

ADOLESCENT OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS IN PUERTO RICO AND MEXICO¹

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INTRODUCTION

The purpose of this study was to compare the occupational status aspirations and expectations of young and preadolescent boys and girls from high and low socioeconomic status families in a large and a small city in both Puerto Rico and Mexico. It was considered that the value of this comparison would lie in the field of vocational education and occupational and educational planning.

The concept of level of aspiration, as idealistic goals, and expectations, as realistic goals, is well established in the literature (Haller and Miller, 1963). These have been investigated as separate constructs and also as related constructs in terms of the discrepancy between occupational aspirations and expectations (Stephenson, 1955). Aspiration level has been shown to be related to family socioeconomic status and the variety of environmental correlates with family SES (Thomas, 1956; Youmans, 1956; Hollingshead, 1949). Aspiration level also varies with sex (Seward and Williamson, 1969) but there is reason to believe that this may be in the process of change with revisions in sex roles (Steinmann, 1963; Seward and Williamson, 1970). On the basis of the literature we would expect to find both SES and sex differences in occupational aspirations and expectations within the two cultures we are studying.

Considerable evidence indicates rural-urban differences in occupational levels. "Many writers appear to agree with Youmans (1959) that restrictions upon the social experience of rural youth have an adverse impact on the range and ambitiousness of the occupational goals" (Borow 1966). Sewell and Orenstein (1965) reinforce this interpretation in a study involving rural, small town, and large town (100,000) population samples. Our interest was between larger and smaller (50,000 population) towns primarily because in most of Latin America the bulk of postprimary school education, even for

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²The Puerto Rican data were collected while Dr. Manaster was a Consultant at the Center for Educational Research at the University of Puerto Rico, with the assistance of the students and staff at the Center and the advice of Robert J. Havighurst and Ahmed Kamal.

rural children, takes place in such towns. It was anticipated that differences by size of town would also exist, and we therefore sampled in towns of both sizes to maximize the accuracy of the national characteristics.

The ages tested in our sample, ten-year-olds and fourteen-year-olds are certainly at the low end of the age scale on which occupational interest research has been carried out. Vocational preferences for fifth graders have been found to adhere to social class levels as expected (Stewart, 1959). However, this age group has generally been neglected by researchers in this area as being too young. In view of the differences across nations in the ages at which children terminate school, it seems important to determine to what degree younger children, around the world, have incorporated the occupational prestige hierarchy into their thinking and planning. Additionally, the growing emphasis on a developmental approach to vocational goals and choice, demands that the universals in this process begin to be searched out.

We attempted herein to compare samples from two cultures, Puerto Rico and Mexico, which are similar in many respects and different in many others. Intercultural sampling between two cultures allows the researcher somewhat limited inferential latitude but an increased probability of group differences. Intercultural differences were therefore expected with the proviso that differences and similarities closely related to the previously mentioned variables facilitate explanation whereas gross intercultural differences facilitate speculation.

SAMPLE

The sampling criteria for this study are essentially the same as those of the cross-national study of Coping Styles,³ due to the fact that the first collected data, from Mexico City, is a subsample of the sample used in the Coping Style study. For this study additional data were collected in a medium size town (population 80,000) in Mexico, and the largest city and a medium size town in Puerto Rico. Therefore, in Mexico City and Xalapa in Mexico and in San Juan and Cayey in Puerto Rico we sampled to obtain groups comparable in age, socioeconomic status and sex. Table 1 shows the number of subjects in each of the eight age-sex-SES cells or components of the analysis of variance for each of the four geographic areas. It will be noted that we were unable to obtain an upper middle class female sample in Xalapa.

³"Coping Styles and Achievement: A Cross-National Study of Children," OE-5-85-063.

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TABLE 1. THE SAMPLE

Number of Subjects by Age, Sex, Social Class in Both Countries

	MEXICO		PUERTO RICO	
	MEXICO CITY	XALAPA	SAN JUAN	CAYEY
10 M U.L.	30	32	32	30
10 F U.L.	30	31	29	30
10 M U.M.	30	23	30	29
10 F U.M.	30		36	30
14 M U.L.	30	30	39	30
14 F U.L.	30	30	35	30
14 M U.M.	30	31	27	30
14 F U.M.	30		30	30

Havighurst discussed the rationale for selecting ten- and 14-year-olds as the two age groups to be sample :

It was decided to study children of two age groups, and to take tests with fairly complicated directions. The age of ten seemed about right for this. . . . The older group should be as old as possible before the termination of compulsory education. (Havighurst, 1970)

The lower age barrier is probably correct for Mexico and Puerto Rico whereas it would have been possible to sample older children in school in this study and was not the case in some countries for the Coping Style study.

In regard to socioeconomic status, Havighurst states :

The aim of the research in connection with socioeconomic status was to get two groups of children from families with clearly distinct styles of life. One style of life was to be that of the upper middle class, consisting of people in professional and managerial occupations, with a good deal of formal education. The other style of life was to be that of the upper lower class, the manual workers at the top of the manual working group and nonmanual workers at the bottom of the middle class. (Havighurst, 1970).

Havighurst also explains in detail the method for measuring socioeconomic status using the International Scale of Occupations tailored for each country and an Educational Scale adjusted for each country (Havighurst, 1970, 1965). Briefly, the measurement of socioeconomic status consists of a combination of the weighted scale scores for father's occupation (weighted times three) and father's education (weighted times two), giving a total range from 5 (high status) to 30 (low status). The two groups for this sample were made up of a high status group (total scores from 5 to 14) and a lower status group (total scores from 19 to 25) referred to herein as upper middle class and upper lower class. The exception to the procedure for determining SES level was in Xalapa where the upper middle class sample was judged to exist in the private schools in which we sampled, and the upper lower class sample was found in the public schools in working class neighborhoods.

The sex variable was not so much selected as it was the result of testing in coeducational schools in which the sex ratios determined the relative frequencies in our final sample. That is, as has been noted, excepted in Xalapa where the private schools were all male and no upper middle class female sample was readily available.

INSTRUMENT

The Occupational Interest Inventory (OII) was originally developed for use as one of a large battery of psychometric and achievement instruments in the project "Coping Styles and Achievement: A Cross-National Study of Children."

The instrument is composed of a number of items; however, only the first six were relevant for our purposes here and will be reported. These six items consist of three questions scored in what we are calling an objective and a subjective manner. The questions are: (1) "What job would you like to have when you grow up?" which is called the aspiration question; (2) "What job do you think you probably will have when you grow up?" which is termed the expectation item; and, (3) "At what job does your father work?" which is the father's occupation item.

Space as provided for the subjects to give the name of a job in response to each of the above questions. After this space an additional question asked the subject to describe the tasks involved in the job he mentioned. The added question served to clarify the specifics of the job title given in the first question for each item. The answers to these two questions provided sufficient information to allow each job to be scored according to occupational prestige scales. The rating of job descriptions according to occupational prestige scales is called herein the objective rating or objective score.

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After the above questions comprising the objective measures for each of the three item questions, was an instruction asking the subject to rate the job just described on a scale graphically presented on the right side of each of the three item questions. This scale is made up of eight circles placed vertically with the top circle largest and the circles diminishing in size to the bottom smallest circle. Next to the top, largest circle is the description, "Best and most important job anyone can have," and next to the bottom, smallest circle it reads, "Worst and least important job anyone can have." The subject is instructed to put an "X" in just one of the eight circles, according to his own judgment of the job he referred to in the preceding two questions. The ratings received in this manner are referred to as the subjective scores.

SCORING AND ANALYSIS

The objective scores were obtained through rating of jobs according to status level on occupational prestige scale modified somewhat for each country. The International Scale of Occupations developed by Havighurst (1970) was employed essentially as is in Puerto Rico and altered slightly in Mexico to fit local status values. The scale runs from the highest prestige level, scored 1, to lowest prestige level, scored 6. The scoring was highly reliable between scorers within each country and the principal investigators, whose scoring provided the criteria within each country, had highly reliable inter-country scoring reliability.

The subjective scores were taken directly from the circles marked by the subjects. The largest top circle was scored as 1, highest prestige, and then each succeeding circle was scored to the bottom smallest circle, which was scored as 8, lowest prestige. In order to have the same, though noncomparable, scale range on the subjective as on the objective scale, and inasmuch as there were almost no 7 or 8 scores on the subjective scale, the bottom three scores were collapsed, giving us a six point subjective scale.

It is important to note that the highest prestige scores on both scales, the objective and the subjective, have the lowest absolute numbers. That is, the highest score is always a 1, and the lowest score is always a 6. This could become confusing in the Results and Discussion section in which we refer to groups as being higher in prestige when their mean scores are lower than the groups to which they are being compared.

The scored data were punched on IBM cards and the analysis of variance performed on these data at the Computation Center at The University of Texas at Austin. All statistics reported emanate from the analysis of variance output.

RESULTS

It was determined that the father's occupation, objective and subjective scores indicate that the sampling requirements of the study are evidenced by an adequate handling of the inventory with both the occupations and the prestige level techniques. This determination was based on the fact that the upper middle class objective and subjective rankings of father's occupation are significantly higher than those of the upper lower class subjects. This difference is not as great for the subjective scores as it is for the objective scores, but is still significant in the same direction. All significant effects mentioned are beyond the .05 level, and detailed more specifically in Tables 2 and 3.

Father's occupation for females are higher than males on both the objective and subjective items (Female = 3.081 and male = 3.252 on the objective scale; female = 2.523 and male = 2.750 on the subjective scale).

The age by SES interaction on both father's occupation items is significant. For the objective items the father's occupation prestige level goes up slightly for the upper lower class (from age 10 to 14—4.291 to 4.127) whereas the upper middle class shows a slight decline (2.047 to 2.201). This interaction is not the same on the subjective item on which there is a decline with age of perceived prestige level of father's occupation for both classes with a greater increment for the working class (upper middle class mean 1.849 at age 10 and 2.192 at age 14; upper lower class mean 2.719 at age 10 and 3.787 at age 14).

Two significant main effect intercountry differences exist on the objective and subjective father's occupation items. The Puerto Rican father's occupation objective score (3.475) is significantly lower on the prestige scale than the Mexican score (2.858). On the subjective item a similar difference exists although both means are higher on the prestige scale (P.R. = 3.086; Mex. = 2.188).

The culture by SES interaction on the objective items finds no difference between the father's occupation prestige levels for the Puerto Rican and Mexican upper lower class subjects but the upper middle class Puerto Rican mean (2.659) is considerably lower on the prestige scale than the upper middle class Mexican mean (1.589). This interaction effect does not occur for the subjective item on which both Puerto Rican SES groups are much lower on rating their father's occupation than the equivalent Mexican SES groups.

A culture by age interaction shows an age decline in subjective perception of father's occupation much sharper for the Puerto Rican sample (2.595 to 3.577 from ages 10 to 14) than the Mexican sample (1.973 to 2.402). The Mexican fourteen-year-olds still see their fa-

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TABLE 2

Father's Occupation Items. Mean Scores by Country and Subgroups

	OBJECTIVE SCORE		SUBJECTIVE SCORE	
	MEXICO	P.RICO	MEXICO	P.RICO
10 ys.	2.882	3.456	1.973	2.595
14 ys.	2.833	3.495	2.402	3.577
TOTAL	10	3.169	2.284	
	14	3.164	2.990	
U.L.	4.126	4.292	2.856	3.650
U.M.	1.589	2.659	1.520	2.522
TOTAL	U.L.	4.209	3.253	
	U.M.	2.124	2.021	
MALES	3.004	3.500	2.300	3.200
FEMALES	2.711	3.451	2.075	2.972
TOTAL	MALE	3.252	2.750	
	FEMALE	3.081	2.523	
MEXICO	2.858		2.188	
PUERTO RICO	3.475		3.086	

Significant Mean and interaction effects as determined by Analysis of Variance.

***=.0001

**=.0100

*=.0101

ther's occupations as higher than even the Puerto Rican ten-year-olds do.

Turning now to the subjects' aspirations and expectations, we will first deal with the main effects and interactions which do not include the culture variable, and then present the results including the culture variable. The main effects and interactions by culture for the aspiration and expectation items are in Table 3.

TABLE 3
Aspirations and Expectations Mean Scores by Country and Subgroups

	OBJ. ASPIRATION		SUBJ. ASPIRATION		OBJ. EXPECTATION		SUBJ. EXPECTATION	
	MEXICO	P. RICO	MEXICO	P. RICO	MEXICO	P. RICO	MEXICO	P. RICO
10 ys.	1.640	2.369	1.608	1.898	1.808	2.552	1.819	2.063
14 ys.	2.076	2.227	1.818	2.336	2.288	2.464	2.006	2.651
10	1.954		1.753		2.180		1.941	
TOTAL	**		***		*		***	
14	2.151		2.077		2.376		2.329	
U.L.	2.092	2.533	1.858	2.183	2.478	2.782	2.273	2.474
U.M.	1.524	2.063	1.568	2.051	1.618	2.234	1.552	2.240
U.L.	2.312		2.020		2.630		2.373	
TOTAL	***		***		***		***	
U.M.	1.793		1.810		1.926		1.896	
MALES	1.815	2.123	1.829	2.095	2.035	2.455	1.955	2.651
FEMALES	1.800	2.473	1.597	2.139	2.061	2.561	1.870	2.453
MALE	1.969		1.962		2.245		2.204	
TOTAL	*							
FEMALE	2.298		2.117		2.508		2.357	
MEXICO	1.808		1.713		2.048		1.913	
	***		***		***		***	
PUERTO RICO	2.298		2.117		2.508		2.357	

Significant Mean and interaction effects as determined by Analysis of Variance.

***=.0001' **=.0100 *=.0101

There is a significant main effect difference for the SES variable on all four items, aspiration and expectation, objective and subjective. Although the difference between the means ranges from .210 to .704, the upper middle class is in all instances significantly higher on the prestige scale. Also all four items for the entire sample show the fourteen-year-olds lower on objective and subjective prestige ratings than the ten-year-olds. Only on the objective aspiration item is there a sex main effect difference on which the females are lower than the males.

On the objective aspiration item, there is a significant age by SES interaction, where the age decline for the working class, from a mean of 2.307 to 2.318, is negligible, while the upper middle class ten-year-olds' aspirations decline significantly in prestige at the fourteen-year-old level (1.602 for 10s, 1.984 for 14s). On the objective expectation item a significant age by sex interaction shows the males at ten (2.240) with essentially the same expectations as the fourteen-

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year-old males (2.250) but there is a sharp decline in expectations for females from age 10 (2.120) to age 14 (2.502).

The intercountry main effect analysis for each of the four aspiration and expectation items shows Puerto Rico significantly lower than Mexico beyond the .0000 level on every item. In order to determine whether these differences are merely, but accurately, reflections of the social class level differences noted in father's occupation differences, an analysis of significant interactions with culture follows.

For both objective items, aspirations and expectations, there is an almost identical culture by age interaction. The objective aspirations and objective expectations for the Mexican ten-year-olds are the highest of all age by culture groups, considerably higher than the same scores for the Mexican fourteen-year-olds; and these same Mexican scores are higher on the prestige scale than the Puerto Rican scores at both age levels. Conversely, the Puerto Rican ten-year-olds have the lowest aspirations and expectations of all groups, slightly lower than the Puerto Rican fourteen-year-olds.

The culture by age interaction ($P < .05$) for the subjective expectation item shows an age decline for Mexico (1.819 at age 10, 2.006 at age 14) which is much less steep than the decline for Puerto Rico (2.063 at age 10, 2.651 at age 14). On the subjective aspiration item this same pattern exists although it is not significant at the .05 level ($P < .1010$).

There are significant culture by sex interactions on the aspiration items. On the objective aspiration item the Mexican males and females do not differ (males = 1.815, females = 1.800), but the Puerto Rican males have higher objective aspirations than the Puerto Rican females (males = 2.123, females = 2.473). Subjectively, however, the Mexican females have higher aspirations than the Mexican males (males = 1.829, females = 1.597) while the sexes do not differ as much or in the same direction in Puerto Rico (males = 2.095, females = 2.139). The objective and subjective aspirations of the Mexican males are higher than for the Puerto Rican males, but the Mexican females have much higher aspirations than the Puerto Rican females.

Whereas there are no significant culture by SES interactions for the aspiration items, there are such interactions for both expectation items. Table 3 indicates that the discrepancy between the mean scores of the Mexican SES groups is greater than the discrepancy between the Puerto Rican groups, with, of course, the upper middle class having higher expectations in both cultures. Looked at another way, these data show that although the Puerto Rican working class expectations are lower than the Mexican working class expectations, both objectively and subjectively, this difference is two to three

times greater for the upper middle class where the Puerto Rican expectations are much lower than the Mexican class expectations.

DISCUSSION

The instrument appears to be working well in that it elicits occupations which are within the correct limits by father's occupation and also elicits responses on the subjective prestige scale which are understandable on the fathers' occupation item. This item is after all the only one which deals with the here and now, whereas the aspiration and expectation items deal with the future and are not at this time verifiable. There are some differences in the prestige level of father's occupation between subgroups and countries. The SES difference is in the expected direction and the subjects realize these SES differences in their subjective ratings. However, it should be pointed out that with age, from ten to fourteen, the subjective rankings of father's occupation goes down, particularly for working class subjects.

Although on father's occupation the Puerto Rican sample has an objectively determined lower prestige level for the middle class subsample than does the Mexican sample, the subjects themselves do not subjectively see this difference between the social classes. Even though the middle class subjects do not express an awareness of this prestige difference in father's occupation across countries, over both SES groups the country difference exists. That is, the entire Mexican sample's actual prestige level is higher than the Puerto Rican sample's, and overall the subjects express this difference on their subjective rankings; but between the social classes, where the difference actually exists, the subjects do not subjectively express the difference. The difference between the objective and subjective scores on the father's occupation items is further compounded by the finding that there is no actual prestige level difference between countries by age where there is a subjective decline in prestige level in both countries, while there is a difference between the sexes which is subjectively described similarly in both countries.

This last paragraph speaks to the question of whether the intercountry differences to be analyzed illustrate real cultural differences or sampling differences. From the analysis of the father's occupation items one must conclude that the SES, sex and age variables produce different results in terms of the accuracy of perceptions of occupational levels, and that therefore intercountry differences will be tested by overall patterns rather than any one item. Additionally the degree of accuracy or at least consensus between objective and subjective ratings allows some real confidence in the conclusions drawn from these patterns.

There are two general findings concerning aspirations and expect-

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tations for the overall sample: (1) aspirations and expectations both objective and subjective show significant SES differences with the upper middle class higher, as expected, and, (2) for all four items also, the fourteen-year-olds are lower than the ten-year-olds. A main effect and interaction effect combine to indicate slightly lower objective aspirations and expectations for females than males, particularly with increasing age. There is also an indication, on the objective aspiration item, that with age (i.e., within the age limits of our sample) upper middle class aspirations decline whereas those of the working class do not.

The culture by age interactions reinforce the culture difference on three of four items. It would appear that by age ten, Puerto Rican children have comparatively lower objective aspiration and expectation levels which remain fairly stable to age 14. Their impression of their expectations declines substantially with age. The objective aspirations and expectations for the Mexican sample decline significantly with age but are higher than the Puerto Rican sample at both age levels. The culture difference appears to be influenced in part by the higher aspirations and expectations of the ten-year-old Mexican sample.

In light of sex role differences within both countries it is surprising in Mexico to find no difference in objective aspirations by sex and much higher subjective aspirations for girls than boys. The Puerto Rican male objective aspirations are higher than for their females and their subjective aspirations are slightly, though non-significantly, higher. This seems more realistic in terms of the traditional occupationally related sex role differences. The culture difference, Mexico higher, exists for males and is highly exaggerated for females where the Mexican female's aspirations are much higher than those of the Puerto Rican girls.

In the area of expectations the Puerto Rican sample is below the Mexican sample and considerably so for the upper middle class. The Mexican middle class expectations are much more discrepant from the Puerto Rican middle class expectations than is the case for the working class. It would appear possible here that there is truly the cultural difference evidenced plus some aspect of our sampling differences.

Overall the Mexican ten-year-olds and the Mexican girls have more positive objective and subjective aspirations than the Puerto Rican subjects, and the Mexican ten-year-olds and particularly the Mexican upper middle class subjects have more positive expectations. Due to the sampling differences between the cultures, the conclusions that the Mexican subjects' higher aspirations and expectations are due to differences between the two cultures is weakened. Neverthe-

less, numerous of our analyses have shown intercountry differences not directly related to the middle class sampling difference which leads us to accept this conclusion with the usual caution suggesting further research.

CONCLUSIONS

The Occupational Interest Inventory has proven to be a useful and sensitive instrument while showing reliability, in part with social class indicators, and internal construct validity. The major finding of the study has been a large and consistent difference between Mexico and Puerto Rico with the Puerto Rican adolescents showing lower aspirations and expectations than the Mexicans. At both SES levels the Mexican groups have higher aspirations and expectations than the Puerto Rican SES groups, producing an overall SES difference on each item. Over all items ten-year-olds have higher aspirations and expectations than fourteen-year-olds, but the culture by age interactions are very instructive. The age decline exists for all four items for the Mexican subjects, does not exist for the Puerto Rican subjects on the objective items, and is more marked for them on the subjective items. The sex differences are not as distinctive as the other variable differences but show, particularly for the aspiration items, a tendency for the Mexican females to be inordinately high.

The higher aspirations and expectations of the Mexican females and Mexican ten-year-olds, plus the higher aspirations and expectations of the Mexican upper middle class which in part may emanate from sampling differences, would seem to account for much of the intercountry difference. Younger Mexican children and Mexican females seem to have a less realistic view of the occupational prestige hierarchy and their future in it. This definition of the realism of their views assumes, however, that the hierarchy and mobility within it will be in the future, or now is, as it has traditionally been. It may, in fact, be that the possibilities of mobility for the subjects we have tested in Mexico are greater than has been the case in the past. If so, their views are realistic and well-founded. With either interpretation, the fact remains that Mexican adolescents hope for and expect a brighter future in the occupational domain than do Puerto Rican adolescents.

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ABSTRACT

This study compared the occupational status aspirations and expectations of ten and fourteen-year-old adolescents in Puerto Rico and Mexico. 417 upper-middle and upper-lower class subjects from Mexico City and Xalapa in Mexico, and 497 upper-middle and upper-lower class subjects from San Juan and Cayey in Puerto Rico comprised the sample.

An Occupational Interest Inventory was used to elicit descriptions of the subjects' fathers' occupation, and the subjects' occupational aspirations and expectations. These descriptions were rated according to occupational prestige scales and objective ratings of fathers' occupation, aspiration and expectation thereby derived. Subjective ratings were derived from the subjects' ratings on graphic scales for these three job descriptions.

Analysis of the variance techniques were utilized to determine comparability of the sample, adequate understanding and use of the instrument, and differences between samples by country, sex, age and socioeconomic status.

The major intercountry difference found the Mexican adolescents higher in their aspirations and expectations for their future occupations. This difference was analyzed in view of subgroup differences and sample comparability.

RESUMEN

En este estudio se compararon los status ocupacionales en relación a aspiraciones y expectativas de sujetos de 10 y 14 años de edad en Puerto Rico y México. La muestra se compone de 417 Ss de las clases

alta media y alta baja pertenecientes a la Ciudad de México y Xalapa en la República Mexicana y de 497 Ss de las mismas clases sociales de San Juan y Cayey en Puerto Rico.

Para obtener información sobre la ocupación de los padres de los sujetos así como las aspiraciones expectativas ocupacionales de los mismos se utilizó el Inventario de Intereses Ocupacionales. Cada una de las respuestas describe una ocupación que fué evaluada de dos maneras: La objetiva dada en relación a escalas de prestigio ocupacional y la subjetiva que surge de la propia estimación del sujeto utilizando escalas gráficas.

Para comparar las diferentes características de la muestra y la adecuada utilización y comprensión del instrumento se utilizó en Análisis de Varianza, el cual arrojó diferencias de país, sexo edad y nivel socioeconómico.

Uno de los hallazgos más relevantes fué que los adolescentes Mexicanos resultaron con aspiraciones y expectativas significativas más altas en lo que concierne a su ocupación futura. Esta diferencia fué analizada en relación a diferencias de subgrupos y comparabilidad de las muestras.

RESUMO

Neste estudo o status ocupacional aspirado, bem como o esperado foram, pesquisados entre adolescentes de dez e quatorze anos no México e em Pôrto Rico. Um grupo de 417 adolescentes no México, e um outro de 497 adolescentes em Pôrto Rico, divididos entre as classes sociais média-alta e média-baixa, serviram como sujeitos.

Um Inventário de Interêsses Ocupacionais foi usado para elicitare descrições da profissão do pai dos sujeitos, bem como as aspirações e expectativas destes últimos. Estas variáveis foram avaliadas, respectivamente, através de escalas profissionais baseadas em prestígio, e determinação objetiva do nível ocupacional da profissão do pai; este procedimento permitindo que a avaliação subjetiva das descrições profissionais pelos sujeitos fôsse determinada.

Técnicas de análise de variância foram utilizadas para a determinação de compatibilidade de amostra, compreensão adequada e uso do instrumento, e diferenças entre país, sexo, idade, e nível socioeconômico.

A comparação entre países revelou adolescentes mexicanos tendo aspirações e expectativas ocupacionais mais altas. Este resultado global foi analisado em têrmos das outras variáveis independentes do estudo.