels of education predispose the individual to discontinuities in career development. Education that is academically oriented has no room for courses that are skill-based, and point the individual toward different career development trajectories. Education plays an important role, not only at the entry point, but also through the course of one's career development.

Unemployment, industrialization, redundancy of earlier forms of production, the emergence of new career opportunities, are all aspects of change in the economic environment that have a strong impact on behaviour, movements towards and away from career areas are closely linked to economic cycles. While an acute awareness of economic trends is essential, an effective career counseling system must be independent of these cycles. Manpower requirement, trends in the labour market, the

economic benefits that a career offers, is all economic realities that influence career development.

Maturation, according to Gibson and Mitchell (2005) is the 'coming to fruition' or developing to full capacity of an inborn biological trait. In common Parlance, Maturation is often linked to a particular stage in life .The concept of human development is one that has been central to understanding the way career development progresses. Occupational development is described as keeping pace with the individual's maturation, and career development is said to occur in steps and stages (Arulmani & Arulmani, 2004) .Each stage throws up **career developmental tasks** – expectations of what is thought to be typically of a person at a given stage of development and what society would like to see happen, at that stage. The resolution of these tasks enhances the individual's career maturity.

It is important to note that in developmental terms, the individual usually achieves sufficient cognitive maturation to be able to make independent decisions by the end of adolescence. However, the actual Manifestation of this skill is strongly influenced by the psycho -social environment that he/she is a part of (Santrock, 2005)

A career is at the confluence of the two great streams of influence on human development, human biology and human socialization. The manner in which a person orients himself/herself to a career path results from the coming together of individual – specific factors and external psycho – social influences. Career is a specialized activity that has emerged within modern conceptions of work. The development of a career keeps time with the individual's maturation. The vital point to be noted is that

the career aspirant's personality – the personhood of this unique individual lies at the heart of effective career counseling (Arulmani & Arulmani; 2004).

According to Tang, Mei, Pan, Wei, Newmeyer and Mark, in a professional counseling report (1st June, 2008), one of the tasks of high school students is to explore and plan for their postsecondary career options. In the report he agues that Super's (1990) developmental theory of career development sees the high school students being at the exploration stage of career development which involves crystallizing and specifying their occupational preferences, while also making preliminary decisions about their career choice. This requires that the students have competence in career decision making.

School counselors, Super(1990) argues, play a vital role in facilitating students' career development, particularly at the high school level, because high school students are more actively engaged in planning and implementing their postsecondary career options. To better accomplish the mission of helping students achieve their educational and career goals in today's social, economic and cultural context, school counselors need to be adequately informed about what factors influence high school students' career choices and what approaches would best facilitate their career decision – making process.

By age 13 to 14, adolescents have developed two cognitive competencies related to career development: self-concept and perceptions about occupations (Gottfredson, 2003). During adolescence, students also have achieved an adult- level understanding of the sex type and prestige level of common occupations.

Gottfredson(2003) argues that adolescents start to eliminate occupational choices based on sex types and prestige levels. For example, female students might avoid choosing occupations that are generally perceived as too masculine (for example, as an Engineer or a miner).

According to technical report 38 (accessed in file://E:\joinholland 2.htm on 30th May, 2009),the incorporation of the concept of cognitive level, along with interests and personality characteristics into academic advising and career counseling in relation to Holland's theory will require considerable attention by professionals in these areas. Occupations and fields of study differ not only according to interests but also the degree of cognitive ability and skill required. Advisors and counselors are sometimes reluctant to broach this matter with students (Gottfredson, 2003). However, Holland's theory provides some tools to help in this undertaking, and these can be useful in improving, advising and counseling services.

Career guidance in senior High schools involves assisting students to plan for the next step in education and work. It also involves helping students to identify their work values and to be clear about their life roles as consumers. The dramatic shifts in employment structures, high levels of unemployment and changes in the composition of the labour force demand that students make appropriate career choices (Oso, Amundson & Borgen, 2000). Selecting an appropriate Career is a critical task that faces all adolescents in all societies.

A study was carried out by Momberg (2005) in South Africa using interest questionnaire (INQ) which was developed based on the trait theory of Holland,

namely the RIASEC theory. The research investigated whether there was a relationship between personality traits and vocational interests. Gender and race were the other variables. The results obtained concluded that there was a relationship between personality traits and vocational interests in a South African context. The results further concluded that gender and race do influence the relationship between personality traits and vocational interests.

Falaye and Adams (2008) of Ibadan University in Nigeria carried out a research to assess the factors influencing career decisions in youths. Findings indicated that gender (being male or female) and school type (public or private) significantly influenced students' decisions on career choice.

Teng, (2008) of Taiwan Normal University, in his study, investigated the effects of personality traits and attitudinal factors on hospitality employment aspirations in a sample of post-internship undergraduate hospitality seniors in Taiwan. The big five personality traits were his focus in the study. The results showed that the personality traits were significant predictors of the students' aspirations regarding hospitality jobs.

A study carried out by Vienna University's Mayrhofer, Steyer, Strunk, Schiffinger, and Lellatchitch, (2006) examined preferences of Business school graduates for different types of Career fields and systematic differences between people with different Career orientations in terms of behavioural characteristics as well as personality traits. The results showed that nearly all personality traits and behavioural

characteristics played an important role in organizational and post-organizational Career aspirations.

Another research study by Onoyase & Onoyase (2009) among secondary school students in the Federal Government Colleges in Nigeria was to investigate the *relationship between personality types and Career choice*. The study was based on Holland's theory. The results showed that there were significant relationships between Artistic, Social, Enterprising and Investigative personality types on one hand and Career choice on the other. However, no significant relationships were found between the Realistic and Conventional personality types and Career choice.

In Kenya today, it is possible and common to see an individual employed in an area that is neither in line with his/her professional training nor with his/her career interests. This is because people go for what is available, rather than what is in the line with their personal interests, values, abilities, and skills. This situation results in job frustration and low job satisfaction characterized by low work morale, and reduced productivity which inevitably has far reaching social and economic consequences (Godia, 2009). This situation reflects a need for efforts to harmonize individuals' natural abilities and interests with their education and training in line with changing needs of the job market. This can be achieved through career guidance and counseling.

It is in this view that the research study focused on investigating the way high school students can be prepared early enough to pursue careers that are in congruence with

their interests and abilities. The findings can be applicable in career development and decision-making process of young people.

2.6 Summary

In this section, an analysis of the related literature was carried out in an attempt to bring out clearly what personality, personality traits, personality types, and career aspirations are. Personality refers to distinctive thoughts, emotions and behaviours that characterize the way an individual adapts to the world (Santrock, 2001). Personality traits on the other hand are qualities of mind or character; distinguishing features; characteristics that distinguish one individual from another. Personality types were outlined basing on different theories: The four humours, Sheldon's somatotypes, Jungian types, Myers-Briggs four temperaments, Keirsey's 16 personality types, Friedman and Rosenman's type A/B Personalities and the Block's personality types. All the above theories have no explanations on how environment influences personality traits; therefore the study was based on John Holland's theory which links personality types to work environments. Holland stipulated that if an individual's personality type matches his/her environment of work, then that person will be satisfied and is likely to be productive. Further, this literature review sheds light on how career aspiration develops in an individual.

Career aspiration in an individual is seen to develop through career guidance that is done at school among adolescents. Here, the adolescent is advised, directed and instructed to enable him/her to make informed and responsible choices in their future careers.

The concept of human development is one that has been central to understanding the way career development progresses. Each stage throws up career developmental

tasks- expectations of what is thought to be typically of a person at a given stage of development and what society would like to see happen at that stage. The resolution of these tasks enhances the individual's career maturity. The studies in other countries as reviewed in the literature showed that personality traits are an important aspect to consider in choosing careers hence, a need to carry out a research relating personality traits and career aspirations of secondary school students in Kenyan context because such a study is missing.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the characteristics of the area of study, the methods and procedures that were used in the study that enabled the researcher to obtain the required data. The chapter also has sampling procedures, instruments used to collect data and statistical techniques employed to analyze the data

3.2: The Geographical location of the study

The study was carried out in Eldoret west District, in Rift valley province. The District came out of the splitting of the former Uasin Gishu District (Appendix V), and starts from western part of Eldoret town, all the way into the rural part. Uasin Gishu District lies between latitude $00^0 30$` North and $00^0 42$`, and longitude $35^0 49$` East, at an altitude of 2,085m above sea level (Eldoret Municipal Council, 1986).

The Eldoret West District has both rural and urban populations. The urban population comprises business people, and other employees of organizations, parastatals, and government sector. On the other hand, the rural population is mainly made up of farmers both large and small scale. The crops grown in the region are mainly maize and wheat as cash crops. The other major activity in the district is that of keeping dairy cattle on large and small scale.

The schools found in this district are of different categories; mixed Day schools, Boarding Girls' schools, Boarding Boys' schools, and mixed Boarding schools.

Eldoret West District was chosen for this study because there was very little research on Holland's Career Model in literature to show that such a study has been conducted.

3.3 Research Design

Ex-post facto design was adopted for the study. This is because the researcher did not wish to manipulate any variable. According to Kerlinger (2004), Ex-post facto research is systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not possible to manipulate. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables. The researcher had intentions of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events (Cohen & Manion, 1994).

Correlational method on the other hand, explains how characteristics vary together and predicts one from the other. This design is good because it provides vigorous and replicable procedure for understanding relationships (Oso & Onen, 2005). In other words, relationships among two or more variables are studied without any attempt to influence them (Rao, n.d). This approach was relevant as this study attempted to find an association between the two variables; personality types (traits) and career aspirations (interests).

3.4 Population

The population of the study is from Eldoret West District which has a total population of 12,546 students (Forms 1-4). The number of boys is 6507 while that of girls is 6039. The district was curved out of the former larger Uasin-Gishu District, and it covers the western part of the former district. The accessible population of this study comprised Form three students in Eldoret West District. Records from the Eldoret West District Education Office indicated that there are 3084 form three students (1590 boys: 1494 girls). The study focused on the 41 public schools in the district.

3.5 Sampling and sample size

Eldoret West District has Forty one (41) public schools, which are in different categories. They include Boys Boarding (BB), Girls Boarding (GB), Mixed Day (MD) and Mixed Day & Boarding (M-DB).

The study focused on Form three students in the public schools of Eldoret West District. The Form three students were chosen because they have received career information right from Form one, and have settled for particular careers that they will choose. Form ones were still new in the school, form two's had just chosen their subjects or were still in the process, whereas the form fours, being candidates, were often busy in preparation for their final exam and could not have good time to respond to the items of the questionnaire.

To get a representative sample for the study, the researcher categorized the schools into different strata; Girls Boarding, Boys Boarding, Mixed Day, and Mixed Day& Boarding. This is because the type of school forms a specific type of environment in which the students were learning, hence could influence their personality types and in

turn, their career aspirations. Stratification was used to increase precision and representation (Kerlinger, 2004; Koul, 1984; Kothari, 2003).

To obtain the sample of the form three students, the selection technique employed was random sampling, which ensured that every subject in each category according to school type had an equal chance of participating in the study. In total, 440 students were selected for the study of which 223 were girls and 217 boys. Only 429 students successfully participated in the study. The distribution according to the type of school was as follows; Girls Boarding (GB)-101; Boys Boarding (BB)-86; Mixed-Day (MD)-132; Mixed-Day & Boarding (M-DB)-110.

It was not possible to use all the students of form three in Eldoret West District from the 12 schools. In such cases, a sample was selected from the form three classes randomly by folding small pieces of paper so as to pick the number desired, which formed about 30% of the form three students in the particular school. To determine the number of boys and girls in a particular mixed school for the study, proportionate sampling was used.

Out of 41 public secondary schools in the district, 12 schools were chosen, giving 29.3% of the schools by stratified sampling. Stratified sampling technique was used to ensure that the four categories of schools (Boys' Boarding, Girls' Boarding, Mixed Day and Mixed Day and Boarding), were represented in the sample. Stratification was used to increase precision and representation (Kerlinger, 2004; Kothari, 2004; Kilemi and Wamahiu, 1995).

3.6 Instrument Development

The researcher adapted John Holland's Instrument popularly known as self directed search (SDS) which has five parts namely: occupational Daydreams, activities, competencies, occupations and self-estimates (Appendix II). Some of the items were modified in terms of vocabulary and environmental focus so as to fit the present study. The favorable responses in the SDS by the students were totaled for Realistic(R) − in activities, competencies, occupations and self-estimate. This was repeated for the other Holland's personality types; Investigative (I), Artistic (A), Social(S), Enterprising (E), and Conventional(C). The highest score determined the personality type, for example, three-letter code was used to categorize the type of personality, say EIC is termed an enterprising personality type, because Holland argued that people are not pure types; but in this case, the score for E is the highest, and the individual has bits of I and C.

Besides the SDS (with five parts), is the occupations finder (OF), which gave the respondent space to express how his/her dream concerning his/her occupation has developed to the present. There are three spaces, and a student filled them, putting his/her most recent, aspiration on line 1 and worked backwards to the earlier jobs he/she has considered. The researcher's focus was mainly on the latest three that the respondent dreamed about, to compare with the particular personality type of the respondent in question.

3.7. Piloting and Validation of Research Instruments

The term validity as used in research refers to the appropriateness, meaningfulness and usefulness of any inferences a researcher draws based on data obtained through

use of an instrument. According to Cohen and Manion (1994), validity refers to the extent to which the instrument measures what it purports to measure; construct validity is the extent to which a test measures the characteristics of an individual.

To achieve reasonable construct validity, the research instrument was piloted among forty Form three students that were not included in the study sample. The pilot study enabled the researcher to identify weaknesses in the instrument, and this enabled her to adapt the instrument to suit the level of students targeted for the study. The items were examined, and those parts that could not be handled by students in that level were modified so as to be in accordance to what is familiar for students in Eldoret West District. For example, in Appendix II pg 134 under C, a statement like "I can enter information in a computer" was changed to "I can enter information in a scientific calculator".

3.7.1 Reliability

Reliability of an instrument tells how well a test measures what it ought to measure consistently. According to Mugenda & Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials.

To determine the reliability of the SDS instrument, it was pre-tested on a group of fourty form three students selected from two schools not included in the study sample. This was a pilot study carried out to cater for any ambiguities that would have been inherent in the instrument. To ascertain reliability of the questionnaire, Cronbach's coefficient Alpha was computed to determine how items correlated among

themselves. Cronbach's Alpha is a general form of Kuder-Richardson (K- R $_{20}$)

formula (Mugenda & Mugenda, 2003).

In this method of reliability estimation, a single administration of the test was given,

to assess the *internal consistency* of the instrument. This reliability estimate was

supported by ANOVA with Cochran's test which showed that the reliability (between

items) was significant, (Cochran's Q=64.043 and p= .000< 005).   The value of

Cronbach's alpha was 0.639. The results indicated that the instrument was fairly good

and hence could be relied upon for the study.

3.7.2   Validity of the research instrument

For the research instrument to be considered valid, the content selected and included

in the questionnaire must also be relevant to the variables being investigated. Validity

for this study was done through consultation with experts in faculty of education.

Lecturers were asked to assess the relevance of the content in the research tools in

relation to the objectives of the study.   Comments provided to the researcher were

used to revise the questionnaires to ensure that they covered all the factors under

investigation.

3.8 Data Collection Procedure

The researcher obtained a research permit and letter of authorization from the

National Council for science and Technology (NCSI) in Nairobi (Appendix IV) in

order to conduct research in the selected schools of Eldoret West District.   The

District Education Officer, who the researcher reported to, gave a go a head.   The

heads of the selected schools were also cooperative to allow the research to go on.

The students selected for the study were given instruction and assurance that confidentiality would be observed concerning their information, then the questionnaires were given to them, in which they responded to the questions therein. The questionnaires were given out to be filled and were collected on the same day in every selected school. This exercise took two weeks.

3.9 Scoring the Instrument

The instrument has two parts: one is titled Occupational Daydreams in which the respondents were to express their occupational aspirations. The occupations would then be classified using the occupations finder (OF) into Realistic, Investigative, Artistic, Social, Enterprising or Conventional (RIASEC), (Lenz, Reardon and Reed, 1998).

For example, if a respondent had three aspirations (Appendix II,) as Engineer, Computer Hardware, Sales & Customer Service and Police officer, the aspirations are each given a three letter code. From the Occupations Finder (OF) the following are the codes:

Engineer, Computer Hardware   RIE

Sales & Customer Service   ESR

Police Officer   RSE

The aspirations' summary code is created by counting the number of times each Holland letter appears in the first, second, or third column and giving 3 points for 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=7, I =2, A = 0, S = 4, E = 5, C = 0

The summary code here would be RES, meaning that the career aspirations for this respondent are Realistic.

The other part of the instrument is to enable the researcher to categorize the respondents into the six personality types represented by RIASEC. This section has four parts: activities, competencies, occupations, and self estimates.

In order to place the respondents into either of the six personality types (Realistic, Investigative, Artistic, Social, Enterprising and Conventional), the scores for example, for letter R are added from the four sections, such as activities, competencies, occupations, and self estimates and the score is recorded at the end. This is repeated for I, A, S, E and C, every time recording the total score for each at the end, that is, after self estimates. A three-letter code is then picked from three highest scores for example if the highest ones are as follows: I =40, E = 43, S = 28, then the respondent's personality type would be EIS, meaning he/she is enterprising.

The results were then put in a contingency table for analysis. Assuming that the above findings from OF (RES) and from the other part of the questionnaire (Activities, Competencies, Occupations, and Self estimates) – EIS belong to the same respondent, then we can say that he/she is enterprising in personality but has Realistic aspiration, hence would form part of n3 in table 3.1.

3.10 Data Analysis

The questionnaires were coded for ease of analysis. The categorization of the personality types was done manually by the researcher. The occupations were also given the codes (three- letter) from OF manual. The researcher then came up with contingency tables, an example of which is in table 3.1.The data was thereafter

presented in tables and Bar graphs for clearer understanding. This was done by use of statistical package of social sciences (SPSS).

Table 3.1: Personality type and career Aspirations contingency table
Personality Type

R	I	A	S	E	C	TOTAL	
Career aspirations							
R		n_1			n_3		
I		n_2					
A							
S							
E							
C							

KEY: n_1 and n_2 show the numbers of respondents who have investigative personality type and have Investigative aspiration (n_2); and those with Investigate personality but have Realistic aspiration (n_1). n_3 shows the number of respondents who are enterprising in personality but have realistic aspirations.

Data collected was organized so as to help in categorizing the personality types and matching them with occupations on the Occupations Finder (O F.). Chi-square (χ_2) was used to determine the relationship between Personality types and Career aspirations. The technique compares the proportion observed in each category with what would be expected under the assumption of independence between the two

variables. Level of significance considered was at $\underline{\alpha}$=0.05. These formed the basis of research interpretations, discussions, conclusions and recommendations.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, data collection from the respondents is presented, analyzed and interpreted. The study investigated **the relationship between personality types and career aspirations.** The study was also designed to determine whether the type of school or gender of the students had an effect in their personality types and career aspirations.

The findings in this section are presented in the context of the specific hypotheses; the findings are explained and implications of the same given. The data was used to answer the following questions:

1) What personality types exist among the students?

2) What is the relationship between their personality types and their career aspirations?

3) Is there a difference in Career aspirations between the boys and girls?

4) Does the type of school have an influence on personality types and career aspirations?

To achieve the objectives of the study, 210 items of modified John Holland's instrument (self directed search-SDS) were administered to 440 students, out of which 429 filled them correctly. The items were structured to categorize learners' personality types. From the respondents' Daydreams it was possible to categorize their aspirations into the six types of occupations (RIASEC) according to John

Holland by use of the Occupations Finder (OF). Thereafter it was possible to present the aspirations and personality types in   contingency tables before coding to run data in SPSS program.

In presentation, analysis and interpretation, data was grouped into four sections; Namely: the personality types of students, relationship between their personality types and career aspirations, the difference in career aspirations and personality types of boys and girls, and the influence of type of school (Girls Boarding, Boys Boarding, Mixed Day and Mixed Day & Boarding), on Personality types and Career Aspirations.

4.2: Personality types

The personality types of the students of Eldoret West District were as shown in the frequency table (table 4.1) and the bar graph (figure 4.1) that follow.

Table 4.1: Personality types of all respondents

Personality type	Frequency	Percentage
Realistic	34	7.9
Investigative	126	29.4
Artistic	55	12.8
Social	58	13.5
Enterprising	95	22.1
Conventional	61	14.2
Total	**429**	**100.0**

The percentages in table 4.1 were obtained by dividing frequency of each individual personality type by the total number then dividing by 100.The personality type with the highest number of the respondents was the investigative (126) followed by Enterprising (95).

Figure 4.1: Personality types of all respondents
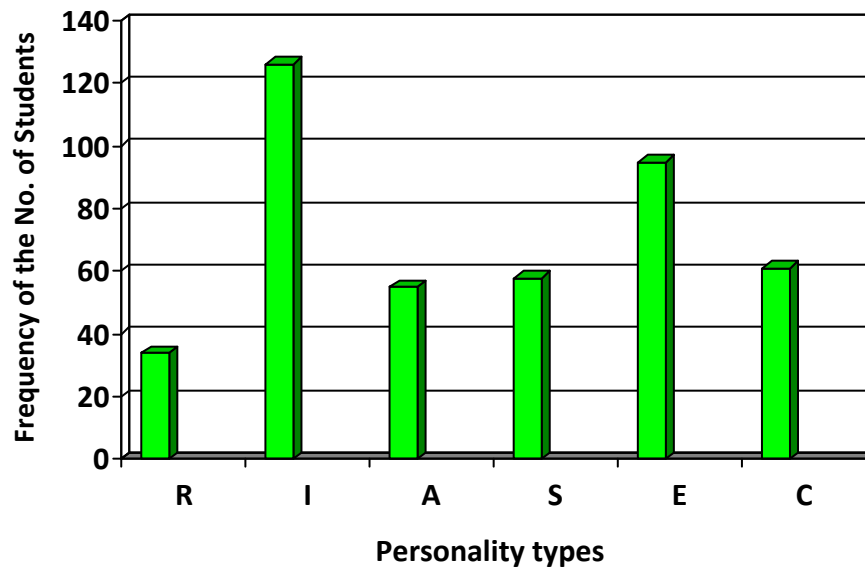
The personality type with the least number of respondents is Realistic (Figure 4.1). The existence of majority of form three students in Eldoret West District being Investigative may be due to the structured curriculum (8-4-4) that has accustomed the students into doing things in a specific manner, for example, the way the teachers approach the teaching in giving examples followed by exercises for practice in mathematics, or demonstration of experiments by the teacher in the chemistry laboratory, followed by group work of the students performing the practices in the steps of the teacher. These methods of approach lead to the majority of students attaining the Investigative personality type by the time they are in Form three.

Table 4.2 presents the distribution of Boys' personality types as frequencies and percentages of the totals of the study sample in the Boys' Boarding schools category.

Table 4.2: Personality Type of Boys' Boarding

Personality type	Frequency	Percentage
Realistic	6	7.0
Investigative	21	24.4
Artistic	8	9.3
Social	10	11.6
Enterprising	25	29.1
Conventional	16	18.6
Total	**86**	**100.0**

The highest percentage here is on the Enterprising personality type, (29.1) followed closely by the investigative type (24.4). The results could be due to motivation the boys give themselves when they are on their own, leading to Enterprising personality

type which develops out of an environemnt where achivement, and leadership roles are emphasised and rewarded (North Carolina Career Resource Network, 2008).

The bar graph (Figure 4.2) is a presentation of the personality types in Boys' Boarding Schools of Eldoret West District. The frequencies on the vertical axis are from table 4.2.

Figure 4.2:Personality types of Boys' Boarding
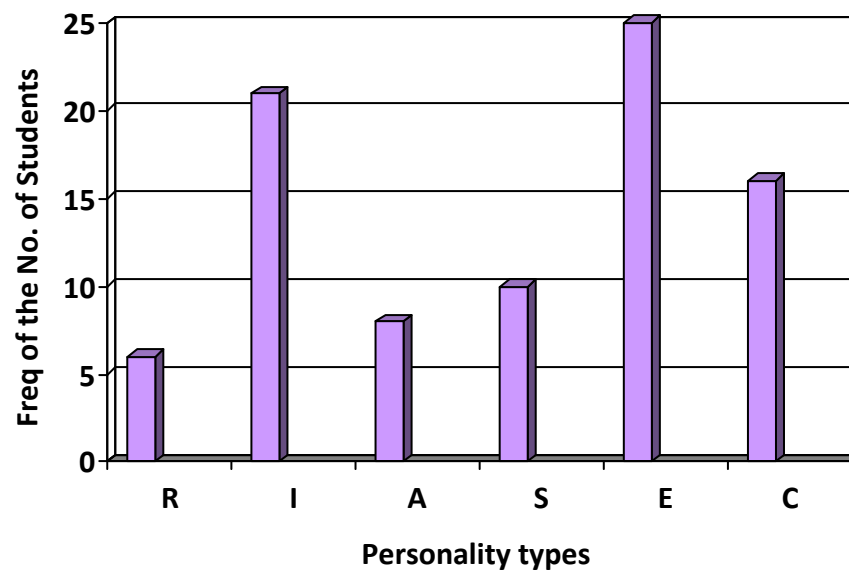
The highest percentage of students in boys' boarding schools is Enterprising in personality (table 4.2 and figure 4.2). These are persons who are good at leading and persuading people, selling to them things and ideas. They value success in politics, leadership or business and see themselves as energetic. The reason for this may be the way a male child is socialized both at home and by the media and society at large. The Investigative type follows closely in terms of numbers that is, these are individuals who like to study and solve mathematical or scientific problems (Lawrence, 2009). This is because of the stress on sciences and mathematics as compulsory subjects in the 8-4-4 curriculum.

The Realistic personality type is of low percentage. This may be as a result of the methods of instruction employed at high school by teachers. The Realistic type of personality emerges out of an environment that has practical things to engage in, for example working with tools. This is lacking probably because of the way teachers instruct students in secondary schools.

Table 4.3 displays the distribution by frequencies and percentages of personality types in Girls' boarding schools in the District. What is in the table is related to the bar graph (Figure 4.3).

Table 4.3: Girls' Boarding

Personality type	*Frequency*	*Percentage*
Realistic	8	7.9
Investigative	23	22.8
Artistic	20	19.8

Social	12	11.9
Enterprising	30	29.7
Conventional	8	7.9
Total	**101**	**100.0**

The bar graph (figure 4.3) shows the distirbution of personality types in Girls' Boarding school.

Figure 4.3:Personality types of Girls Boarding
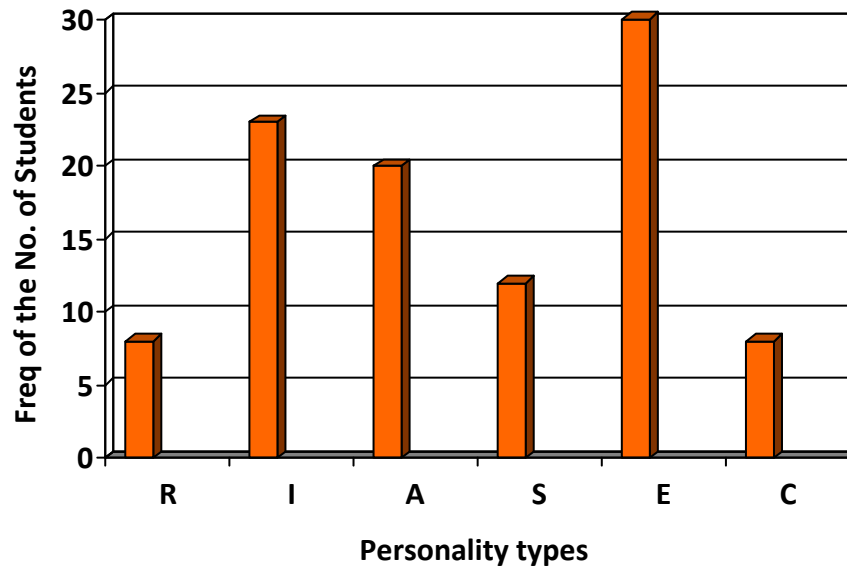
The Girls' personality types' exhibit majority having Enterprising type (29.7%) followed by the Investigative type (22.8%) as shown in table 4.3. On their own in girls' boarding schools, the girls feel empowered to lead and to engage in political campaigns when they are looking for posts of leadership hence majority with

Enterprising personality type(figure 4.1).The Investigative type follows and this due to the curriculum structure that cause them to follow and accomplish work in a routine manner.

The distribution of personality types of students in Mixed Day Schools are displayed on table 4.4 and the same is presented pictorially in figure 4.4.

Table 4.4: Personality types of Mixed Day

Personality type	Frequency	Percentage
Realistic	7	5.3
Investigative	42	31.8
Artistic	24	18.2
Social	22	16.7
Enterprising	16	12.1
Conventional	21	15.9
Total	**132**	**100.0**

As seen in the table, the Investigative personality type has the highest percentage (31.8) whereas Realistic type has the least (5.3%). The almost absent Realistic personality type is because of lack of environment to develop it, as it is believed that Realistic occupations, for example animal caretakers, cooks, technicians do not need much education (Readon and Lenz, 2009).

Figure 4.4: Personality types of Mixed Day
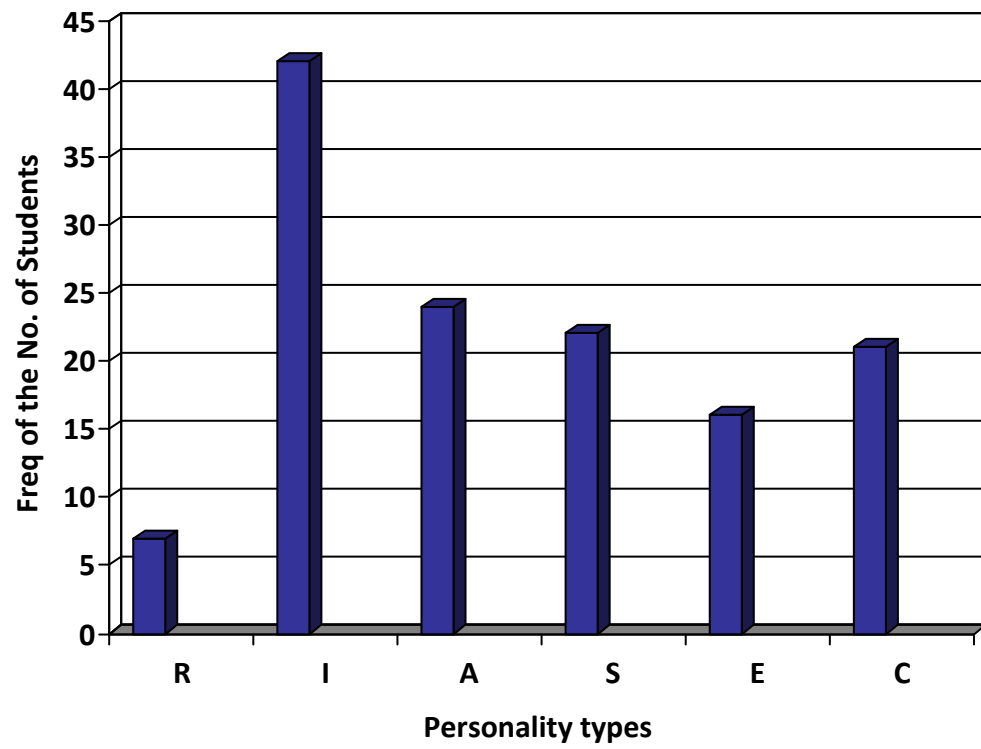
The highest percentage of students in the Mixed Day schools have Investigative personality type (31.8%). The other clear outcome is that the Realistic type has very low number of students (5.3%) as shown in table 4.4 and figure 4.4.

Table 4.5 and Figure 4.5 present the way personality types are distributed in Mixed day and Boarding schools in the District.

Table 4.5: Personality types of Mixed Day and Boarding

Personality type	Frequency	Percentage
Realistic	13	11.8
Investigative	40	36.4
Artistic	3	2.7
Social	14	12.7
Enterprising	24	21.8
Conventional	16	14.5
Total	**110**	**100.0**

Interesting findings are seen for this category of school. The Artistic personality type (values creative arts, for example drama, music) has the lowest percentage (2.7%). The Investigative, as it is with the other schools has the majority of students (36.4%), in table 4.5. The Investigative majority may be due to the structured school programme, while the almost missing Artistic type (figure 4.5) may be due to lack of time to develop talents in students because of the packed curriculum which is a common thing to all school types. The Artistic individuals see themselves as expressive, original and independent.

Figure 4.5: Personality types of Mixed Day &Boarding
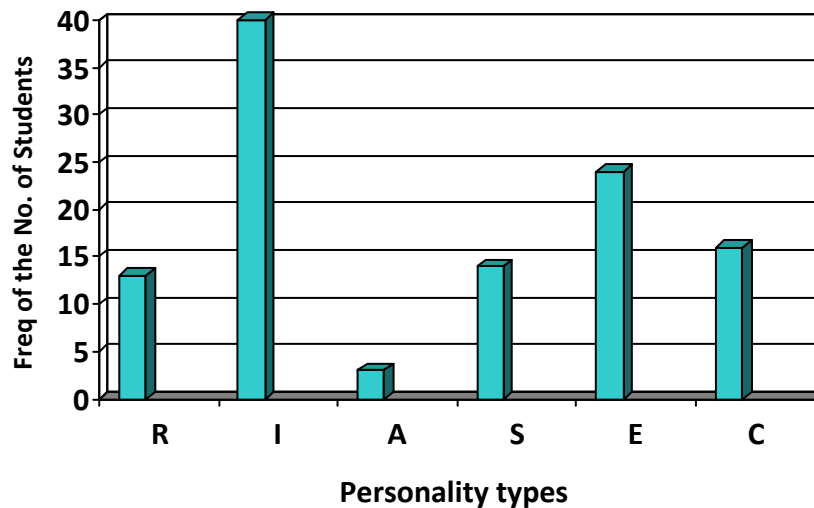
Clearly, as seen in Figure 4.5, the Artistic personality type is almost missing. This may be due to a school environment that does not encourage the development of students' talents.

4.3: The relationship between students' career aspirations and personality types.

In this section, career aspirations of students in the different school types are presented in tables after which comparisons with their personality types is worked in contingency table. The hypothesis that was being tested here was that **there is no significant relationship between personality type and career aspiration.**

Career aspirations of students are presented in tables and bar graphs according to the four categories of schools; Boys' Boarding, (BB); Girls' Boarding, (GB); Mixed day (MD) and Mixed day & Boarding (M-DB). Following the career aspirations are cross-tabulations of the main variables, and these are followed by chi-square test table for each school type to show how the variables are related.

A survey on the career aspirations of form three students showed that the aspiration with the highest number combined is the Investigative, followed by the Enterprising, as shown in the table 4.6 and figure 4.6.

Table 4.6: Career Aspiration of all respondents

Career aspirations	Frequency	Percentage
Realistic	39	9.1
Investigative	140	32.6
Artistic	53	12.4

Social	53	12.4
Enterprising	92	21.4
Conventional	52	12.1
Total	**429**	**100.0**

From the table, the results show that generally the leading career in terms of what is aspired for is the Investigative followed by Entreprising.

Figure:4.6 Career Aspirations of all respondents
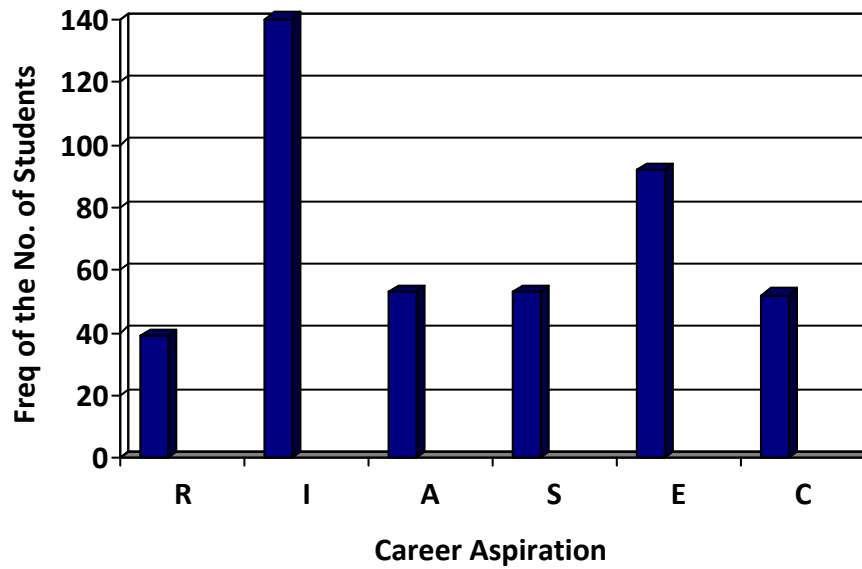
Overally, majority of students (32.6%) aspire for Investigative careers, followed by Enterprising ones (21.4%). Majority of students, 140 out of 429 that were interviewed have Investigative career aspirations. This is because of the science – oriented curriculum that has forced the students in secondary schools to have such

interests. It is clear also that very few students, 39 out of 429 are interested in Realistic occupations.

Further, the marginal test (with the school now ignored rather than conditioning it) of independence between the two variables was performed. The results are as tabulated in Table 4.7.

The contingency table (4.7) shows the cross-tabulation of personality types and career aspirations.

Table 4.7: **Marginal test of independence between career aspiration and Personality types**

Career Aspiration * personality types Crosstabulation

			personality types						Total
			R	I	A	S	E	C	
Career Aspiration	R	Count	8	6	6	4	10	5	39
		Expected Count	3.1	11.5	5.0	5.3	8.6	5.5	39.0
	I	Count	5	98	5	10	10	12	140
		Expected Count	11.1	41.1	17.9	18.9	31.0	19.9	140.0
	A	Count	5	6	26	6	5	5	53
		Expected Count	4.2	15.6	6.8	7.2	11.7	7.5	53.0
	S	Count	5	5	7	25	6	5	53
		Expected Count	4.2	15.6	6.8	7.2	11.7	7.5	53.0
	E	Count	5	5	6	8	58	10	92
		Expected Count	7.3	27.0	11.8	12.4	20.4	13.1	92.0
	C	Count	6	6	5	5	6	24	52
		Expected Count	4.1	15.3	6.7	7.0	11.5	7.4	52.0
Total		Count	34	126	55	58	95	61	429
		Expected Count	34.0	126.0	55.0	58.0	95.0	61.0	429.0

The table has the count and expected count in each cell to be used for testing hypothesis 1 (Ho$_1$).

Table 4.8: Chi-square Tests for independence

	Value	df	Asymp. Sig.	C
Chi-square	385.469	25	.000	
Likelihood Ratio	313.588	25	.000	
Linear-by-Linear Association	86.345	1	.000	
N of Valid Cases	**429**			

df= (r-1) (C-1) = (6-1) (6-1) = 25   (p= 0.000<.05)

The Pearson Chi-Square test of independence between career aspiration and personality types is significant at $\alpha = .05$, p = .000 < .05. That is, it is also apparent that career aspiration and personality types are dependent.

To determine the extent of relationship between the variables, contingency coefficient (c) was calculated.

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}} \quad = 0.6880$$

Coefficient of determination (c^2 x 100) = 47.3%

This means personality type of an individual contributes 47.3% of the factors that influence career aspirations.

Tables 4.10; 4.13; 4.16 and 4.19 present two-way contingency tables of career aspiration by personality types. The tables contain the observed as well as the expected count. The tests of independence of career aspiration from personality types

conditional on school using Chi-square are as tabulated after every corresponding contingency table (4.9; 4.12; 4.15; and 4.18).

Table 4.9 Career Aspirations of Boys' Boarding

Career aspiration	Frequency	Percentage
Realistic	12	14.0
Investigative	24	27.9
Artistic	9	10.5
Social	8	9.3
Enterprising	29	33.7
Conventional	4	4.7
Total	**86**	**100.0**

The highest percentage of the male respondents (Boys) in boarding schools is of Enterprising aspiration (33.7%) followed by Investigative type (27.9%) as seen in table 4.9. The percentages and frequencies show that the highly aspired for career is the enterprising (33.7% of the total number), while the least aspired for is the conventional careers.

Figure 4.7 present show the career aspirations in Boys' Boarding schools are distributed.

Figure 4.7: Career Aspirations of Boys' Boarding
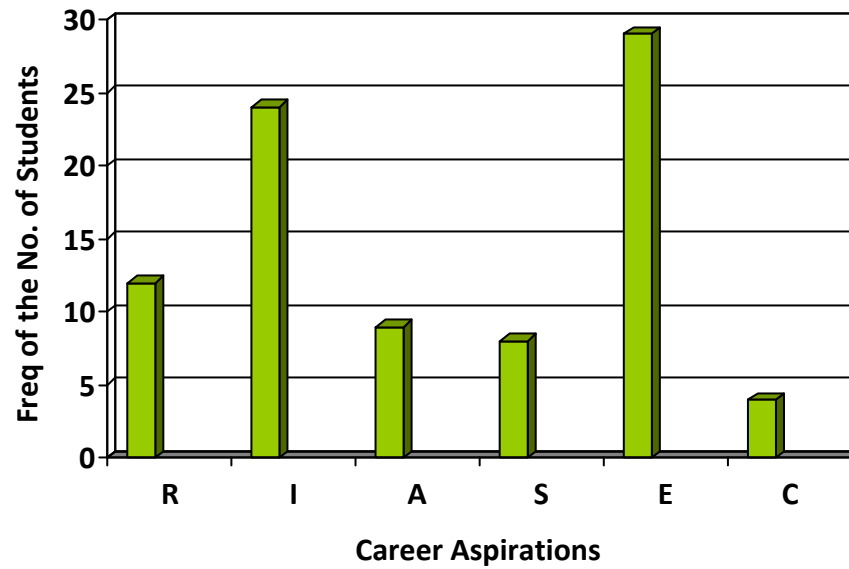
Figure 4.7 shows that Conventional careers are least aspired for in a Boys' Boarding school (4 out of 86). This is because Conventional careers are thought to be very

simple, for conformists and lack mind challenging aspects. This therefore does not attract the boys. The boys have the least aspired for career as Conventional.

Table 4.10: Cross tabulation of Career Aspirations and personality types of

Boys' Boarding

Career Aspiration * personality types Crosstabulation

			personality types						Total
			R	I	A	S	E	C	
Career Aspiration	R	Count	2	3	2	0	2	3	12
		Expected Count	.8	2.9	1.1	1.4	3.5	2.2	12.0
	I	Count	0	18	0	2	2	2	24
		Expected Count	1.7	5.9	2.2	2.8	7.0	4.5	24.0
	A	Count	2	0	4	0	0	3	9
		Expected Count	.6	2.2	.8	1.0	2.6	1.7	9.0
	S	Count	0	0	0	6	2	0	8
		Expected Count	.6	2.0	.7	.9	2.3	1.5	8.0
	E	Count	0	0	2	2	19	6	29
		Expected Count	2.0	7.1	2.7	3.4	8.4	5.4	29.0
	C	Count	2	0	0	0	0	2	4
		Expected Count	.3	1.0	.4	.5	1.2	.7	4.0
Total		Count	6	21	8	10	25	16	86
		Expected Count	6.0	21.0	8.0	10.0	25.0	16.0	86.0

Table 4.10 has the distribution of the personality types and the career aspirations and the way they are spread. Their relationship was tested by Chi-square as shown in table 4.11.

Table 4.11: Chi-Square Tests for relationships in Boys' Boarding

	Value	*df*	*Asymp. Sig. (2-sided)*
Chi-square	131.947	25	.000
Likelihood Ratio	119.469	25	.000
Linear-by-Linear Association	16.372	1	.000
N of Valid Cases	**86**		

(p = .000 < .05)

The p-value is significant, showing that personality type influences career aspirations in Boys' Boarding schools.

Table 4.12: Career Aspirations of Girls' Boarding

Career aspiration	Frequency	Percentage
Realistic	4	4.0
Investigative	36	35.6
Artistic	13	12.9
Social	13	12.9
Enterprising	18	17.8
Conventional	17	16.8

Total	101	100.0

The frequencies in table 4.12 were described as percentages of the totals of the study sample (101). The girls' aspirations are such that Investigative leads followed by Entreprising. The least aspired for career is the Realistic.

Figure 4.8:Career Aspirations of Girls Boarding
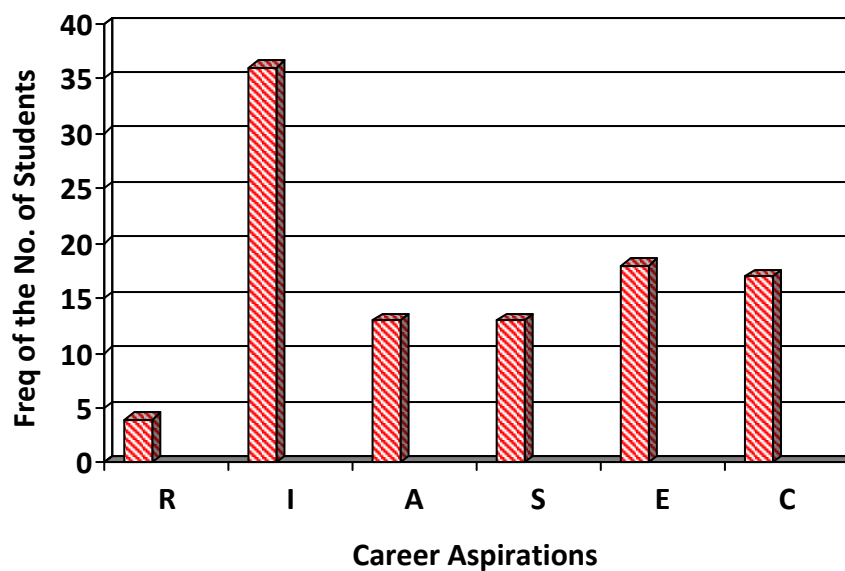
When girls are on their own in the Girls boarding schools, the highest percentage of them aspire for Investigative careers (35.6%) as shown in table 4.12, examples of which are:- Engineering, scientists, chemists, biologists and physicians. Investigative individuals are analytical, intellectual and observant, enjoying research, mathematical or scientific activities which may be brought about by structured and systematic approaches to syllabus coverage in school.

From the Bar graph on fig. 4.8, the career Aspiration with majority of students is Investigative. This shows that the school as an environment has a very strong influence on the Girls' Aspirations.

Table 4.13 is a contingency table of cross-tabulation of personality types and career aspirations in Girls' Boarding Schools.

Table 4.13: Girls' Boarding

Career Aspiration * personality types Crosstabulation

			personality types						Total
			R	I	A	S	E	C	
Career Aspiration	R	Count	0	0	2	0	2	0	4
		Expected Count	.3	.9	.8	.5	1.2	.3	4.0
	I	Count	2	21	3	2	6	2	36
		Expected Count	2.9	8.2	7.1	4.3	10.7	2.9	36.0
	A	Count	0	0	10	0	3	0	13
		Expected Count	1.0	3.0	2.6	1.5	3.9	1.0	13.0
	S	Count	3	0	3	7	0	0	13
		Expected Count	1.0	3.0	2.6	1.5	3.9	1.0	13.0
	E	Count	2	0	1	0	15	0	18
		Expected Count	1.4	4.1	3.6	2.1	5.3	1.4	18.0
	C	Count	1	2	1	3	4	6	17
		Expected Count	1.3	3.9	3.4	2.0	5.0	1.3	17.0
Total		Count	8	23	20	12	30	8	101
		Expected Count	8.0	23.0	20.0	12.0	30.0	8.0	101.0

Each of the 36 cells in the table has the count and the expected count that are used for testing hypothesis (Ho_1) in table 4.14.

Table 4.14:   Chi-square Tests for relationships between the variables in Girls'

Boarding

	Value	*df*	*Asymp. Sig.* *(2-sided)*
Chi-square	136.320	25	.000
Likelihood Ratio	123.942	25	.000
Linear-by-Linear Association	14.850	1	.000
N of Valid Cases	**101**		

(P = .000<.05)

From the chi-square tests (figure 4.14) it shows that there is a relationship between the girls' personality types, and their aspirations.

Career aspirations of Mixed Day Schools are presented in form of frequencies and percentages in table 4.15, and pictorial representation is seen in Figure 4.9.

Table 4.15: Career Aspirations of Mixed Day

Career aspiration	*Frequency*	*Percentage*
Realistic	9	6.8
Investigative	45	34.1
Artistic	22	16.7
Social	18	13.6
Enterprising	20	15.2
Conventional	18	13.6
Total	**132**	**100.0**

The frequencies shown in table 4.15 were described as percentages of the totals of the study sample (132).The aspirations for careers in this category of school is more less the same for the Artistic, Social, Enterprising and Conventional. We see two extremes in terms of Career aspirations in the Investigative (34.1)% being the highest and Realistic (6.8%) being very low.

The school curriculum (Science-oreinted) and the demand in colleges and universities of majority to take science-oreinted courses could be the cause of this kind of outcome.

Figure 4.9: Career aspirations in Mixed Day Schools
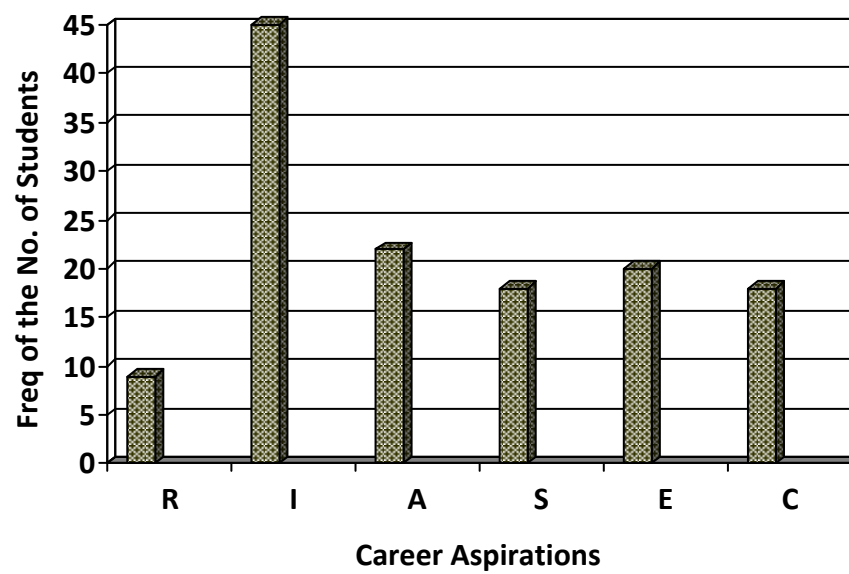
There were 132 students (Boys and Girls) who responded to the questionnaires, and out of the total number, it is clear that the most aspired for occupation is the Investigative. Again, very few students in this category of schools aspire for Realistic occupations. In this category, the aspiration for Artistic, Social, Enterprising and Conventional occupations is generally equal, ranging from 18 to 22 students in number, out of the total number (table 4.15 and figure 4.9)

Table 4.16: Relationship between variables in Mixed Day

Career Aspiration * personality types Crosstabulation

			personality types						Total
			R	I	A	S	E	C	
Career Aspiration	R	Count	2	1	2	2	2	0	9
		Expected Count	.5	2.9	1.6	1.5	1.1	1.4	9.0
	I	Count	1	30	2	6	2	4	45
		Expected Count	2.4	14.3	8.2	7.5	5.5	7.2	45.0
	A	Count	0	4	10	4	2	2	22
		Expected Count	1.2	7.0	4.0	3.7	2.7	3.5	22.0
	S	Count	2	3	4	4	2	3	18
		Expected Count	1.0	5.7	3.3	3.0	2.2	2.9	18.0
	E	Count	0	2	2	4	8	4	20
		Expected Count	1.1	6.4	3.6	3.3	2.4	3.2	20.0
	C	Count	2	2	4	2	0	8	18
		Expected Count	1.0	5.7	3.3	3.0	2.2	2.9	18.0
Total		Count	7	42	24	22	16	21	132
		Expected Count	7.0	42.0	24.0	22.0	16.0	21.0	132.0

The cross-tabulation table (4.6) has all career aspirations and personality types, and their frequencies useful in testing hypothesis in Table 4.17.

Table 4.17: **Chi-Square Tests for relationship between variables in Mixed Day**

School

	Value	<u>df</u>	Asymp. Sig. (2-sided)
Chi-square	83.711	25	.000
Likelihood Ratio	78.278	25	.000
Linear-by-Linear Association	17.045	1	.000
N of Valid Cases	**132**		

(<u>P</u> = .000< .05)

The <u>p</u>-value is significant, meaning that there is a relationship between career

aspirations and personality types in Mixed Day Schools.

Career aspirations at Mixed Day and Boarding Schools are shown in table 4.18, and the pictorial view of how they are distributed is shown in figure 4.10.

Table 4.18: Career Aspirations of Mixed Day and Boarding

Career aspiration	Frequency	Percentage
Realistic	14	12.7
Investigative	35	31.8
Artistic	9	8.2
Social	14	12.7
Enterprising	25	22.8
Conventional	13	11.8
Total	**110**	**100.0**

The least number of respondents have Artistic aspiration in the mixed Day and Boarding schools category.The Investigative aspiration is leading in terms of percentage(31.8) just like it is in majority of other school categories.

Figure 4.10: Career aspirations in Mixed Day and Boarding
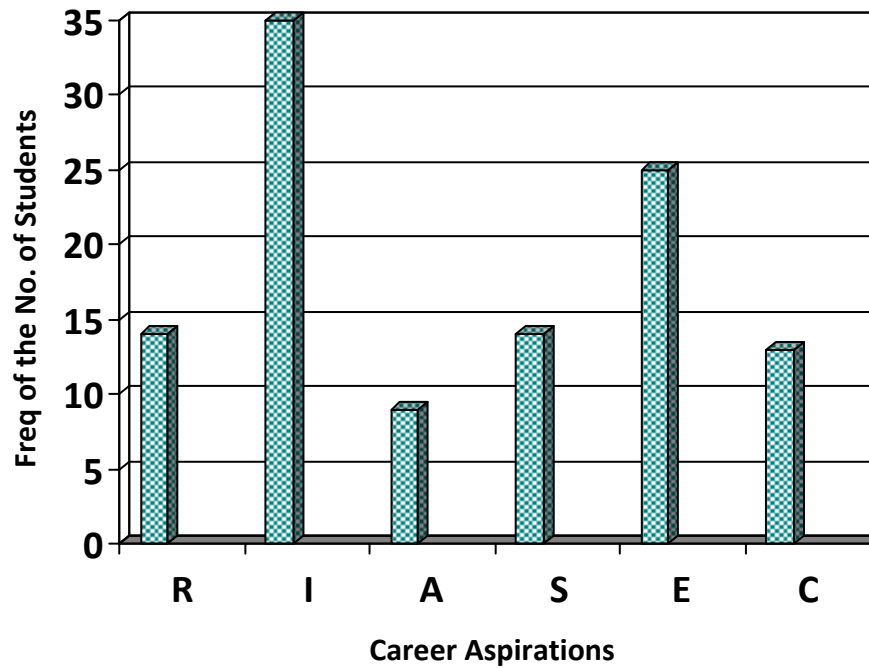
In this category of schools, Artistic career is the least aspired for by the students. This could be due to science-oriented environment created by emphasis on learning science subjects, leaving no room for development of creativity in artistic values and talents.

Most students in Mixed Day & Boarding schools are found in Investigative and Enterprising career Aspirations, taking 35 and 25 students respectively, out of a total number of 110(table 4.18 and figure 4.10).

Table 4.19: Relationship between variables in Mixed Day and Boarding

Career Aspiration * personality types Crosstabulation

			personality types						Total
			R	I	A	S	E	C	
Career Aspiration	R	Count	4	2	0	2	4	2	14
		Expected Count	1.7	5.1	.4	1.8	3.1	2.0	14.0
	I	Count	2	29	0	0	0	4	35
		Expected Count	4.1	12.7	1.0	4.5	7.6	5.1	35.0
	A	Count	3	2	2	2	0	0	9
		Expected Count	1.1	3.3	.2	1.1	2.0	1.3	9.0
	S	Count	0	2	0	8	2	2	14
		Expected Count	1.7	5.1	.4	1.8	3.1	2.0	14.0
	E	Count	3	3	1	2	16	0	25
		Expected Count	3.0	9.1	.7	3.2	5.5	3.6	25.0
	C	Count	1	2	0	0	2	8	13
		Expected Count	1.5	4.7	.4	1.7	2.8	1.9	13.0
Total		Count	13	40	3	14	24	16	110
		Expected Count	13.0	40.0	3.0	14.0	24.0	16.0	110.0

The contingency table has the count and expected count in each cell, having the frequencies of personality types and career aspirations. The number of respondents in this school type was 110.

Table 4.20: **Chi-Square Tests for cross tabulation in Mixed Day and Boarding Schools**

	Value	*<u>df</u>*	*Asymp. Sig. (2-sided)*
Chi-square	139.989	25	.000
Likelihood Ratio	126.366	25	.000
Linear-by-Linear Association	18.526	1	.000
N of Valid Cases	**110**		

($\underline{P}$ = .000 < 0.05)

The results of the test static show that there are relationship between personality types and career aspirations in a Mixed Day and Boarding school.

From the contingency tables (4.10; 4.13; 4.16; and 4.19), it is easy to see the distribution of frequencies of personality types in relationship with Career Aspirations in different school types; Boys' Boarding , Girls' Boarding , Mixed Day , and Mixed Day & Boarding respectively. The Pearson Chi-square tests of independence between Career Aspirations and Personality types in the four school types are in tables: 4.11, 4.14, 4.17, and 4.20. The results show that there is a relationship between Career Aspirations and Personality types ($\underline{p}$-value=.000<.05) in all the four categories of schools.

Ho$_1$: There is no significant relationship between students' personality types and Career Aspirations is rejected.

4.4: Influence of gender   on students' Career Aspirations and

Personality types.

The objective here was to investigate whether there are differences between boys and girls in their career aspirations and personality types. This section focuses on how gender influences career aspirations and personality types. The results are presented in tables and pie charts.

Table 4.21: Personality types in relation to Gender

Gender of student

	Male	*Female*	*Totals*
Personality types			
Realistic	15	19	**34**
Investigative	58	68	**126**
Artistic	19	36	**55**
Social	30	28	**58**
Enterprising	45	50	**95**
Conventional	39	22	**61**
Total	**206**	**223**	

The table 4.21 shows distribution of personality types according to gender. The results show that for both boys and girls, the personality type with highest number of respondents was investigative type followed by enterprising type again. The personality type that is least in numbers is the Realistic type for both boys and girls.

Figure 4.11: Pie Chart of Males' Personality types

The percentages of males' personality types were calculated and represented in a pie

chart.

MALES AND PERSONALITY TYPES

R 4%
I 29%
A 9%
S 17%
E 21%
C 20%

Legend: R, I, A, S, E, C
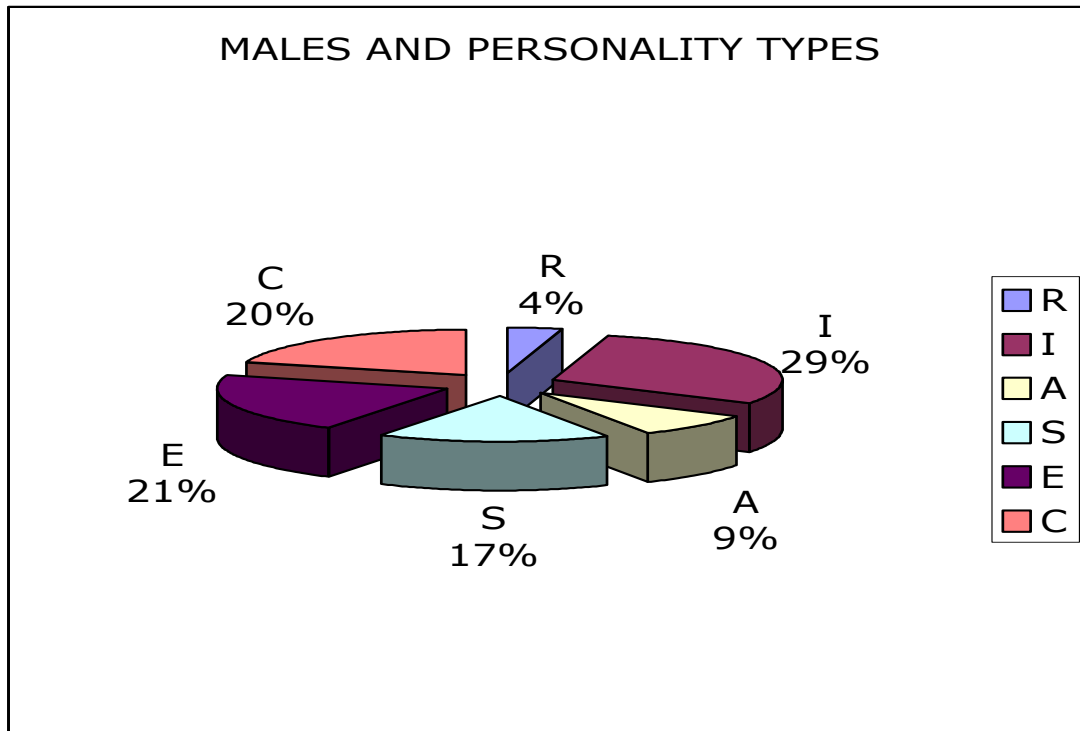
Figure 4.12: Pie Chart of Females' Personality types

FEMALES AND PERSONALITY TYPES

R 4%
I 33%
A 16%
S 14%
E 22%
C 11%

Legend: R, I, A, S, E, C
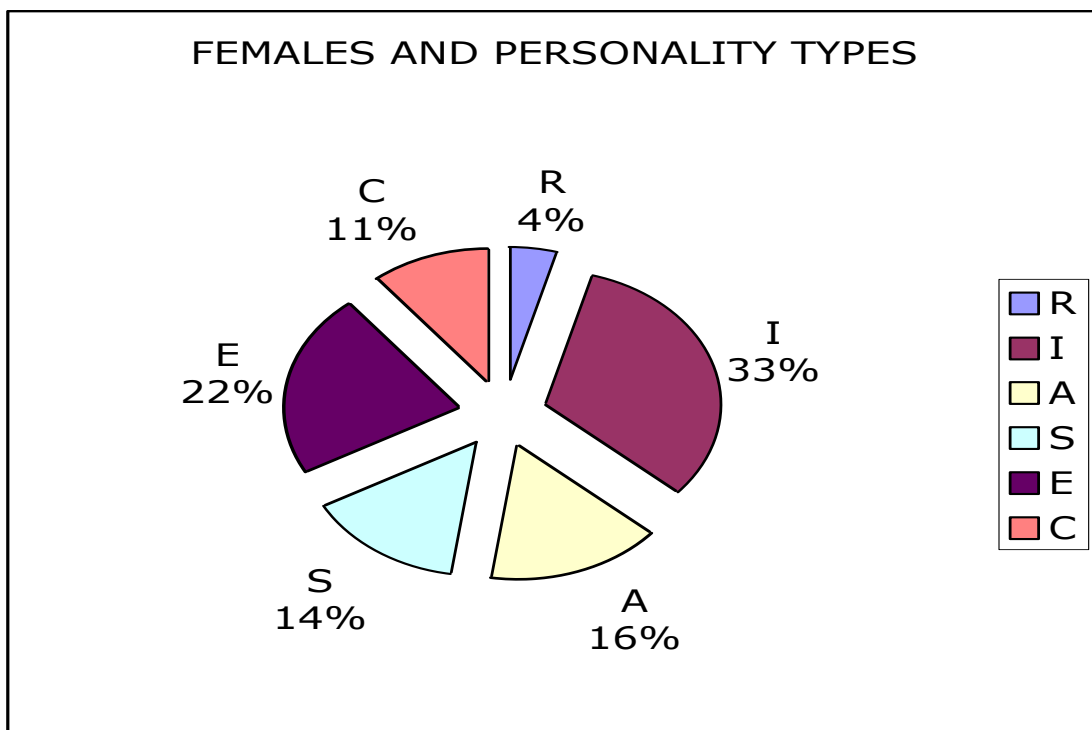
Table 4.22: Career aspirations in Relation to gender

	Gender of respondents		
	Male	*Female*	*Totals*
Career Aspirations			
Realistic	29	10	**39**
Investigative	61	79	**140**
Artistic	20	33	**53**
Social	22	31	**53**
Enterprising	56	36	**92**
Conventional	18	34	**52**
Total	**206**	**223**	

From a total of 429 respondents, the majority of respondents have Investigative (F= 79, M=61) aspirations. The girls tend to almost balance their aspirations among Artistic, Social, enterprising and Conventional Careers, yet the males have two distinct aspirations that have in them most students: Investigative (61) and Enterprising (56).

Figure 4.13: Pie Chart of Males' career aspirations

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MALES AND CAREER ASPIRATIONS

C
9%

R
14%

E
27%

I
29%

S
11%

A
10%

Legend: R, I, A, S, E, C
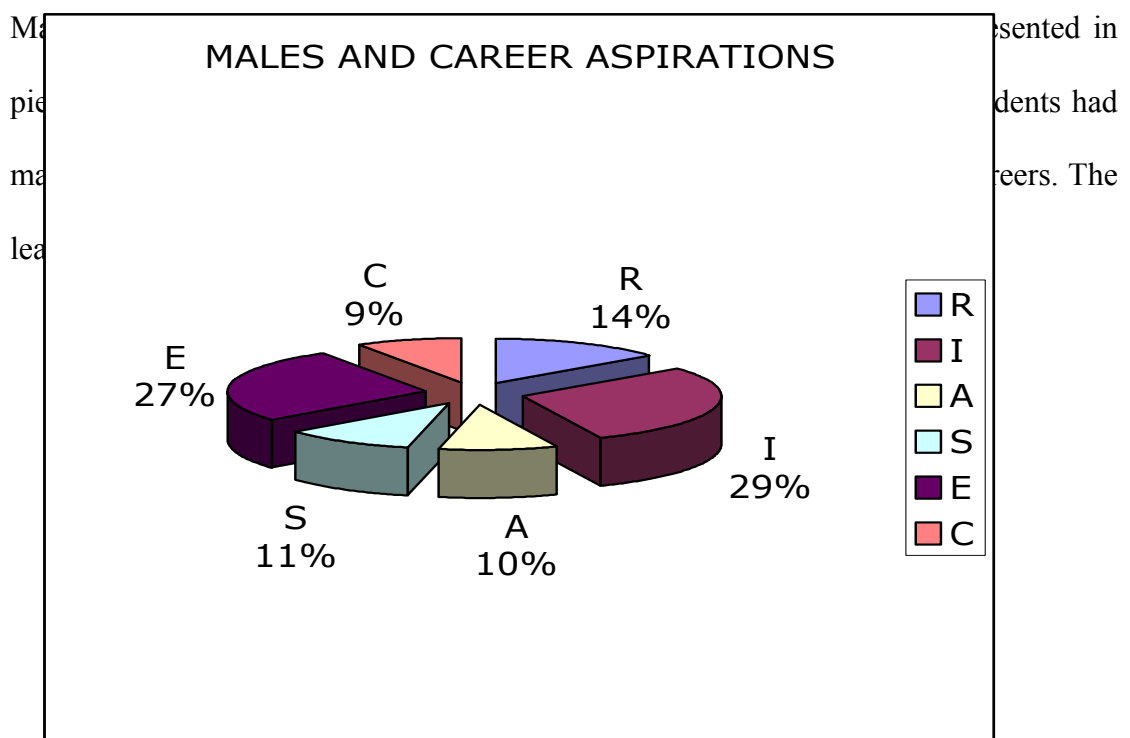
Figure 4.14: Pie Chart of Females' Career Aspirations

Mo _____ rs

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FEMALES AND CAREER ASPIRATIONS

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15%

R
4%

E
16%

I
36%

S
14%

A
15%

Legend: R, I, A, S, E, C
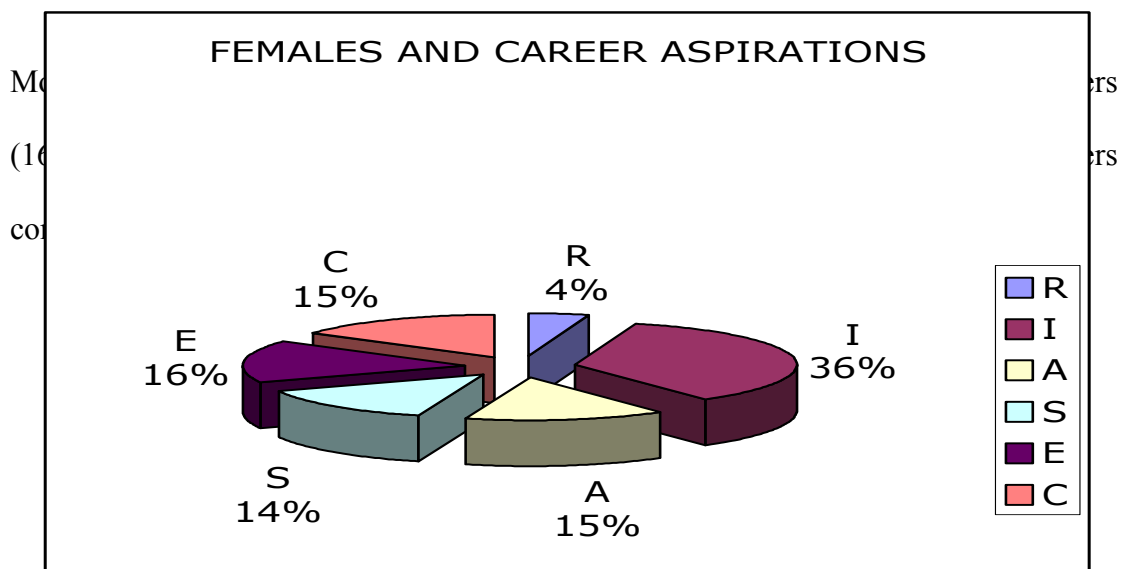
Table 4.23: Chi-square test on the influence of gender on career aspirations and personality types

The hypothesis here was that there is no significant relationship between gender and personality type and career aspirations.

	Career aspirations	*Personality types*
Chi-square	24.924	11.821
df	5	5
p-value	0.00014	0.03732

df= (r-1) (c-1) = (6-1) (2-1) = 5

From the p-value for Career aspiration (p=.000), statistically there is significant difference at α = .05 between boys and girls. This shows that gender influence career aspiration (p = .000 < .05).The p- value for personality type shows that there is significant difference at α = .05 between boys and girls (p = .037 < .05). This means that gender influences personality types.

The hypothesis **Ho₂: There is no significant difference in career aspirations between boys and girls**, is rejected.

4.5: Influence of school type on students' personality types and career aspirations

In this section data on personality types and career aspirations in relation to school type is presented in tables. The objective here was to determine whether school type has influence on career aspirations and personality types of students in the District.

Table 4.24:Personality types in relation to school type.

The focus was to determine whether school type affected the personality type of students and the way they aspire for careers. The results are shown on tables 4.24 and 4.25.

School Type

Personality types		Boys' Boarding (BB)	Girls' Boarding (GB)	Mixed Day (MD)	Mixed Day & Boarding	T0tal
	Realistic	6	8	7	13	**34**
	Investigative	21	23	42	40	**126**
	Artistic	8	20	24	3	**55**
	Social	10	12	22	14	**58**
	Enterprising	25	30	16	24	**95**
	Conventional	16	8	21	16	**61**
		86	**101**	**132**	**110**	**429**

Personality type with least number of respondents is the Realistic type (34) followed by the Artistic (55). This result may be due to the approach of instruction in the curriculum in which project work that is practical and talent development are not encouraged because they are not assessed (examined) by Kenya National examination Council).

Table 4.25:Career aspirations in relation to school type.

School type

Career aspirations		Girls' Boarding (GB)	Boys' Boarding (BB)	Mixed Day (MD)	Mixed Day & Boarding	Total
	Realistic	4	12	9	14	**39**
	Investigative	36	24	45	35	**140**
	Artistic	13	9	22	9	**53**
	Social	13	8	18	14	**53**
	Enterprising	18	29	20	25	**92**
	Conventional	17	4	18	13	**52**
		101	**86**	**132**	**110**	**429**

Table 4.25 presents the distribution of career aspirations of the respondents in relation to the school types. From the results, the least aspired for careers are the Realistic type, examples being farming, fishing, and driving.

Table 4.26: Chi-square test on the influence of school type on personality type and career aspirations

The test statistic ($\chi 2$) was to determine the relationship between the main variables and the four school types: Boys Boarding, Girls Boarding, Mixed Day and Boarding Schools.

	Personality types	*Career aspirations*
Chi-square	54.919	28.404
df	15	15
p-value	. 000	0.01917

<div align="center">df= (r-1) (C-1) = (6-1) (4-1) = 15</div>

The result of the test showed that for personality types and school category, the p-value at α =.05 is .000. This means that school type influences personality type (p = .000< .05) and career aspiration (p = .019< .05).

From the results, Hypothesis 3, **Ho$_3$: Type of school has no significant influence on students' personality types and career aspirations,** is rejected.

4.6: Summary

Emphasis has been laid on academic performance when selecting students for courses at the University's Joint Admissions Board (JAB) here in Kenya (Ayanji, Goma & Ampa, 1996). The JAB pre-determined subject cluster will determine if a student is admitted or not. After a student meets the required cut off points, then the Cluster weighted mean is calculated to see if they qualify for what they chose. If they do not meet the requirement for what they want, then JAB will place them in other courses (JAB, 2003). This distorts their career prospects. No consideration has been put concerning the students' interests in the areas they are selected into. The results of

this study have shown that there is a significant relationship between personality traits of the students and what they aspire to do later in life, that is, career choice. The findings have also shown that gender influences career and personality types of the students.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study examined the influence of students' personality types on their career aspirations. It also went a step further to analyze gender differences in personality types and career aspirations of the student involved in the study. Personality types as discussed are consistent characteristics exhibited across a range of situations, that is. personality traits. According to Holland (1997), there are six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). These were measured using Holland's modified SDS (Self Directed Search). The personality types are:

1) Realistic (interested in working with things and gadgets, interest in working outdoors, need for structure).

2) Investigative (interest in sciences and mathematics and the physical sciences, work independently).

3) Social (interest in people, drawn toward the helping professions).

4) Artistic (interest in creative expression such as writing and the arts, little need for structure).

5) Enterprising (prefer leadership roles aimed at achieving economic objectives).

6) Conventional (prefer well – structured environment and chain command, tend to be follower rather than leader.

Holland also proposed that a finite number of work environments exist within a given society (Ospiw, 1993). He suggested six environments as mentioned below:

a) Realistic (farming, military, truck drilling).

b) Investigative (in chemist's laboratory, medical science, bureau of statistics).

c) Artistic (music, Drama, Graphics environment.)

d) Social (Teaching, social services, Athletics)

e) Enterprising (law/politics, merchandising, sales)

f) Conventional (book keeping, bank telling, clerical jobs)

The six orientations were referred to by the same names as occupational environments. The occupational aspirations of the students of Eldoret West District were measured by part of the SDS (occupational daydreams). The occupations listed by the respondents were coded into RIASEC, by use of the second part of J. Holland's instrument popularly known as the Occupations Finder (OF).

Career Aspirations are the ambitions of an individual pertaining the career field he/she wants to pursue. These Aspirations were measured using J. Holland's OF in which occupations are according to the six working environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Holland (1985) proposes that "Birds of the same feather flock together", that is, people of the same personality type working together in a job create a work environment that fits their type. The theory also postulates that people who choose to work in an environment similar to their personality type are more likely to be successful and satisfied.

The statistical tests employed were chi-square to test the relationships between career Aspirations and personality types, to determine how gender influenced personality

type, career Aspiration, and to establish the effect of the type of school on the career aspirations. The hypotheses tested were all rejected at α<0.05 level of significance.

5.2 Summary of the findings

The baseline of the study is very clear, that youths leaving school are often faced with the challenge of choosing on careers. They had limited information about careers due to lack of professional guidance. The career guidance offered by their teachers is inadequate and too general (Career Scope, March – April, 2007).

John Machio of Career Scope (2007) reported that teachers have little or no expertise in other careers they purport to provide expert advice on. It is therefore evident that form four leavers are most likely to land on wrong occupational fields due to the way JAB (Joint admissions Board) pick them for certain fields of study, basing on their grades (JAB, 2003).

The role that personality types play in career choices need to be researched in depth to enable the stake holders lay down policies that may help in the selection of these young Kenyans to the professions of their interests. Clearly this study has established that personality types influence career aspirations and subsequently the career choices of secondary school form three students. The personality type of the student leads the student to aspire for careers that match them, for example, a student with Investigative personality type is likely to aspire for, and later choose a career that is Investigative, and that with an Enterprising personality type will choose an Enterprising career.

A close look at personality types of the students showed that when all the students are combined, the personality type that leads in number of students is the Investigative. This may be attributed to the structured type of curriculum which is also science-oriented. This curriculum and what goes on in secondary schools has formed a type of environment in school, from which the dominating personality type in students has emerged from the time they join form one up to when they are in form three. The personality type that follows Investigative type in number of students is the Enterprising type. The individuals here see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant. They like power, status, and being in control. It is also seen from the findings that the single sex schools (Boys' Boarding and Girls Boarding) have enterprising personality type being the leading in terms of numbers. This may be due to the assertive trainings given to prefects in schools; other groups for instance. The peer counselors and the media personalities, particularly in the political arena, who have become role models to the growing adolescents in Kenya as a whole.

The personality type that has the lowest numbers is the Realistic type. These are people who like real, tangible things, and enjoy creating things with their hands. The personality type has very few students in the Eldoret West District. This may be due to the approach to instruction in high school which does not give room for practical work done by the students, but tries to cover work very fast in a theoretical approach so as to meet the demands of syllabus coverage in the curriculum.

The results on career aspirations clearly show that in the overall, the leading career is Investigative followed by Enterprising. Realistic type is the least aspired for career,

making only 9.1% (39 students out of a total of 429) as shown in table 4.5. Another interesting finding is that the girls while they are on their own have the leading aspiration as Investigative type, while the boys boarding students have the leading aspiration being enterprising careers.

In the mixed schools (Both Mixed Day and Mixed Day & Boarding), the leading career aspired for is the Investigative. From these findings, it shows that when each sex is on their own, the aspirations are different, but when together in the school, they seem to influence their aspirations, for example the greater Enterprising aspiration in the boys is affected by the presence of the girls so that in the overall, the leading career aspired for is the Investigative, as shown in tables 4.6, 4.15 and 4.18.

On the type of school in relation to career aspiration and personality types, it became evident that:

1) The type of school has influence on career aspirations. The Chi-square test on table 4.26 shows that the effect of school type on career Aspiration is statistically significant (p=.019<0.05).

2) From the findings, it also shows that the type of school has significant influence on the personality types of students. The Chi-square results on table 4.26 (p=.000<0.05) show that the type of school has influence on the personality type the student assumes.

5.3 Discussion of findings

The research findings showed that in general, the personality type with majority of students is the Investigative type (figures 4.1, 4.4 and 4.5). Enterprising personality

type follows closely in general (Fig 4.1) and in the majority of the various school categories (Figs: 4.2, 4.3 and 4.5).

These results may be due to the academic work in the secondary school curriculum, which is the same for all type of schools. The curriculum that is followed by all schools in the District and in all Kenyan schools, form an environment, which brings about the personality types seen among the students in the secondary schools of the study. An interesting observation however, is that the single sex schools (Boys' Boarding and Girls' Boarding) have the leading personality types in both being the Enterprising type (Figures 4.2 and 4.3). It also seems that the boys and girls being in the same school influence each other towards the Investigative personality type, as seen in the Mixed Day (MD) and Mixed Day & Boarding (M-DB) in Figures 4.4 and 4.5.

The study results also showed that the careers that are highly aspired for are the Investigative (36.2% of all respondents followed by the Enterprising (21.4%), as shown in table 4.6. The careers that are least aspired for by students is the Realistic (fig 4.6). The results here may be due to the demands by selection bodies on students to pursue courses at tertiary institutions, for example, the cluster subjects for any course at the university must include Mathematics and the science subjects. This may have forced all types of schools to create an investigative learning environment and talking to students on what is expected of them. The middle colleges also offer science-oriented courses for certificates and Diplomas. The fastest developing field in the recent past is that of Business and economics. This is supported by the many commercial colleges that have sprung up nearly in all towns. This encourages the students in high school to aspire for careers in this field owing also to the fact that a lot of advertising of the courses are done in schools.

This is supported by this observation. "Faculty creates academic environments inclined to require, reinforce, and reward the distinctive patterns of abilities and interests of students in a manner consistent with Holland's theory" (Smart, Feldman, & Ethington, 2000; 96).

The study findings also show that irrespective of the type of school and gender of students, the relationship between personality type and career Aspirations was always significant. This showed that personality type influenced the career aspirations of students in Eldoret West District. The findings are in agreement with a study by Momberg (2005) which was carried out in South Africa.

The findings showed that gender does influence career aspirations of students. This agrees with the findings of Falaye and Adams (2008) in Nigeria which found out that gender influenced students' decisions on career choice. The researches by Mayrhofer, Steyer, Meyer, Schiffinger, Strunk and Lellatchitch (2006) carried out in Vienna, and those of Teng (2008) in Taiwan and Onoyase & Onoyase (2009) in Nigeria, all showed that there is a relationship between respondents' personality types and their career aspirations. This shows that personality traits are an important aspect to consider when giving career guidance to students in schools, and colleges.

5.4: Conclusions

From the research findings, several conclusions were made;

a) All the six personality types according to Holland (1994) exist among the form three students of Eldoret West District. Generally, the personality type that had the highest percentage is the investigative followed by the enterprising personality type. In general, and in specific groups, it was evident that the personality type

with the least number of students is the realistic type. R- 7.9%, I – 29.4%, A – 12.8%, S- 13.5%, E- 22.1%, C- 14.2%. There was a significant relationship between personality type of students and their career Aspiration.

b) There was a significant relationship between personality type of students and their career aspirations ($\underline{p}$=.000<.05, in table 4.8). The career aspirations for the total number of respondents were as follows: Realistic=9.1%, Investigative=32.6%, Artistic=12.4%, Social= 12.4%, Enterprising=21.4% and Conventional=12.1%.

c) There was significant difference between boys and girls in their career aspirations. It means that gender influences career aspiration of students in Eldoret West District ($\underline{p}$ = .000< .05, in table 4.23). This is to say that the school environment and the programmes that go on in it affect the way the students will aspire. The kinds of motivational talks, role models, and what the students in a particular school are exposed to, affect the way they think of the future in terms of careers.

d) The type of school had significant influence on careers aspired for by the form three students in the District. The career aspirations that were more favoured were the investigative (32.6%) followed by Enterprising (21.4%) as shown in table 4.6.

e) The type of school had significant influence on the personality types of the students. This means that although the academic work, curriculum instruction and practices in those schools may be the same, they have different environments in the different schools, hence the personality types.

The students' personality types differ according to school type. This may be due to differences in the school routines, the kinds of people that form the school community, their interactions, motivations, which affect personality development of students. Each school type has unique environment, for example, some schools have playgrounds and participate extensively in sports and athletics, while others,

especially those in towns, have to use borrowed facilities for their sporting activities. There is also a possibility of the home environment being an influence to the personality types of students because some are in day schools while others stay in their schools as boarders. The students in the different schools will end up developing differently in their personalities.

f) When the girls are on their own (Girls Boarding Schools), they tend to aspire mostly for Investigative careers, but the presence of the boys (seen in mixed schools), cause them to have diversity in other Aspirations, for example Social and Artistic.

g) Both gender while they are on their own, have Enterprising personality types as leading in terms of frequencies, as shown in figures 4.2 and 4.3.

5.5: Recommendations

The study concluded that there is a relationship between personality types of high school students and their career aspirations. Based on these findings, the following recommendations were made.

a) The teacher counselor needs to assess the students' personality types in his/her school when they join the school in form one, so as to guide them in their possible career paths. This will focus the students to select the right subjects and work very hard in their academic work so as to achieve what is suitable for them.

b) The parents to the secondary school students ought to be informed by the career counselor about their children's uniqueness. This will help the parents to respect and support their children in their preferences on career choice matters.

c) The university Joint Admissions Board (JAB) needs to select students into university for particular courses, based on both their personality types, and their academic performance.

d) The realistic personality type is lacking among the students. There is need to encourage more practical approach to curriculum instruction which encourage the development of this personality type, that is key to our being industrialized by the year 2030. The practical subjects should be expanded and practical performance assessed and graded at Kenya certificate of secondary education (KCSE). The Artistic personality is the other type with a small percentage of students (12.8%; table 4.1). This means there is need to emphasize on talent development among students so as to encourage the development of more artistic personality type. This could be achieved if performance in practical art work, drama, plays, poems, etc is assessed and graded by KNEC (Kenya National Examination Council).

e) School Administration and Guidance Counsellors ought to keep organizing career days for students so that they get exposed to careers and understand their personality types and which careers they fit into.

5.6: Suggestions for further Research

It is suggested that the following studies be conducted.

a) A replication of the present study covering other districts/provinces in Kenya.

b) A similar study based in an institution on the workers, specifying on particular personality types, and not all the six at the same time.

c) A study should be carried out to assess particular work environments so as to determine the kind of occupations that exist, for instance in a hospital, school, university, among others.

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APPENDIX I

INFORMED CONSENT LETTER

Department of educational psychology,

Moi University

Box 3900,

ELDORET.

Dear Participant,

RE: INFORMED CONSENT

I am a postgraduate student in the department of educational psychology, Moi University.   I am pursuing a Master's Degree Programme in Guidance and counseling.

I hereby kindly request you to participate in the study. The purpose of my study is to **investigate the relationship between personality types and career Aspirations** among secondary school students in Eldoret West District.

You are requested to provide sincere and accurate responses to all items in the research instruments used in data collection. The information you give will be kept confidential and will not be used for any purpose which is not related to the objectives of this study.

Please do not write your name on any of the papers provided during data collection. You may contact the researcher for more information about the study or/and you may request the researcher to communicate to you the findings of this study.

Thank you very much for volunteering to participate.

Yours sincerely,

Peris C. Soo (Researcher)

Signature of participant _____

Date_____

APPENDIX II:

STUDENTS' ASPIRATIONS AND PERSONALITY QUESTIONNAIRE

Please respond as honestly as possible to all the items in the questionnaire. Note that there are no expected correct or wrong answers. Give the answers that you think are correct as concerns you as a person. You are not required to give your name.

Circle the letter that corresponds to what you think is correct and fill the blank spaces on this page.

(a) Demographic Data

1) What is the name of your school?

………………………………………………………….……

2) In which type of school are you learning?

....

     A.   Mixed day school.

     B.   Mixed day and boarding

     C.   Girls boarding

     D.   Boys boarding.

3) What is your gender?

     A.   Male

     B.   Female

(b) Occupational Daydreams

1. List below the occupations you have considered in thinking about your future. List the careers you have daydreamed about as well as those you have discussed with others, Try to give a history of your daydreams. Put your most recent choice on Line 1 and work backwards to the earlier jobs you have considered.

Occupation (Career Aspirations)

1. _____ ☐ ☐ ☐

2. _____ ☐ ☐ ☐

3. _____ ☐ ☐ ☐

(c) Activities _____

Tick (√) under **L** for those activities you would like to do. Tick under D for those

things you would dislike doing or would be indifferent to.

R	**L**	**D**
Fix electrical things	☐	☐
Repair wheel barrow or bicycle	☐	☐
Fix mechanical things	☐	☐
Build things with wood	☐	☐
Take a Technology[1] Education (for example. Industrial Arts Shop) course	☐	☐
Take a Mechanical Drawing course	☐	☐
Take a Woodworking course	☐	☐
Take an Auto Mechanics course	☐	☐
Work with an outstanding mechanic or technician	☐	☐
Work outdoors	☐	☐
Operate motorized machines or equipment	☐	☐

Total No. of Ls ☐

I

        L   **D**

	L	D
Read scientific books or magazines	☐	☐
Work in a Research office or laboratory	☐	☐
Work on a scientific project	☐	☐
Study a scientific theory	☐	☐
Work with chemicals	☐	☐
Apply mathematics to practical problems	☐	☐
Take a Physics course	☐	☐
Take a Chemistry course	☐	☐
Take a Mathematics course	☐	☐
Take a Biology course	☐	☐
Study scholarly or technical problems	☐	☐

Total No. of Ls ☐

A

	L	D
Sketch, draw, or paint	☐	☐
Design furniture, clothing, or posters	☐	☐
Play in a band, group, or orchestra	☐	☐
Practice a musical instrument	☐	☐
Create portraits 'or photographs	☐	☐
Write novels or plays	☐	☐
Take an Art course	☐	☐
Arrange or compose music of any kind	☐	☐
Work with a gifted artist, writer, or sculptor	☐	☐
Perform for others (dance, sing, act, etc.)	☐	☐
Read artistic, literary, or musical articles	☐	☐

Total No. of Ls ☐

S

D

		S	L
Meet important educators or therapists		☐	☐
Read sociology articles or books		☐	☐
Work for a charity		☐	☐
Help others with their personal problems		☐	☐
Study juvenile delinquency		☐	☐
Read books/articles on human behaviour		☐	☐
Take a Human Relations course		☐	☐
Teach in a high school		☐	☐
Supervise activities for mentally ill patients		☐	☐
Teach children or youth		☐	☐
Work as a volunteer		☐	☐

Total No. of Ls ☐

E

D

		E	L
Learn strategies for business success		☐	☐
Operate my own service or business		☐	☐
Attend sales conferences		☐	☐
Take a short course on administration or leadership		☐	☐
Serve as an officer of any group		☐	☐
Supervise the work of others		☐	☐
Meet important executives and leaders		☐	☐
Lead a group in accomplishing some goal		☐	☐
Participate in a political campaign		☐	☐
Act as an organizational or business consultant		☐	☐
Head business magazines or articles		☐	☐

Total No. of Ls ☐

C

D

	L	
Fill out income tax forms	☐	☐
Add, subtract, multiply, and divide numbers in business or bookkeeping	☐	☐
Operate office machines	☐	☐
Keep detailed records of expenses -	☐	☐
Set up a record-keeping system	☐	☐
Take an Accounting course	☐	☐
Take a commercial Math course	☐	☐
Take an inventory of supplies or products	☐	☐
Check paperwork or products for errors or flaws	☐	☐
Update records or files	☐	☐
Work in an office	☐	☐

Total No. of Ls ☐

(d) Competencies_____

Tick under **Y** for 'Yes' for those activities you can do well or competently. Tick under **N** for

'No' for those activities you have never performed or perform poorly.

R

N

	Y	
I have used wood shop power tools such as a power saw, lathe or sander	☐	☐
I can make a scale drawing	☐	☐
I can change a bicycle's tyre	☐	☐
I have operated power tools such as a drill press, grinder or sewing machine	☐	☐
I can refinish furniture or woodwork	☐	☐
I can make simple repairs in a radio or a watch	☐	☐
I can repair furniture	☐	☐
I can use many carpentry tools	☐	☐
I can make simple plumbing repairs	☐	☐
I can build simple articles of wood	☐	☐
I can paint rooms of a house or an apartment	☐	☐

Total No. of Ys

I   **Y**   **N**

I can use algebra to solve mathematical problems   ☐ ☐

I can perform a scientific experiment or survey   ☐ ☐

I understand the "half-life" of a radioactive element   ☐ ☐

I can use logarithmic tables   ☐ ☐

I can use a computer to study a scientific problem   ☐ ☐

I can describe the function of the white blood cells   ☐ ☐

I can interpret simple chemical formulae   ☐ ☐

I understand why man-made satellites do not fall to earth   ☐ ☐

I can write a scientific report   ☐ ☐

I understand the "Big Bang" theory of the universe   ☐ ☐

I understand the role of DNA in genetics   ☐ ☐

Total No. of Ys ☐

A   **Y**   **N**

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   ☐ ☐

1 can do a painting, watercolor or sculpture   ☐ ☐

I can arrange or compose music   ☐ ☐

I can design clothing, posters, or furniture   ☐ ☐

I write stories or poetry well   ☐ ☐

I can write a speech   ☐ ☐

I can draw attractive pictures   ☐ ☐

Total No. of Ys ☐

S   **Y**   **N**

I find it easy to talk with all kinds of people   ☐   ☐

I am good at explaining things to others   ☐   ☐

I could work as a neighborhood organizer   ☐   ☐

People seek me out to tell me their troubles   ☐   ☐

I can teach children easily   ☐   ☐

I can relate with adults easily   ☐   ☐

I am good at helping people who are upset or troubled   ☐   ☐

I have a good understanding of social relationships   ☐   ☐

I am good at teaching others   ☐   ☐

I am good at making people feel at ease   ☐   ☐

I am much better at working with people than with things or ideas   ☐   ☐

Total No of Ys ☐

E   **Y**   **N**

                                                                                               ☐   ☐

I know how to be a successful leader   ☐   ☐

I am a good public speaker   ☐   ☐

I can manage a sales campaign   ☐   ☐

I can organize the work of others   ☐   ☐

I am an ambitious and assertive person   ☐   ☐

I am good at getting people to do things my way   ☐   ☐

I am a good sale person   ☐   ☐

I am a good debater   ☐   ☐

I can be very persuasive   ☐   ☐

I have good planning skills   ☐   ☐

I have some leadership skills

Total No. of Ys ☐

C   **Y   N**

I can file correspondence and other papers   ☐   ☐

I can take care of the home alone   ☐   ☐

I can write an SMS using a mobile phone   ☐   ☐

I can do a lot of paperwork in a short time   ☐   ☐

I can use simple data- processing equipment   ☐   ☐

I can carry out transactions using mobile phone   ☐   ☐

I can keep accurate records of payment or sales   ☐   ☐

I can enter information in a scientific Calculator   ☐   ☐

I can write business letters   ☐   ☐

I can perform some routine office activities   ☐   ☐

I am a careful and orderly person   ☐   ☐

Total No of Ys ☐

(e) Occupations

This is an inventory of your feelings and attitudes about many kinds of work. Show the occupation that interest or appeal to you by ticking under **Y** for "Yes." Show the occupations that you dislike or find uninteresting by ticking under **N** for "No."

	Y	**N**		**Y**	**N**
N				☐	☐
Airplane Mechanic	☐	☐	Career Counselor	☐	☐
Auto Mechanic	☐	☐	Sociologist	☐	☐
Carpenter	☐	☐	High School Teacher	☐	☐
Truck Driver	☐	☐	Substance Abuse Counselor	☐	☐
Surveyor	☐	☐	Juvenile delinquency Expert	☐	☐
Construction Inspector	☐	☐	Speech Therapist	☐	☐
Radio Mechanic	☐	☐	Marriage Counselor	☐	☐
Locomotive Engineer	☐	☐	Clinical Psychologist	☐	☐
Machinist	☐	☐	Social Science Teacher	☐	☐
Electrician	☐	☐	Personal Counselor	☐	☐
Farmer	☐	☐	Youth Camp Director	☐	☐
Helicopter Pilot	☐	☐	Social Worker	☐	☐
Electronic Technician	☐	☐	Rehabilitation Counselor	☐	☐
Welder	☐	☐	Playground Director		

Total **R** Ys ☐   Total **S** Ys ☐

	Y	N		Y	N
Meteorologist	☐	☐	Buyer	☐	☐
Biologist	☐	☐	Advertising Executive	☐	☐
Astronomer	☐	☐	Manufacturer's representative	☐	☐
Medical Laboratory Technician	☐	☐	Business Executive:	☐	☐
Anthropologist	☐	☐	Master of Ceremonies	☐	☐
Chemist	☐	☐	Salesperson	☐	☐
Independent Research Scientist	☐	☐	Real Estate Salesperson	☐	☐
Writer of Scientific Articles	☐	☐	Department Store Manager	☐	☐
Geologist	☐	☐	Sales Manager	☐	☐
Botanist	☐	☐	Public Relations Executive	☐	☐
Scientific Research Worker	☐	☐	TV station manager	☐	☐
Physicist	☐	☐	Small Business Owner	☐	☐
Social Science Researcher	☐	☐	Lawmaker	☐	☐
Environmental Analyst	☐	☐	Airport Manager	☐	☐
Total **I** Ys ☐			Total **E** Ys ☐		

	Y	N		Y	N
Poet	☐	☐	Bookkeeper	☐	☐
Musician	☐	☐	Budget Reviewer	☐	☐
Novelist Certified	☐	☐	Public Accountant	☐	☐
Actor/Actress	☐	☐	Credit Investigator	☐	☐
Free-Lance Writer	☐	☐	Bank Teller	☐	☐
Musical Arranger	☐	☐	Tax Expert	☐	☐
Journalist	☐	☐	Inventory Controller	☐	☐
Artist	☐	☐	Computer Operator	☐	☐
Singer	☐	☐	financial Analyst	☐	☐
Composer	☐	☐	Cost Estimator	☐	☐
Sculptor/Sculptress	☐	☐	Payroll Clerk	☐	☐
Playwright	☐	☐	Bank examiner	☐	☐
Cartoonist	☐	☐	Accounting clerk	☐	☐
Entertainer	☐	☐	Audit clerk	☐	☐
Total **A** Ys ☐			Total **C** Ys ☐		

(f) Self-estimates

Rate yourself on each of the following traits as you really think you are when compared with other persons of 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	7	7	7	7	7	High
6	6	6	6	6	6	
5	5	5	5	5	5	
4	4	4	4	4	4	Average
3	3	3	3	3	3	
2	2	2	2	2	2	
1	1	1	1	1	1	Low
R	I	A	S	E	C	

Manual Skills	Math Ability	Musical Ability	Understanding Of Others	Managerial Ability	Office Skills	
7	7	7	7	7	7	High
6	6	6	6	6	6	
5	5	5	5	5	5	
4	4	4	4	4	4	Average
3	3	3	3	3	3	
2	2	2	2	2	2	
1	1	1	1	1	1	Low
R	**I**	**A**	**S**	**E**	**C**	

APPENDIX III

AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:
NCST/5/002/R/205/4

Date:
1st April 2009
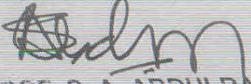
Ms. Soo Peris Chemeli
Moi University
P.O. Box 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on,
Relationship between Personality Types and Career Aspiration
Case of Students in Eldoret West District'

I am pleased to inform you that you have been authorized to c
research in Eldoret West District for a duration of six months en
August 2009.

You are advised to report to the District Commissioner and
Education Officer Eldoret west District before embarking on yo

On completion of your research, you are expected to submit
your research report to this office.

PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:

The District Commissioner
Eldoret West District

The District Education Officer
Eldoret West District

APPENDIX IV

RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK 6055—3m—10/2009

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

PAGE 2

THIS IS TO CERRTIFY THAT:

Prof./Dr./Mr./Mrs./Miss....SOO PERIS CHEMELI

of (Address)....MOI UNIVERSITY P.O.BOX 3900 ELDORET

has been permitted to conduct research in.....................Location,
ELDORET WEST ....District,
RIFT VALLEY ....Province,

on the topic....THE RELATIONSHIP BETWEEN PERSONALITY TYPES AND CAREER ASPIRATIONS: A CASE OF STUDENTS IN ELDORET WEST DISTRICT

for a period ending ....30TH AUGUST ....., 20....09

PAGE 3

Research Permit No. NCST/5/002/R/205

Date of issue ...1.4.2009

Fee received...SHS.1000

Applicant's Signature

Secretary
National Council for Science and Technology

APPENDIX V
UASIN GISHU DISTRICT MAP