

The Influence of Gender and School Type on Secondary School Students' Personality Types and Career Aspirations in Eldoret West District, Kenya

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Abstract

This paper examines the role students' gender and school type plays in determining secondary school students' personality types and career aspirations. The paper is based on a study that investigated the role of gender and school type on career aspirations and personality types among Form Three secondary school students in Eldoret West District, in North Rift Kenya. 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. Ex-post facto research design was adopted and data analysis was done using the Chi-square and ANOVA test statistic. Gender had an influence on personality types and subsequently career aspirations. When the girls were on their own (Girls Boarding Schools), they tended 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. The type of school also 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. From the study findings, it is recommended that schools administrations and guidance counsellors organize career days for students so that they get exposed to issues on gender, school types, careers and personality types that fit different careers. The study is very significant to the curriculum developers and policy makers in education; it shows the need to expand career guidance as a department in a school setting and to ensure proper training of career counsellors, and create time for career guidance in the school's timetable.

Keywords: influence, gender, school type, secondary school students, personality types, career aspirations, Eldoret west district, Kenya

INTRODUCTION

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 & 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 behaviour would consistently be gregarious. Although not one person is completely consistent in their behaviour, 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 fulfilment 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). The controversy continued in the professional literature for 20 years and ended in the late 1980s. Most personality psychologists resolved the issue by accepting an 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 27), "Pursuing a career that is at odds with your personality traits could be the source of stress and discomfort in the job" (p. 41).

STATEMENT OF THE PROBLEM

When people find themselves in the wrong professions - for example, those individuals who find themselves pursuing university courses in Kenya because of the Joint Admissions Board's (JAB) selection and not their own - 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 (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 story of a girl who 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).

This paper is 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, and that little research has been done in Kenya on the relationship between personality types and career aspirations of secondary school students. The research, on which this paper is based, therefore, investigated the influence that gender and school type has on personality types and career aspirations of students with a view to helping the counsellor, who, in becoming knowledgeable of a simple way to approach vocational counselling leading to career choice, would gain necessary information so as to help students choose their careers appropriately.

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 counsellors stimulating and facilitating career development in persons over their working lifetimes. These activities include assistance in career planning, decision making, and adjustment.

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 counselling 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, p. 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.

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 counsellors, 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.

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.

Biochemical Factors

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 & Mitchell, 2005; Arulmani & Arulmani, 2004). People's behaviour 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 counsellor must be acutely aware of the impact of these forces within the culture in which he/she works.

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 counselling (Arulmani & Arulmani, 2004).

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 (as cited in Reardon, 2004), the incorporation of the concept of cognitive level, along with interests and personality characteristics into academic advising and career counselling 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 counsellors 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 counselling 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 (Osoro *et al.*, 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 have carried out a research to assess the factors influencing career decisions in youths. Their 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 has 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 *et al.* (2006) has 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 study by Onoyase and Onoyase (2009) among secondary school students in the Federal Government Colleges in Nigeria has investigated the relationship between personality types and Career choice. The study was based on Holland's theory of Personality types and Career Aspirations. 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 counselling.

It is in this view that the research, on which this paper is based, focused on 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.

LIMITATIONS OF THE STUDY

The study was conducted in secondary schools in Eldoret West District, Kenya, alone. As such, the findings on the relationship of gender and school type, and 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. The target population comprised a total population of 12,546 students (Forms 1-4); 6507 boys and 6039 girls. 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 the 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.

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 author. 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 (X²) 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

Influence of Gender on Students’ Career Aspirations and Personality Types

The objective of the study was to investigate whether there are differences between boys and girls in their career aspirations and personality types. This paper focuses on how gender influences career aspirations and personality types.

Table 1 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. The personality type which is leading in number of respondents is the Investigative. It is followed closely by Enterprising and Conventional types. The type with the smallest percentage is the Realistic (4%). With respect to females, the personality type that led in size is the Investigative (33%) followed by Enterprising (22%) just the same way it is with the male respondents.

Table 1: Personality types in Relation to Gender

Personality types	Male	Female	Totals
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	

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). Male respondents from the different school types had their aspirations presented in pie-chart so that it is possible to make close observations. The male respondents had majority of them aspiring for Investigative (29%) and Enterprising (27%) careers. The least aspired for career is the Conventional type.

Table 2: Career aspirations in Relation to gender

Career Aspirations	Male	Female	Totals
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	

Most female respondents aspired for investigative (36%) and Enterprising Careers (16%). There are fewer female respondents aspiring for enterprising careers compared to their male counterparts (16% < 27%). The Chi-square test was done to determine the influence of gender on career aspirations and personality types. The hypothesis was that there is no significant relationship between gender and personality type and career aspirations. From the p-value for Career aspiration ($p=.000$), statistically there is significant difference at $\alpha = .05$ between boys and girls. This shows that gender influences career aspiration ($p = .000 < .05$). The p-value for personality type shows that there is significant

difference at $\alpha = .05$ between boys and girls ($p = .037 < .05$). This means that gender influences personality types. The hypothesis that there is no significant difference in career aspirations between boys and girls was thus rejected.

Influence of School Type on Students' Personality Types and Career Aspirations

In the study data on personality types and career aspirations in relation to school type was sought. The objective was to determine whether or not school type had influence on career aspirations and personality types of students in the District.

Table 3: Personality Types in relation to School Type

		Boys' Boarding (BB)	Girls' Boarding	Mixed Day (MD)	Mixed Day & Boarding	Total
Personality types	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

The personality type with least number of respondents was the Realistic type (34) followed by the Artistic (55). This 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: Career aspirations in relation to school type

		Girls' Boarding (GB)	Boys' Boarding (BB)	Mixed Day (MD)	Mixed Day & Boarding (M-DB)	Total
Career aspirations	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 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. The Chi-square test was conducted to determine the influence of school type on personality type and career aspirations. The test statistic (χ^2) was to determine the relationship between the main variables and the four school types: Boys Boarding, Girls Boarding, Mixed Day and Boarding Schools. The result of the test showed that for personality types and school category, the p -value at $\alpha = .05$ is .000. This means that school type influences personality type ($p = .000 < .05$) and career aspiration ($p = .019 < .05$). From the results, the hypothesis that the type of school has no significant influence on students' personality types and career aspirations was rejected.

CONCLUSION AND RECOMMENDATIONS

From the study findings, it is evident that gender does influence career aspirations of students. Irrespective of the type of school and gender of students, the relationship between personality type and career Aspirations is always significant. This shows that personality type influences the career aspirations of students. This shows that personality traits are an

important aspect to consider when giving career guidance to students in schools, and colleges. In the mixed schools (Both Mixed Day and Mixed Day & Boarding), the leading career aspired for is the Investigative. This 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. For example, 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.

The type of school also has a significant influence on the careers aspired for by students. The career aspirations that are more favoured were the investigative followed by Enterprising. The fact that the type of school has a significant influence on the personality types of the students 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

also 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.

From the foregoing conclusions, it is recommended that 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. In addition, the realistic personality type is lacking among the students. There is need to encourage more practical approach to curriculum instruction which encourages the development of this personality type, that is key to Kenya 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. 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).

Lastly, schools administrations and Guidance Counsellors ought to keep organizing career days for students so that they get exposed to and learn to balance issues on gender, school types careers and understand their personality types and which careers they fit into.

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