

An Assessment of the Relationship between Students' Personality Types and Career Aspirations in Eldoret West District, Kenya

Soo Peris Chemeli

Department of Applied Sciences,
Eldoret Polytechnic; P. O. Box 4461-30100, Eldoret, Kenya.

Abstract

This paper is based on a study that sought to investigate the relationship between personality types and career aspiration among Form Three secondary school students in Eldoret West District. 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 Pearson Chi-square test of independence between Career Aspiration and personality types was significant at $\alpha = 0.05$, that is, $p = 0.000 < 0.05$, indicating that there is a relationship (dependency) between personality types and Career Aspirations. The teacher counsellor 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. The study significantly provides useful information to counsellors, parents, and school administration and education policy makers on the need to put in place strategies to guide students into making suitable career choices that would give them satisfaction.

Keywords: assessment, relationship, students, personality types, career aspirations, Eldoret west district, Kenya.

INTRODUCTION

Many psychologists and philosophers have come up with theories to explain different personality types. A 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. Its helpfulness is especially noted 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. Allport and Odbert (as cited in Funder, 2001) have found over 17,000 words in the dictionary which refer 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.

The Four Humours – Ancient Greeks (2000BC-0AD)

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 below. The characteristics were termed 'humours' (La Haye, 1984).

- Choleric have irritable character with yellow bile and agreeableness
- Melancholics have depressed character, with black bile and neurotic
- Sanguines are optimistic, with blood as an excess fluid, and have openness to experience
- Phlegmatics are calm, with phlegm as an excess fluid and are neurotic

Somatotypes – William Sheldon, 1940s

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

- Endomorph (Viscerotonic): In terms of character are relaxed, sociable, comforting, loving, and peaceful. In terms of body shape are: plumb, buxom, developed or visceral structure.
- Mesomorph (Somatotonic): In terms of character, these are often active, assertive, vigorous and combative. With respect to body shape, they are usually muscular.
- Ectomorph (Cerebrotonic) are quiet, fragile, restrained, non-assertive, sensitive with body shape being lean, delicate, with poor muscles.

The body types shown 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.

Jungian Types, Myers-Briggs and the Four Temperaments

Jung (as cited in Green, n.d) views the ultimate psychological task as the process of individuation based on the strengths and the limitations of one’s psychological type. Myers-Briggs (as cited Boyle, 1995) 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. Keirsey (1978) has renamed and reconceptualized these types differently but they relate very closely to the Jungian types. Keirsey refers to them as “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 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 Keirsey (1978). They are shown in the table below.

Table 1: 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.

Type A/B Personalities

These personality types were suggested by Cardiologists Friedman and Rosenman (1974) in the 1950s. They are as follows:

- **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”.

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 behavioural 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.

STATEMENT OF THE PROBLEM

When people enter the wrong professions, for example, those individuals who find themselves in university courses in Kenya because of the Joint Admissions Board's (JAB) selection, the society loses because they do not offer good services, and their talent and drive are not fully exploited. 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 (2006, April 27), there are many examples of people who study only to bring the degree certificate to their parents because they have no interest in them. The correspondent cites a case where a girl graduated with first class

honours 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" (p. 7).

The research on which this paper is based was stimulated by the author's experience and awareness that:

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

This paper, therefore explores the relationship between personality types and career aspirations of students.

Personality Types and Career Choices

Holland's (1985, 1997) theory of career choices 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 behavioural styles in the context of one's work life. Holland (ibid.) 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.

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

- The realistic (for example farming, truck driving)
- The investigative (for example in chemists' and biologists' laboratories)
- The social (that has liking for people for example, teachers, social workers)
- The conventional (Book keeping, bank telling among others)
- The enterprising (Sales places, political arena)
- The artistic (for example Music, Graphics and environment)

According to Holland, everyone 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, 1973). In the descriptions of the orientations that follow, the original names are in brackets. The six orientations, also known as personality types, are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

The Meteoric (Realistic) Orientation

This is characterized by aggressive behaviour, 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 (SCII, as cited 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.

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.

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).

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, counselling, social work and Pastor’s work.

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 manager, salesman, Industrial relations consultant, Politician, Television producer, Journalist, among others.

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. Holland’s theory leads to the prediction that individuals will choose occupations consistent with their personal orientations. Holland stipulates that people closer to one another on the hexagon are more similar to one another. He says 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 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 argues that satisfaction is highest and turnover lowest where personality and occupation are in agreement. The key points of this model are:

- There do appear to be intrinsic differences in personality among individuals.
- There are different types of jobs, and
- 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, p. 104).

LIMITATIONS OF THE STUDY

The study scope was confined to schools and students in Eldoret West District, in the North Rift region of Kenya. The findings on the relationship between students' personality and career aspirations may not be generalized to other areas because of the unique factors that may influence students in different locations. Nevertheless, the study provides incisive knowledge on the need to understand students' personalities and ways of achieving this, that may be of great benefit to scholars in other areas.

MATERIALS AND METHODS

The study was carried out in Eldoret West District, in Rift Valley Province. The 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 schools found in this District are of different categories: Mixed Day schools, Boarding Girls' schools, Boarding Boys' schools, and mixed Boarding schools. The ex-post facto design was adopted for the study because the author did not wish to manipulate any variable but instead sought to describe the nature of existing conditions, or identify standards against which existing conditions can be compared, or determining the relationships that exist between specific events (Cohen & Manion, 1994). The target population comprised a total population of 12,546 students (Forms 1-4); 6507 boys and 6039 girls. The district was carved 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.

The study focused on Form Three students 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 Twos 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 author 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. 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.

The author 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. Some of the items were modified in terms of vocabulary and environmental focus so as to fit the present study. The favourable responses in the SDS by the students were totalled 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 author'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. 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 author then came up with contingency tables. 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). Data collected was organized so as to help in categorizing the personality types and matching them with occupations on the Occupations Finder (OF). 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 $\alpha=0.05$. These formed the basis of research interpretations, discussions, conclusions and recommendations.

RESULTS AND DISCUSSION

Students' Personality Types

The identified personality types of the students of Eldoret West District were as shown in the frequency Table 2 below. The percentages in the table below 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). The personality type with the least number of respondents is Realistic. 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 2: Personality Types of all Students

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 study also sought to identify the distribution of Boys' personality types in the Boys' Boarding schools category. 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 environment where achievement, and leadership roles are emphasised and rewarded (North Carolina Career Resource Network, 2008).

The highest percentage of students in boys' boarding schools is Enterprising in personality. 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.

The study also sought to identify the distribution of personality types in Girls' boarding schools in the District. The Girls' personality types' exhibited majority being Enterprising (29.7%) followed by the Investigative type (22.8%). On their own in girls' boarding schools, the girls felt empowered to lead and to engage in political campaigns when they are looking for posts of leadership hence majority with Enterprising personality type. The Investigative type follows and this due to the curriculum structure that cause them to follow and accomplish work in a routine manner.

In Mixed Day Schools, the Investigative personality type had 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 & Lenz, 2009). The highest percentage of students in the Mixed Day schools had Investigative personality type (31.8%). The other clear outcome is that the Realistic type has very low number of students (5.3%). 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%). The Investigative majority may be due to the structured school programme, while the almost missing Artistic type 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.

Clearly, the Artistic personality type is almost missing. This may be due to a school environment that does not encourage the development of students' talents.

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 3.

Table 3: 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 Enterprising. On overall, majority of students (32.6%) aspired for Investigative careers, followed by Enterprising ones (21.4%). Majority of students, 140 out of 429 that were interviewed, had 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.

The contingency table shows the cross-tabulation of personality types and career aspirations. The table has the count and expected count in each cell to be used for testing hypothesis 1 (Ho₁). 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.

Table 4: 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

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

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}} = 0.6880 \quad (1)$$

Coefficient of determination ($c^2 \times 100$) = 47.3%

This means personality type of an individual contributes 47.3% of the factors that influence career aspirations. The highest percentage of the male respondents (Boys) in boarding schools is of Enterprising aspiration (33.7%) followed by Investigative type (27.9%). 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. The results showed 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.

The study also sought to identify career aspirations of Girls' Boarding schools. The frequencies were described as percentages of the totals of the study

sample (101). The girls' aspirations are such that Investigative leads followed by Enterprising. The least aspired for career is the Realistic. When girls are on their own in the Girls Boarding schools, the highest percentage of them aspire for Investigative careers (35.6%), some 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 findings, 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. Career aspirations of Mixed Day Schools were also sought out in the study and the results presented in form of frequencies and percentages. 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-oriented) and the demand in colleges and universities of majority to take science-oriented courses could be the cause of this kind of outcome.

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. The cross-tabulation had all career aspirations and personality types, and their frequencies useful in testing hypothesis. The *p*-value was significant, meaning that there is a relationship between career aspirations and personality types in Mixed Day Schools.

The least number of respondents had 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. 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.

CONCLUSION AND RECOMMENDATIONS

All the six personality types described by 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 was the realistic type. There was a significant relationship between personality type of students and their career Aspiration. There is a significant relationship between personality type of students and their career aspirations. This being the case, the teacher counsellors in schools need 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. Moreover, the parents to the secondary school students ought to be informed by the career counsellor about their children's uniqueness. This will help the parents to respect and support their children in their preferences on career choice matters.

REFERENCES

- Block, J. (1971). *Lives through time*. Berkeley, CA: Bancroft.
- Boyle, G. J. (1995). Myers-Briggs Type Indicator: Some Psychometric Limitations. *Humanities & Social Science Papers*. Faculty of Humanities and Social Sciences, Bond University. Retrieved from http://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1026&context=hss_pubs
- Broday, S. F. (1990a). The relationship between response style on the strong – Campbell interest inventory and occupational scales (for women). *Psychological Reports*, 66: 94-97.
- Cohen, I., & Manion, L. (1994). *Research methods in education* (4th ed.). New York: London Publishers.
- Friedman, M., & Roseman, R. H. (1974). *Type A behaviour and your heart*. New York: Knopf.
- Funder, D. C. (2001). *The Personality Puzzle* (2nd ed.). New York: W. W. Norton.
- Green, C. D. (n.d.). *Classics in the History of Psychology* (An Internet Resource). Retrieved from <http://psychclassics.yorku.ca/Jung/types.htm>
- Hansen, L. C., & Campbell, D. P. (1985). *Manual for the SVIB – SCII* (4th ed.). Palo Alto: CA: Consulting Psychologist Press.

- Hansen, L. C., & Campbell, D. P. (1985). *The Strong- Campbell Interest Inventory (SCII)*. Palo Alto: Consulting Psychologist Press.
- Holland, J. L. (1962). Some explorations of a theory of vocational choice: I. One-and two- year longitudinal studies. *Psychological Monographs*, 76(26, Whole No. 545).
- Holland, J. L. (1973). *Making vocational choices: A theory of careers*. Englewood Cliffs, NJ: Prentice-Hall.
- Holland, J. L. (1985). *Making Vocational choices: A theory of vocational personalities and work environments*. Englewood Cliffs, USA: Prentice-Hall.
- Holland, J. L. (1994). *Self directed search (SDS) Form R (4th ed.)*. Los Angeles: Western Psychological services.
- Holland, J. L. (1997). *Making vocational choices (3rd ed.)*. Englewood cliffs, NJ: Prentice Hall.
- Keirse, D. (1978). *Please understand me II: Temperament character intelligence (1st ed.)*. Prometheus Nemesis Book Co. ISBN 1885705026.
- La Haye, T. (1984). *Your temperament. Discover its potential*. Tyndale Publishing .ISBN 0842362207. <http://en.wikipedia.org/wiki/four-temperaments> [Accessed on 20th September 2008].
- Lawrence, K. J. (2009). *The Career Key Your Personality- Holland's Six Personality Types (Online)* <http://www.CareerKey.org/asp/yourpersonality/Holland-6-personality.asp> [Accessed on: 15/6/2009].
- North Carolina Career Resource Network (2008). *Holland Types. (Online):* <http://www.praciom.com/iso-ddifinition.htm> [Accessed on: 10th Sept. 2009].
- Osipow, S. H. (1993). *Theories of Career Development (3rd ed.)*. Englewood Cliffs: Prentice Hall
- Phares, J. E. (1991). *Introduction to Personality (3rd ed.)*. New York: Harper Collins.
- Reardon, R. C., & Lenz, J. G. (1999). Holland's theory and career assessment. *Journal of Vocational Behaviour (Special issue)*, 55: 102-133 [Online]: <http://www.careertrainer.com/request.jsp?view=viewArticles&Article=OID%3A113411>. [Accessed: 11th June, 2009].
- Robbins, S. P. (1996). *Organizational behavioural Concepts, Controversies, Applications (7th ed.)*. NJ: Prentice-Hall, Inc.
- The Standard, (2006, April 27). *Losses galore when wrong career choices are made*. Standard, p. 7