

VOCATIONAL NEEDS OF THE MEXICAN AMERICAN  
IN SOUTH TEXAS .

by

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TABLE OF CONTENTS

ACKNOWLEDGMENTS. . . . . ii

LIST OF TABLES . . . . . v

I. INTRODUCTION. . . . . 1

    Separate but Not Equal  
    The Current Picture  
    Summary

II. REPORT OF THE STUDY . . . . . 7

    Purpose of the Study  
    Hypotheses  
    Assumptions and Limitations  
    Definition of Important Terms

III. REVIEW AND ANALYSIS OF RELATED LITERATURE AND RESEARCH. . . . . 11

    Vocational Factors  
    Chicano Culture  
    Political Movement  
    Birth Order Effects  
    Summary

IV. DESIGN OF THE STUDY . . . . . 30

    The Sample  
    Instrumentation  
    Collection and Preparation of Data  
    Analysis of the Data  
    Statistical Hypotheses

V. RESULTS AND CONCLUSIONS. . . . . 39

RESULTS

- Vocational Needs
- Vocational Values
- Level of Aspiration
- Birth Order Effect
- Militant Subjects

INTERPRETATIONS

CONCLUSIONS

RECOMMENDATIONS

BIBLIOGRAPHY. . . . . 56

APPENDIX. . . . . 61

LIST OF TABLES

| Table   | Page |
|---|------|
| 1. Group Means and F Values of Scores on 20 MIQ Variables. . . .  | 40   |
| 2. Separate Group Means for Variables in Which Significant<br>Interaction was Found for Race and Sex. . . . . | 41   |
| 3. Factor Loadings from Total Sample . . . . .  | 43   |
| 4. Subcultural Factor Score Means. . . . .  | 44   |
| 5. Discriminant Analysis Results: Group Centroids on the<br>Three Discriminant Functions. . . . .             | 46   |
| 6. Aspiration Level Distribution . . . . .  | 47   |

## CHAPTER I

### INTRODUCTION

#### Separate but not equal

The Mexican American population of the United States comprises the second largest minority group in the country; however, it only has been in the past few years that researchers demonstrated any real concern for the economic and health problems present in this population. Although in many parts of the country the singling out of this particular subcultural group might serve no useful purpose, the situation in the Southwest differs radically. Considered on a nation wide scale, Mexican Americans make up slightly more than two per cent of the population. The marked contrast to this is the fact that in certain areas of Texas they comprise up to eighty-five per cent of the population and on a statewide basis, account for twenty-three per cent.<sup>1</sup>

Throughout the history of the United States public education has been utilized to achieve equality among all citizens. The fact that millions of immigrants' children have been assimilated into the mainstream culture attests to the success of this system. Poles, Jews, Irish and other Caucasian immigrant groups have participated actively and fully in the development of this nation.

This role, however, has not been successful in the Southwest where the Mexican American has been set apart. Historically, there are vast

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<sup>1</sup>Data derived from the Cabinet Committee on Spanish-speaking Americans.

differences between the Mexican American and most immigrant groups. They did not cross an ocean looking for a new way of life. What occurred, in fact, is that they were taken by the United States as a conquered people following the war with Mexico in 1848. Since that time those who have come to this country settled mainly in border areas--areas geographically close and culturally similar to Mexico. Most immigrant groups do not maintain these close ties to their old culture.

Another factor which has hindered assimilation has been that some Anglos<sup>2</sup> have considered Mexican Americans a separate racial group. A majority of Mexican Americans do show physical characteristics of the Indian population indigenous to that region which is probably the cause of this attitude.

The Southwest has changed from a dominant Spanish culture to a dominant Anglo one. This can be clearly seen in its schools. Chicano<sup>3</sup> students who sometimes use Spanish at school, because it is spoken in the home, are often punished. The curriculum reflects the Anglo culture and ignores the Mexican culture, history and language that were native to the region. Most of the changes occurred following the cession of territories to the United States in 1848 and admission of Texas to the Union in 1846. It was from those points onward that English became

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<sup>2</sup>The term "Anglo" refers to all caucasians who are not Mexican Americans or have a Spanish surname.

<sup>3</sup>In this report the term Mexican American indicates those persons now living in the United States who were born, or whose ancestors were born in Mexico. Chicano, a term derived from immigrants' pronunciation of "Mexicano", is also used to identify this population and has become a part of everyday speech. Therefore, in this report the terms "Mexican American" and "Chicano" are used synonymously.

essential in acquiring an education, conducting business and exercising rights of citizenship. What occurred prior to this largely has been ignored in the schools. What remains is cultural conflict and a deep resentment which is damaging to the Mexican American people. An example of this resentment is found in a statement by a female student at St. Mary's University, San Antonio, Texas: "Schools try to brainwash Chicanos. They try to make us forget our history, to be ashamed of being Mexicans, of speaking Spanish. They succeed in making us feel empty, and angry inside."<sup>4</sup>

#### The current picture

Chicanos are, without a doubt, the United States' least known, though second largest ethnic minority. Those living in Arizona, California, Colorado, New Mexico and Texas constitute the largest cultural minority group in the Southwest. According to the Census' 1969 Survey of Persons of Spanish Origin, there were more than five million Mexican Americans in the nation. According to the 1960 Census in excess of three and one-half million resided in the Southwest. The specific figures are questionable. Chicanos have been classified by surname, by birth, by the language spoken in the home and by guess. The Census Bureau admits that their estimate of 5.1 million Mexican Americans is in error since many women married to Anglos and almost all illegal immigrants are discounted. Many persons close to the subject estimate that there are at least five million Chicanos in the Southwest alone, and seven and

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<sup>4</sup>Quoted in S. Steiner, La Raza, The Mexican American. New York: Harper & Row, 1970, pp. 212-213.

one-half million nationally.

Educationally, Chicanos lag behind national averages. Chicano adults over thirty-five years of age average only 7.3 years of schooling compared with 12 years for the general population. In Texas only one out of every five children stays in school long enough to graduate from high school. Of their parents, only one of five attended school at all. Although college enrollments are rising, they are still pitifully under-represented. Manuel<sup>5</sup> reports that only about six per cent of the Southwestern college freshman populations were represented by Chicanos. This contrasts sharply with the earlier twelve per cent national figure reported in the 1960 Census.

Vocationally, the Chicano fares no better. In November, 1969, the 1970 census month, his median income was \$5,488--less than seventy per cent of the national median. His unemployment rate nearly doubles that of the national figure. Chicanos own only one per cent of the nation's businesses and three of 13,500 commercial banks. They have no substantial middle or upper class. To an overwhelming degree they are unskilled workers. This is a crippling handicap in an increasingly technological society.

The Chicano is young. His average age is seventeen and is likely to get younger since Chicanos have the highest birthrate in the United States. According to the 1960 Census, for every 1,000 Chicano women between fifteen and forty-nine years of age there were 709 children

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<sup>5</sup>H. T. Manuel Spanish Speaking Children of the Southwest.  
Austin, Texas: The University of Texas Press, 1965.

under five years of age. This compared to 613 for blacks and 455 for Anglos.

We know that there are at least five million Chicanos in the United States even though many are lost in the total of nine million Spanish-surnamed citizens found in the 1970 Census. The Chicano constitutes several races and cultures including pure Spanish, Mestizo (Spanish and Indian) and pure Indian. Mixed in with these are elements of black, Asian and other European groups. Historically, the United States took over more than half of Mexico in a deliberate war which has left scars of hatred and suspicion. The United States-Mexico border contributes to differences which no other immigrant group shares. Rather than being separated by an ocean from their old culture, Mexican Americans are continually in contact with the "old country" through television, radio, movies, newspapers and social contacts.

### Summary

Although most of the specific statistics are questionable, what is not is the general drift of what they reveal. It is very clear that the Chicano occupies a place near the bottom of the national social and economic ladder and has no immediate prospect of moving up. Poverty, hunger, chronic unemployment and under-employment, inferior education and inferior housing continue to plague the majority of Mexican American citizens. Modest changes have occurred through state and federal programs and local concern, but Chicanos continue to face the many problems of social, cultural and economic adjustment. They still do not participate fully in the vocational-educational opportunities

available in this country.

An understanding of the process by which the Mexican American attains a lower than average standard of living logically must begin with the fact that he is the product of a crosscultural interaction. He competes with a majority population whose background differs from his own ethnic determiners. If these characteristics could be understood better, that understanding well could lead to a more effective method of improvement. Statistics usually tell us little of people and how they perceive their lives, and yet, this is the prime interest of the counseling profession. There are cultural differences which are not described by numbers. When an Anglo states, "My name is John," the meaning contrasts with the Chicano statement, "Yo me llamo Juan" (I choose to call myself Juan). Chicano needs have been described as the same as black needs. But the Chicano's desire to achieve socioeconomic parity while preserving his own culture is both a more complex and more realistic goal than the same desire expressed by some blacks. The Chicano carries his Mexican heritage with him in his connection to the land, in his strong family and community ties, in his religion and in his music and art. Hopefully, Chicano studies will form the base upon which the Mexican American can prepare himself for full participation in life in the United States without completely sacrificing his own unique cultural heritage.

## CHAPTER II

### REPORT OF THE STUDY

#### Purpose of the study

It is the purpose of this study to investigate the interrelationships between these variables: vocational needs, values and expressed goals in college samples of the Mexican American, militant Mexican American and Anglo American populations in South Texas. This study will form the basis for further recommendations on the enhancement of the vocational-educational levels of the Mexican American as they are dealt with in the area of guidance and counseling.

#### Hypotheses

Four general hypotheses concerning the relationship between cultural background, vocational needs, vocational values and socioeconomic status were tested in this study.

- H<sub>1</sub> The subculture to which an individual belongs is related to the vocational needs he expresses.
- H<sub>2</sub> The subculture to which an individual belongs is related to the vocational values he expresses.
- H<sub>3</sub> The vocational values chosen by an individual are related to the vocational needs expressed by him.
- H<sub>4</sub> Socioeconomic status of the individual is related to the expressed vocational needs of that individual.

These are a few general questions which data obtained in this study could answer in regard to the Mexican American, militant Mexican American and Anglo American of South Texas.

### Assumptions and limitations

It is assumed that vocational needs, values and goals are affected by, and related to, membership in a subcultural group: Mexican American, militant Mexican American or Anglo American.

In generalizing from data obtained from a college population, an assumption is made that if differences do emerge they would be meaningful in terms of the total subcultural population. This assumption is made on the basis that Mexican Americans in college tend to resemble the Anglo culture more than Mexican Americans not in college. Therefore, any differences that are found can be considered extremely significant and applicable to the general population of Mexican Americans in South Texas.

Subjects are to be obtained from freshman and sophomore level English courses. Since these are required courses for all students in all programs it is assumed that the resulting sample will be representative of the total student body.

The large sample to be used in this study will not make it feasible to utilize an individual interview technique; therefore, it is being assumed that group measures will distinguish adequately the relevant factors.

The Mexican American of South Texas has been described as being more rural than his brothers from the urban-industrial areas of Arizona and California; however, it is assumed that he is very typical of the majority of Mexican Americans.

Assessment of vocational decision making might be considered to be error-strewn at the freshman-sophomore level in college. However, recent research in that area has shown that vocational plans are quite solidly formulated in the majority of students by the late high school years (Hollender, Crites; Hershenson and Roth; Marr; Gesell, Ilg and Ames; Ginzberg, Ginsburg, Axelvad and Herma).<sup>6</sup> So it is assumed that the present study is concerned with a valid and relevant age group.

These factors, of themselves, cast limitations on the scope of the generalizations which can be made from this study. Differences should be expected between the subjects used in this study and subjects drawn at random from the general subcultural population. Ethnic backgrounds cannot be controlled carefully and manipulated analogous to a laboratory animal experiment. Human beings do not lend themselves to manipulation in this sense. The important factor is interpretation which has proceeded along the lines of careful hypothesis testing.

The value of such an analysis is that it can lead to infinitely greater insight than a purely descriptive study as is usually found in the literature concerning the Mexican American. The total effort will

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<sup>6</sup>J. W. Hollender Development of vocational decisions during adolescence. Journal of Counseling Psychology, 18, 3, 1971, 244-248; J. O. Crites Measurement of vocational maturity in adolescence: Attitude test of the vocational development inventory. Psychological Monographs, 79, 2, 1965; D. B. Hershenson and R. M. Roth A decisional process model of vocational development. Journal of Counseling Psychology, 13, 1966, 368-370; E. Marr Some behaviors and attitudes relating to vocational choice. Journal of Counseling Psychology, 12, 1965, 404-408; A. Gesell, F. L. Ilg, and L. B. Ames Youth: the years from ten to sixteen. New York: Harper, 1956; E. Ginzberg, S. Ginsburg, S. Axelvad, J. Herma Occupational choice. New York: Columbia University Press, 1951.

be worthwhile if it leads to an understanding of the unique position of the Mexican American in the larger culture and can help to increase his participation in that culture.

Definition of important terms

Vocational need: A need for specified reinforcing conditions in the work environment as described by the twenty scales of the Minnesota Importance Questionnaire (MIQ).

Vocational value: An individual's ordered preference for the Theoretical, Economic, Aesthetic, Social, Political and Religious values described by the Allport-Vernon-Lindzey Study of Values, Third Edition.

Militant Mexican American: A person classified as a Mexican American who maintains an active membership in any of the following groups: Political Association of Spanish-Speaking Organizations (PASO); Mexican American Political Association (MAPA); League of United Latin American Citizens (LULAC); American GI Forum; Community Service Organization; Los Barrios Unidos; Chicanos Por La Causa; United Farm Workers; La Raza Unida; Mexican American Youth Organization (MAYO); or the Alianza.

## CHAPTER III

### REVIEW AND ANALYSIS OF RELATED LITERATURE AND RESEARCH

#### Vocational factors

Several theorists have proffered the notion that an individual's adjustment is enhanced by attaining a balance between himself and his environment. Personality theorists who have utilized this viewpoint are Murray, Lewin and Festinger.<sup>7</sup> Super and Holland<sup>8</sup> have applied this concept to the process of vocational choice.

Hyman<sup>9</sup> analyzed the beliefs and values of different class levels. He stated that these beliefs and values determine the levels of achievement striving and are, in turn, determined by psychological identification with the class originating those beliefs and values. It would appear then, that a class or culture which gave a great deal of importance to achievement would, through the process of its members identifying with it, promote a need for achievement behavior. Conversely, a class or

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<sup>7</sup>H. A. Murray Explorations in personality. New York: Oxford University Press, 1938; Kurt Lewin Field theory in social science. New York: Harper and Row, 1951; L. Festinger A theory of cognitive dissonance. New York: Harper and Row, 1957.

<sup>8</sup>D. E. Super A theory of vocational development. American Psychologist, 8, 1953, 185-190; John Holland The psychology of vocational choice. Waltham, Massachusetts: Blaisdell, 1966.

<sup>9</sup>H. H. Hyman The value systems of different classes. Class, Status, and Power. R. Bendix and S. M. Lipset (eds.), New York: The Free Press of Glencoe, 1953.

culture which holds affiliative motive dear would tend to promote affiliative behavior. Results supporting this conclusion were found by Crandall.<sup>10</sup> The child who exhibited high achievement standards usually had significant adults in his environment who reinforced these standards. In most cases the significant adults were the child's parents.

Holland<sup>11</sup> has attempted to categorize the various types of individuals to which a child is exposed and may identify with. He stated that a child is controlled by his environment which is determined by the type of people who control it. In the child's environment this consists primarily of his parents. Holland postulates six personality types: Realistic, Intellectual, Social, Conventional, Enterprising and Artistic. These types reflect vocational preferences and are found in an interaction within the person so that there is no such thing as a person who is a pure Realistic type. One personality type dominates the interaction in an individual but each factor is in evidence. He postulates an environmental model which is the situation created by persons dominant in their respective environments. In this way Holland arrives at a prediction of work satisfaction and vocational stability. A Realistic person in a Realistic environment would be said to have a high probability of achieving the desired outcomes. In this conceptual framework the most important determining factor is the environment (culture) in which the individual is raised.

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<sup>10</sup>V. J. Crandall, W. Katkovsky and Anne Preston A conceptual formulation for some research on children's achievement development. Child development, 31, 1960, 787-797.

<sup>11</sup>J. L. Holland The psychology of vocational choice. Waltham, Massachusetts: Blaisdell, 1966.

A very interesting study was done by Cole and Hanson<sup>12</sup> in which, rather than comparing individual scales across instruments, they compared circular patterns of scales and found high correspondence between vocational interests tests. As an example, a person could score high in chemistry on one test and on physics on another which would seem to invalidate the usefulness of the tests. However, in determining patterns of interest by observing scores on groups of tests, the person would be found to have high intellectual interests on all test instruments. This study indicates that many occupational titles are not defined narrowly enough and that the use of more global classification may lead to less confusion in the use of vocational interest tests among counselors. Perhaps the integrating of several instruments along these less-channeled lines even could help eliminate some of the misuse of test results which is now so evident.

The Semantic Differential is a technique developed by Osgood, Suci and Tannenbaum<sup>13</sup> to uncover basic motivations. Theoretically the presence of a motive increases the probability that words associated with that motive will be produced. In a study of identification based on Osgood's Semantic Differential technique, Lazowick<sup>14</sup> found that individuals behaved more like the same-sexed parent than like other significant adults with whom they interacted. The inference was that

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<sup>12</sup>Nancy S. Cole and G. R. Hanson An analysis of the structure of vocational interests. Journal of Counseling Psychology, 18, 5, 1971, 478-486.

<sup>13</sup>Charles Osgood, J. G. Suci and P. H. Tannenbaum The measurement of meaning. Urbana: University of Illinois Press, 1957.

<sup>14</sup>L. M. Lazowick On the nature of identification. Journal of Abnormal and Social Psychology, 51, 1955, 175-183.

there is an interaction between the subject and his model which results in the subject taking on some of the behavioral characteristics of the model. Lazowick used ten concepts: myself, father, mother, family, husband, wife, man, woman, pleasant, unpleasant. These concepts were rated by the subjects on nine bi-polar adjective scales which loaded on three factors: Evaluative, Activity and Potency. In administration the rank and order of the scales were randomized in order to minimize transfer effects from one concept to the next. The differences in scale positions for each concept, as they were rated by the subjects, were summed and squared. The square root of this term, D, was used as an operational definition of identification. Males were found to have developed a stronger identification with their same-sexed parent than did females. This result was generalized only to the Anglo culture in which it was found.

Identification has been considered an important variable in vocational interest development. Crites<sup>15</sup> studied the effects of parental identification on the development of vocational interests and found the same effect that Lazowick did of fathers having a greater impact than mothers. Carter<sup>16</sup> felt that identification had the effect of narrowing an individual's range of interests. It also seemed to focus on areas of achievement which led to the attainment of status and the enhancement of the self-concept. This would imply that identification is an important

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<sup>15</sup>J. O. Crites Parental identification in relation to vocational interest development. Journal of Educational Psychology, 53, 1962, 262.

<sup>16</sup>H. D. Carter The development of vocational attitudes. Journal of Consulting Psychology, 4, 1940, 185-191.

variable in relation to its effect on vocational needs and job satisfaction.

In relation to this background of vocational need development is the factor of socioeconomic level. In appraising the various socioeconomic levels within a culture Heckhausen<sup>17</sup> noted that individuals at the lower strata were governed more by needs of immediate gratification than those in the middle class, who were more inclined to work toward future goals. It appeared that the lower socioeconomic individual was just as achievement oriented as the middle class person when the goals were immediate but not when they were further off. So cultural shaping appears to influence specific goals as well as overall achievement motives. Darley and Hagenah<sup>18</sup> felt that vocational interest level "represents the degree to which the individual's total background has prepared him to seek the prestige and discharge the social responsibilities growing out of high income, professional status, and recognition of leadership in the community" whereas, "at the lower end of the scale the individual's background has prepared him for anonymity, the mundane round of activities and the followership status of a great majority of the population." It would seem that all individuals have a similar potential for drive toward a goal which is differentially activated according to socioeconomic class membership. A person from the upper classes should have high level vocational interests and needs and work

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<sup>17</sup>H. Heckhausen The anatomy of achievement motivation. New York: Academic Press, 1967.

<sup>18</sup>J. G. Darley and Theda Hagenah Vocational interest measurement. Minneapolis: University of Minnesota Press, 1955.

toward their attainment; and the lower class person would work just as hard for his more immediate goals. In fact, Strong<sup>19</sup> found that, since people seek appropriate outlets for their interests, level of vocational interests can be equated with drive.

Strong<sup>20</sup> also attempted to show the effects of age differences on vocational interests. He compared the measured interests of men at the ages of 15, 25, 35 and 55 in a longitudinal study. The resultant analysis revealed that age differences were not as significant a factor as vocational interest differences. One-third of the changes occurring between 15 and 25 occurred in the first year, another third in the next two years, and the final third in the following seven years. In general, vocational interests were well established by age eighteen.

The choice of an occupation is, according to Holland<sup>21</sup>, an expressive act reflecting the individual's knowledge, ability, personality and motivation. According to this, interest inventories are personality inventories.<sup>22</sup> Lewis and Sedlacek<sup>23</sup> used the self-administered instrument,

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<sup>19</sup>E. K. Strong, Jr. Vocational interests of men and women. Palo Alto: Stanford University Press, 1943.

<sup>20</sup>E. K. Strong, Jr. Vocational interests eighteen years after college. Minneapolis: University of Minnesota Press, 1955.

<sup>21</sup>J. L. Holland A theory of vocational choice. Journal of Counseling Psychology, 6, 1959, 35-45.

<sup>22</sup>J. L. Holland The psychology of vocational choice: a theory of personality types and environmental models. Waltham, Massachusetts: Blaisdell, 1966.

<sup>23</sup>Ann H. Lewis and W. E. Sedlacek Socioeconomic level differences on Holland's self-directed search. Proceedings, 80th Annual Convention, APA, 1972.

Self-Directed Search<sup>24</sup>, of Holland in a study of socioeconomic level differences. Although the results showed that all college students aspire to similar goals, they also revealed that students from lower socioeconomic groups chose goals requiring less education on the average. Although this result could be due to extraneous effects, such as part-time job experience, it does seem to fit well with theories suggesting social class perpetuation.<sup>25</sup>

Interests and, inferentially, needs appear to be a function of an individual's patterning of his actions after those of his behavioral models. However, if a person does not fit the pattern well, he may not remain in it but, instead, seek other identifications and interest patterns. Usually, as it has been seen, by the time of late adolescence the process of identifying with parents, other adults and peers--accepting some, rejecting others--has developed into a relatively stable form effecting behavior in a rather permanent way.

### Chicano culture

Since it is believed that this process might be altered somewhat in the Mexican American's attempt to integrate the pressures from two cultures, literature treating that subculture is included at this point.

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<sup>24</sup>J. L. Holland A theory ridden, computerless, impersonal, vocational guidance system. Journal of Vocational Behavior, 1, 1971, 167-176.

<sup>25</sup>As found in such theories as those in: Heckhausen (footnote 17); Darley and Hagenah (footnote 18); H. M. Hodges, Jr., Social stratification; Class in America. Cambridge, Mass.: Schenkman, 1964; J. A. Kahl American class structure. New York: Rinehart, 1957.

Heller<sup>26</sup> reported a comparison study between the ambitions of Mexican American and Anglo American high school graduating seniors. Half the Anglos and one-fifth of the Mexican Americans were in the college preparatory program; however, the proportion of Mexican Americans who felt they would graduate from college was only one-third that of the Anglo group. She believes this difference could be attributed to the lack of educational emphasis found in the Mexican American home and also to the non-development of achievement and independence motives.

A study which could give a clue as to how these motives develop was conducted by Maclsen<sup>27</sup> with rural lower and urban middle class Mexican children. Within the families of lower class children, competitive, achievement oriented behaviors were met with negative reinforcers whereas the opposite effect was noted in middle class families. A difference also was noted in the respective schools where compliant behaviors were expected but middle class schools strongly encouraged competitive sport programs.

Some of the difficulties that Chicanos have in the schools have been attributed by Burma, Madsen, Landes and Rubel<sup>28</sup> to their value system which contrasts markedly with that of the Anglo. Some of these

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<sup>26</sup>Celia Heller Ambitions of Mexican American youth. Dissertation Abstracts, 6, 1965, 808.

<sup>27</sup>M. C. Maclsen Cooperative and competitive motivation of children in three Mexican cultures. Psychological Reports, 20, 1967, 1307-1320.

<sup>28</sup>J. H. Burma Spanish-speaking groups in the United States. Durham: Duke University Press, 1954; W. Madsen Value conflicts in cultural transfer. In P. Worchel and D. Byrne (Eds.) Personality change, New York; John Wiley, 1964, 470-488; R. Landes Culture in American Education. New York; John Wiley, 1965; A. J. Rubel Across the tracks; Mexican Americans in a Texas city. Austin: University of Texas Press, 1966.

Chicano values (high n-Affiliation and low n-Achievement) were investigated by Ramirez, Taylor and Petersen<sup>29</sup> using California high school students. While their results could be attributable to past learning in a prejudiced school system, definite cultural differences were noted. Chicanos saw school personnel as dangerous and threatening to both their family and culture. Whereas he scored low on n-Achievement for himself, he emphasized achievement for his family and cultural group. Chicanos scored higher on n-Power indicating a view of interpersonal relationships as one person trying to control another. This is understandable in terms of an authoritarian culture and could explain the Chicano's sensitivity to being dominated by the schools. Authoritarian child-rearing practices, present-time orientation and an emphasis on mother dependency all seem to be instrumental in developing the Mexican American value system. However, it is not just a de-emphasis of achievement motivation that distinguishes the Chicano but a corresponding emphasis on the establishment and maintenance of affective relationships. Holtzman<sup>30</sup> found that the Mexican American child tended to interact with siblings and relatives rather than school or neighborhood children. From this type of finding it is easy to predict that the Mexican American will be less likely to leave his home environment and will, vocationally, be more inclined toward and more satisfied in affiliative-type occupational settings.

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<sup>29</sup>M. Ramirez III, C. Taylor, Jr. and Barbara Petersen Mexican American Cultural membership and adjustment to school. Developmental Psychology, 4, 1971, 141.

<sup>30</sup>W. H. Holtzman Cross cultural research on personality development. (Rep. No. 25) Austin, Texas: University of Texas Institute of Latin American Studies, 1965.

An important point to keep in mind is that verbal behavior can be quite discrepant from performance. On most personality measures the Chicano does demonstrate a lower n-Achievement level. This was again verified in a study by Mech<sup>31</sup> comparing Anglo, Chicano and Negro high school student populations in Arizona. Although the Mexican American once again scored lowest on n-Achievement, he had the highest grade point average. Additionally, although Chicano and Negro populations are often considered as similar, it was the Negro group that had the most discrepant scores--highest n-Achievement and lowest grade point averages. Evidently the Arizona schools in which these studies were done are utilizing the Chicano variation of achievement motivation much more efficiently than most Southwest school systems.

Growing up in a Mexican American family in a South Texas city can be quite different from the Anglo experience. Rubel found that the most important social unit for the Chicano is the family and that interaction between the members followed well-defined rules of respect.

In Chicano society the nuclear family stands forth clearly and distinctly. The loyalties of Chicanos are home centered. . . . Social life at home is marked by clearly defined patterns of deference. A father represents stern, but, ideally, just authority. . . . The mother represents the nurturant aspects of family life. Early in life the children commence to learn their sex-typed roles.<sup>32</sup>

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<sup>31</sup>E. V. Mech Achievement motivation patterns among low-income Anglo-American, Mexican-American, and Negro youth. Proceedings, 80th Annual Convention, APA, 1972.

<sup>32</sup>A. Rubel Across the tracks: Mexican Americans in a Texas city. Austin: The University of Texas Press, 1966, 213.

In examining the sociocultural characteristics of the Mexican American student in the Southwest, Steglich<sup>33</sup> separated five cultural themes which differentiated the Mexican American from the Anglo American. One (1) was loyalty to the family in which the Mexican American is primarily a member and, secondarily, an individual. (2) Machismo, the notion that a man must conform to the virile image and its associated concept of the pure and chaste woman. (3) Where the Anglo emphasizes goals and the idea that a person is what he can do, the Chicano stresses what a person is--a person as a person. (4) The lack of future goal orientation demonstrated by many Mexican Americans in college who, especially if their parents' education is much lower than theirs, don't know what they want to become. (5) The present orientation of the Mexican American. He also found that Mexican Americans who did achieve fairly prestigious occupations, usually in professional or managerial positions, would "move up and out" into Anglo society. One of the ways in which this was manifested was in Protestant church membership. This type of movement was more noteworthy in the urban and industrialized areas of Arizona and California than in the more primitive, rural area of South Texas. This also left the Chicano without middle and upper class leadership potential within his community.

The typical patriarchal culture with females clearly subordinate was found to be considered very important to the Mexican American culture

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<sup>33</sup>W. Steglich Sociocultural characteristics of the Mexican American student in the Southwest; Guidance needs of Mexican American youth. O. L. Caskey (Ed.), Proceedings of the first invitational conference on guidance needs of Mexican American youth. November 10, 1967, Lubbock, Texas.

by Crow.<sup>34</sup> Members of this culture feel it is superior to the Anglo culture but are under pressure to reject it by the dominant Anglo group. Crow believes that these pressures of cultural conflict cause problems of personal adjustment in an educational setting for the Mexican American. Indeed, in a study of the administration of justice in the Southwest, evidence revealed that Chicanos received undue harrassment and disproportionately severe penalties as compared to those received by Anglos for the same acts. The most extreme <sup>cases</sup> causes were reported from small towns and rural areas.<sup>35</sup> It is not hard to understand why Chicanos distrust the Anglo system purely from a learning viewpoint. In line with this it is interesting to note the results of a study by Mason.<sup>36</sup> Although she found that the better family integration of the Mexican American gave him an initial advantage in terms of social responsibility, tolerance and intellectual efficiency, the face-to-face experiences with prejudice quickly eroded that lead. The final outcome was that those experiencing the most prejudice from others responded with the greatest amount of intolerance.

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<sup>34</sup>L. D. Crow Educating the culturally disadvantaged child. McKay, 1966.

<sup>35</sup>U. S. Commission on Civil Rights report on Mexican Americans and the administration of justice in the Southwest, 1970 (Clearinghouse Publication No. 26).

<sup>36</sup>Evelyn P. Mason Cross-validation study of personality characteristics of junior high students from American Indians, Mexican, and Caucasian ethnic backgrounds. Journal of Social Psychology 77, 1969, 15-24.

This respondent behavior is well illustrated in a comparison study of foreign versus native born Mexican Americans by Dworkin.<sup>37</sup> When an individual appraises his socioeconomic status, he does so relative to the society he finds himself in and the groups within it to which he can refer. Native born Chicanos pictured the Anglo as a grasping, dishonest group that controlled the rewards of society. Foreign-born Mexican Americans saw the Anglo as friendly and democratic. This is probably due to the fact that the foreign-born compares his present situation to conditions in Mexico whereas the native-born compares his situation to that of the Anglo. This comparison for the native-born produces an impossible incongruency and leads to his pessimistic outlook and belief that he cannot do more than remain poor, uneducated, old-fashioned and materialistic.

In some ways this negative outlook is very realistic. In the United States the trend has been for recent immigrant groups to fall at the lower socioeconomic level, while those groups having been here the longest show the greatest upward mobility. The Mexican American culture is older than the Anglo culture in the Southwest and yet it is at the lower socioeconomic level. It is as though in the Southwest a caste, rather than class, system is operating. In fact, many Anglos only consider Mexican Americans to be upwardly mobile when they take on the

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<sup>37</sup>A. G. Dworkin Stereotypes and self-images held by native-born and foreign-born Mexican Americans. Sociology and Social Research, 49, 1965, 214-224.

trappings of the dominant culture,<sup>38</sup> thus denying their own culture.

### Political movement

Although the Mexican American has not formed into groups like the American Negro in order to focus power, there is a growing political awareness in the Chicano of the Southwest.<sup>39</sup> Cesar Chavez and the campesinos have created a union of farm laborers in California, Tijerina has claimed ancient land grants in New Mexico for the people, Rodolfo "Corky" Gonzales has organized the "Crusade for Justice" in Denver, Chicano studies programs are being included in the schools and community action agencies have sprung up. A challenge has gone out to the guidance and counseling profession to fully understand, listen to, and be honest with the Chicano and allow him to become that which he truly can become.<sup>40</sup> What is being asked is an allowance for ethnic diversity, cultural pluralism and mutual respect.

Los Angeles, the third largest Mexican city in the world after Mexico City and Guadalajara, faces a brown-black alliance that could either result in an electoral majority or incorporate East Los Angeles as a separate city. Denver, where the Crusade for Justice is headquartered, has become the theorists' city where definitions of La Raza

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<sup>38</sup>There are several methods used by Mexican Americans to leave their culture behind. Many women marry Anglos thus losing their Spanish name. With occupational mobility many change church affiliation from Catholic to Protestant. In California and New Mexico there are large numbers of relatively affluent Mexican Americans who refer to themselves as Spanish Americans or Hispano American.

<sup>39</sup>P. Bullock Employment problems of the Mexican-American. Industrial Relations, 3, 1964, 37-39.

<sup>40</sup>W. H. Palomares Viva la Raza! Personnel and Guidance Journal, 50, 2, 1971, 119-129.

("the people") and plans for a Chicano way of life are formulated. San Antonio has the highest percentage of Chicano residents (41). There is more overt anti-Mexican bias in Texas than any other state, and Chicano organization is weak, but the movement's influence continues to grow. In Texas at the present time their awareness appears to be concentrated on the college campuses in the form of militant Chicano societies which seem, in many ways, closer to Anglo than traditional Mexican American cultural ideals.

Several researchers<sup>41</sup> have demonstrated that the majority of protest leaders as well as their followers are mature, well-adjusted persons. These are the type of people our universities supposedly seek to develop-- people who are not willing to accept perceived injustices in the world, who care about others, and who are self-actualizing. Perhaps what the Chicano is asking will enrich this country in the long run.

#### Birth order effects

The abundant literature on birth order suggests an interaction effect with cultural biases. First born children have consistently shown more dependent, conforming, affiliative behavior in threatening

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<sup>41</sup>P. Heist Intellect and commitment: the faces of discontent. In O. A. Knorr & W. J. Minter (Eds.), Order and freedom on the campus. Boulder, Colo.: Western Interstate Commission for Higher Education, 1965; W. A. Watts & D. N. Whittaker Free speech advocates at Berkeley. Journal of Applied Behavior Science, 2, 1966, 41-62; B. B. Winborn & D. G. Tansen Personality characteristics of campus social-political action leaders. Journal of Counseling Psychology, 14, 1967, 509-513; H. R. Freeman & P. Brubaker Personality characteristics of campus demonstrators compared to nondemonstrators. Journal of Counseling Psychology, 18, 1971, 462-464.

situations.<sup>42</sup> The origin of this behavior has been theorized as being due to modeling effects. First born children imitate the anxieties and fears of the new parents which are no longer present in later-born children.<sup>43</sup> When these anxieties are primarily interpersonally and socially oriented they result in greater affiliative behavior--behavior which increases the probability of social approval and support. This should cause a tendency in first borns to meet the expectations of authority figures in society. That premise was tested by Abramowitz and Abramowitz<sup>44</sup> and found lacking. First borns did not appear to be any more responsive to the socialization pressures of authorities than later-borns. Although it would appear that birth order could have a similar effect to cultural membership, few crosscultural studies have been undertaken in that area. First born Puerto Rican males were found to resist pressures to conform to a greater extent than their American

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<sup>42</sup>H. B. Gerard & T. M. Robbie Fear and social comparison. Journal of Abnormal and Social Psychology, 62, 1961, 586-592; R. Helmreich & B. Collins Situational determinants of affiliative preference under stress. Journal of Personality and Social Psychology, 6, 1967, 79-85; N. Miller & P. Zimbardo Motives for fear-induced affiliation; emotional comparison or interpersonal similarity. Journal of Personality, 34, 1966, 481-502; R. Radloff Opinion, evolution and affiliation. Journal of Abnormal and Social Psychology, 62, 1961, 578-585; I. Saruoff & P. Zimbardo Anxiety, fear and social affiliation. Journal of Abnormal and Social Psychology, 62, 1961, 155-159; S. Schachter The psychology of affiliation. Stanford; Stanford University Press, 1959; P. Zimbardo & L. Formica Emotional comparison or self-esteem as determinants of affiliation. Journal of Personality, 31, 1963, 141-162.

<sup>43</sup>A. Adler The practice and theory of individual psychology. New York: Harcourt, Brace, 1927; H. H. Ansbacher & R. R. Ansbacher The individual psychology of Alfred Adler. New York: Basic Books, 1956; R. R. Sears, E. E. Maccoby & H. Levin Patterns of child rearing. Evanston, Ill.: Row, Peterson, 1957.

<sup>44</sup>S. I. Abramowitz and Christine V. Abramowitz Birth order, sensitivity to socialization, and student activism. Journal of Counseling Psychology, 18, 1971, 184-185.

equivalents.<sup>45</sup> An unusual finding was that by Jai<sup>46</sup> who scored students' essays in India and found first borns scoring higher on n-Achievement and later borns on n-Affiliation. Birth order studies are confused as to their results and their findings may well be due to some extraneous factor such as the birth order distribution of the total population over time.

An additional source of error can be introduced in the case of the Mexican American because of his polite manner of interacting and the rather submissive, passive-dependent role he takes on socially. In general, Mexican Americans handle stressful situations in a passive way because that is a considered virtue, whereas the Anglo considers active intervention virtuous.<sup>47</sup> The Chicano shows this side of himself in his religion, his education, his finances, his government and his health. The one area in which he enjoys great status and esteem is within the nuclear family.

The present study is an attempt to increase the knowledge of the Mexican American from the viewpoint of vocational needs which may be unique in his case. Specifically, it illustrates an application of the

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<sup>45</sup>S. Becker and J. Carroll Ordinal position and conformity. Journal of Abnormal and Social Psychology, 65, 1962, 129-131.

<sup>46</sup>B. Jai Birth order and sex differences in n-Affiliation. Journal of Psychological Researches, 1 (1), 22-27.

<sup>47</sup>Diaz-Guerrero, R., M. D. The passive-active transcultural dichotomy. International Mental Health Research Newsletter, VII, 3, Fall, 1965.

theory of work adjustment presented by Davis, Lofquist and Weiss.<sup>48</sup>

This states that "satisfaction is a function of the correspondence of the reinforcer system of the work environment and the individual's needs. . . ."

### Summary

In this section concepts of vocational need, interest and the nature of the Mexican American were reviewed.

It was observed that the process of identification, which can be subsumed under several headings, has a definite effect on the development of vocational needs and interests. Also noted was that in the Mexican American population there seems to occur at times an attempt to deny this identification and to relate to new and different models. This has been observed in upward striving individuals.

There has been very little research available having a direct bearing on the Mexican American even though he comprises the second largest minority group in the United States. Guidance counselors need to be aware of the factors creating a culturally diverse society and discover how to reinforce positively the development of a positive self-concept in their clients. They need to become familiar with the Chicano's history, culture, and the traditions of his strength, courage and dignity. Current training of psychologists offers little preparation in working with persons from various racial, ethnic and socioeconomic groups. A

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<sup>48</sup>R. V. Davis, L. H. Lofquist & D. S. Weiss A theory of work adjustment (a revision). Minnesota studies in vocational rehabilitation, 1968, 23.

study done at Los Angeles County General Hospital Psychiatric Outpatient Clinic revealed that Chicanos and Blacks usually were discharged or seen minimally.<sup>49</sup> This probably does not mean they have fewer or less difficult problems. Some past studies<sup>50</sup> have led to generalized beliefs that all poor people are non goal-directed, take what they can in the present, forget about planning ahead and when needed, require an authoritarian therapist. Given these convictions therapists believe that many Chicanos leave them because they don't give them enough practical advice. The answer appears evident in the experience of providing services on a neighborhood basis--then the demand for services grew steadily.<sup>51</sup>

The guidance and counseling profession is faced with two main problems. The first is that most professionals are inexperienced in working with the Chicano. The second is that, at this time, the Chicano has no well established models to follow for upward mobility. It is felt that a study of the vocational needs of this subculture will suggest interrelationships and provide a basis for recommendations concerning both that population and directions for further research.

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<sup>49</sup>J. Yamamoto, Q. C. James and N. Palley Cultural problems in psychiatric therapy. Archives of General Psychiatry, 19, 1968, 45-49.

<sup>50</sup>W. C. Haggstrom The power of the poor. In F. Riessman, et. al. (Eds.), Mental Health of the Poor. New York: Free Press of Glencoe, 1964, 205-222; L. Schneiderman Social class, diagnosis, and treatment. American Journal of Orthopsychiatry, 35, 1965, 99-105; N. W. Winkleman The psychiatric treatment of lower socio-cultural level patients in a union medical center. In Culture, Change, Mental Health and Poverty, J. C. Finney (Ed.), Lexington: University of Kentucky Press, 1965.

<sup>51</sup>F. Riessman New models for treatment of low income groups. Transaction, January, 1964; S. Polgar United States: The PPFA Mobile Service Project in New York City, Studies in Family Planning. 1966.

## CHAPTER IV

### DESIGN OF THE STUDY

The present section is concerned with the research design by which the problem discussed in other sections was investigated. The purpose of the study is to investigate the interrelationships between the vocational needs, values and goals in college samples of the Mexican American, militant Mexican American and Anglo American populations in South Texas.

The sample is described first, followed by descriptions of the instruments to be used, the method of collecting the data and the statistical treatment. The statistical hypotheses to be tested and a summary conclude this section.

#### The sample

Subjects were chosen from the 1969-1970 freshman and sophomore English classes of Texas A and I University in Kingsville, Texas. English classes were chosen since they are required of all students and are thus representative of the entire student body. Selection of the specific classes used was on a random basis to insure that all students had an equal chance of being a subject in the study. The university was chosen since it draws its student body from the surrounding area in South Texas and has a large Mexican American representation. Included as subjects were 174 Anglos, 98 male and 76 female, and 130 Chicanos, 82 male and 48 female. The militant group was chosen on the further

criterion of being an active member in certain political associations.<sup>52</sup>

### Instrumentation

Four instruments were administered to all subjects. All the instruments could be given in the length of a class period. The instruments were the Minnesota Importance Questionnaire (MIQ), a Semantic Differential based on concepts derived from the Allport-Vernon-Lindzey Study of Values, the McGuire-White Measurement of Social Status, and a General Information Sheet.

The Minnesota Importance Questionnaire, developed by Davis, Weiss, England and Lofquist,<sup>53</sup> consists of 210 paired comparisons, the last twenty yielding a consistency measure as a check on the profile's internal consistency. The first 190 items yield twenty scales relating to vocational needs. The twenty scales are: Ability Utilization, Achievement, Activity, Advancement, Authority, Company Policies and Practices, Compensation, Coworkers, Creativity, Independence, Moral Values, Recognition, Responsibility, Security, Social Service, Social Status, Supervision-Human Relations, Supervision-Technical, Variety and Working Conditions. Initial analysis of the MIQ consisted of a sample of 2,308 volunteers who ranged, occupationally, from unskilled to professional levels and were categorized educationally from less than

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<sup>52</sup>Political Association of Spanish-speaking Organizations (PASO), Mexican American Political Association (MAPA), League of United Latin American Citizens (LULAC), American GI Forum, Community Service Organization, Los Barrios Unidos, Chicanos Por La Causa, United Farm Workers, La Raza Unida, Mexican American Youth Organization (MAYO), or the Alianza.

<sup>53</sup>Work Adjustment Project, Industrial Relation Center, University of Minnesota.

twelve years to more than sixteen years of school. Scores on the MIQ have been shown to be relatively unaffected by a general response set on the part of a subject. Hoyt internal consistency reliability coefficients indicate high reliabilities on all twenty scales. Reliabilities have been reported from .77 for Compensation to .91 for Social Service with a median reliability of .87.<sup>54</sup>

The MIQ is written at the fifth grade reading level and is self-administering. Although there is no time limit, the average person completes it in from fifteen to twenty minutes.

A Semantic Differential was administered according to Osgood's procedures.<sup>55</sup> This is a technique to measure motivational word association based on the theory that the presence of a motive will increase the probability of words associated with the motive being produced. Heise<sup>56</sup> found that these motivation word association scores assessed n-Affiliation and n-Achievement motives more sensitively than did imagery analyses of the Thematic Apperception Test.

The concepts used in this study are: (1) educate, (2) research, (3) practical, (4) industry, (5) beauty, (6) artistic, (7) society, (8) community, (9) politician, (10) prestige, (11) ethical and (12) spiritual. Corresponding to the six types delineated on the Study of

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<sup>54</sup>D. D. Hendel and D. J. Weiss Individual inconsistency and reliability of measurement. Educational and Psychological measurements, (in press), 1970.

<sup>55</sup>C. E. Osgood, J. G. Suci & P. H. Tannenbaum The measurement of meaning. Urbana: University of Illinois Press, 1957.

<sup>56</sup>D. R. Heise Sensitization of verbal response-dispositions by affiliation and n achievement. Journal of Verbal Learning and Verbal Behavior, 5 (6), 1966, 522-525.

Values 1 and 2 refer to the Theoretical type, 3 and 4 to the Economic, 5 and 6 to the Aesthetic, 7 and 8 to the Social, 9 and 10 to the Political and 11 and 12 to the Religious. Each concept was rated by the subjects on nine bi-polar adjective-pair scales comprising three factors: Factor I (evaluative), clean-dirty, happy-sad, fresh-stale; Factor II (activity), fast-slow, active-passive, hot-cold; and Factor III (potency), strong-weak, heavy-light, rugged-delicate. In the presentation of the items the rank order of the scales and concepts was randomized. This precaution was taken to prevent the formation of response sets on the part of the subjects. Each bi-polar adjective was rated on a seven point scale which, for statistical purposes, was considered as 1 to 7, but was, in reality, an interval scale from -3 to +3 with zero the equivalent of 4.

The McGuire-White is an index used to place subjects in subclasses of populations for various types of behavioral research. It has been used extensively as a sociometric instrument in Central and South Texas. The total index score is based on four component scores: educational level, religious affiliation, occupation and source of income. To use the index only three steps are necessary: (1) the individual or "status parent" of the family to be ranked is rated on each component scale, (2) the ratings are multiplied by the appropriate weightings as determined from previous studies and the sum of the product is computed as a total index score, and (3) the individual index score is compared to a table to estimate the social class to which the subject belongs. This instrument can be administered either individually or in a group.

A General Information Sheet was filled out by each subject. The information on this sheet included: social security number, age, date of birth, sex, intended major field, degree objective, occupation of father, occupation of mother, father still living, mother still living, size of family, subject's position in family and classification according to subcultural group membership (Mexican American, militant Mexican American or Anglo American).

#### Collection and preparation of data

Subjects were administered the instruments in a group setting. Each administration took place during one fifty minute class session. The order in which they were presented was: General Information Sheet, Semantic Differential, Minnesota Importance Questionnaire. Information for completing the McGuire-White Measurement of Social Status was included on the general information form.

All subjects were instructed to put their social security number on the General Information Sheet, the two Semantic Differential Sheets and the MIQ answer sheet. They also were reminded not to leave any blank spaces on any of the forms.

#### Analysis of the data

The data was collected and the Minnesota Importance Questionnaire sent to the Region VI Regional Research Institute for initial scoring to yield mean and standard deviation scores on all vocational need scales for each individual.

The subjects were divided into Mexican American and Anglo American groups on the basis of self-identification. Since only four males

and three females identified themselves as belonging to a militant Mexican American group, they were not included in the statistical analysis although their results were described.

A two-by-two factorial analysis of variance was used to analyze the MIQ data. This procedure allowed the determination of significance of differences found between races and sexes and also provided an analysis of the interaction of sex and race within the groups studied. The analysis was completed using T scores and the .05 level of significance. The null hypothesis for this investigation was that no difference exists between races, sexes or the combination of sex and race for mean scores of the twenty MIQ scales studied.

Data from the Semantic Differential technique underwent a discriminant function analysis on each of the six concepts and a factor analysis for each concept. The null hypothesis for this investigation was that no differences existed between sex, race or a combination of both for mean ratings of the six value concepts studied.

A four-factor index of social position, as outlined by McGuire and White,<sup>57</sup> was used to rank the subjects and their families according to social class. To further clarify group comparability an index of social position was analyzed through its separate components: education, religious affiliation, occupation and source of income as scaled by the McGuire-White code. A Chi-square test was applied to measure the difference between the socioeconomic status of the subjects' present

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<sup>57</sup>C. McGuire and G. D. White Research paper in human development, No. 3 (revised). Department of Educational Psychology, The University of Texas, March, 1955.

families and those of their own socioeconomic goal. The null hypothesis for this investigation was that there was no relationship between the socioeconomic status of the parent and the status goals of the subject.

To investigate the rationale that first borns are more dependent and authority oriented a two (male and female) by two (first and only children and later-borns) analysis of variance was performed for the Authority, Independence and Responsibility Scale scores of the Minnesota Importance Questionnaire. The null hypothesis was that there was no difference between first and later-borns for mean scores on the three scales investigated.

#### Statistical hypotheses

Several hypotheses were developed concerning the relationship between membership in a subcultural group, vocational needs, vocational values and birth order. These are presented in the null and alternate form below.

$H_{01}$  There is no difference between scale scores on the Minnesota Importance Questionnaire when compared by sex, race or a combination of sex and race.

$H_1$  Anglos will score significantly higher on the Achievement, Advancement, Authority, Creativity, Independence, Responsibility, Social Status, Supervision--Human Relations and Variety Scales of the MIQ.

Mexican Americans will score higher on the Coworkers, Moral Values, Security, Social Service, and Working Conditions Scales of the MIQ.

Militant Mexican Americans will score higher on the Compensation and Company Policies Scales and score between the other groups on the Advancement, Authority, Creativity and Social Status Scales of the MIQ.

Males will score higher than females on the Authority, Compensation, Creativity, Independence, Responsibility and Social Status Scales of the MIQ.

Females will score higher than males on the Coworkers, Moral Values, Security, Social Service and Working Conditions Scales of the MIQ.

Male Mexican Americans and female Anglo Americans will score higher on the Coworkers, Security, Social Service and Working Conditions Scales of the MIQ.

H<sub>02</sub> There is no difference between Semantic Differential mean ratings as compared by sex, race or a combination of sex and race.

H<sub>2</sub> Anglos will rate the Theoretical, Economic, Social and Political Values significantly higher than the Chicanos on the Potency factor.

Chicanos will rate the Aesthetic, Social and Religious factors significantly higher than the Anglos on the Evaluative factor.

Militant Mexican Americans will have value scores more similar to those of Anglos than to Chicanos.

Females will rate the Aesthetic, Economic and Social values significantly higher on the Evaluative factor.

Male Mexican Americans and female Anglos will rate the Aesthetic value significantly higher than female Chicanos and male Anglos.

H<sub>03</sub> There is no relationship between socioeconomic level of the home and expressed vocational goals when compared by sex, race or a combination of sex and race.

H<sub>3</sub> Anglos will tend toward realistic aspirations (aim for the same socioeconomic level or within one status level of the parent as defined on the McGuire-White).

Females will tend toward underaspiration (two or more status levels lower than their parents).

Mexican Americans will tend toward unrealistic aspirations (two or more status levels different from the parental level).

$H_{04}$  There is no difference between first borns and later borns on the Authority, Independence and Responsibility scales of the Minnesota Importance Questionnaire.

$H_4$  Later borns will score significantly higher than first and only children on the Independence and Responsibility scales of the MIQ.

First borns will score significantly higher than later borns on the Authority scale of the MIQ.

## CHAPTER V

### RESULTS AND CONCLUSIONS

In the present study cultural effects on vocational needs and values were examined. The study was done in the spring semester of the 1969-1970 school year at Texas A and I University, Kingsville, Texas. In order to insure that samples were independent only the required freshman and sophomore level English course was utilized. The fact that these were required courses also insured that the sample was representative of the total student body.

The total sample included 312 students; however, only 304 were included in the statistical analyses. Of those included 174 were Anglos—98 males and 76 females, and 130 were Chicanos—82 males and 48 females. In addition to these were one Mexican National, and four male and three female militant Mexican Americans. These latter will be discussed but were not included in the statistical analysis due to their small number.

### RESULTS

#### Vocational needs

The findings of the investigation of vocational needs are summarized in Table 1. Means on each variable are provided for the subjects studied as a whole and for the following subgroups: all males, all females, all Chicano and all Anglo. F values are given and significance at the .05 and .01 levels are indicated for differences between sexes,

racess and interaction between sex and race.

TABLE 1

GROUP MEANS AND F VALUES OF SCORES ON  
20 MIQ VARIABLES

| Variables                        | MEANS    |            |             |           |       | F VALUES |       |              |
|----------------------------------|----------|------------|-------------|-----------|-------|----------|-------|--------------|
|                                  | All Male | All Female | All Mexican | All Anglo | Total | Sex      | Race  | Inter-action |
| Ability Utilization              | 1.56     | 1.56       | 1.57        | 1.54      | 1.56  | 1.26     | 0.12  | 3.53         |
| Achievement                      | 1.40     | 1.50       | 1.17        | 1.52      | 1.40  | 1.33     | 5.18* | 1.33         |
| Activity                         | 0.23     | 0.36       | 0.28        | 0.28      | 0.28  | 2.61     | 2.68  | 0.68         |
| Advancement                      | 1.42     | 1.06       | 1.23        | 1.22      | 1.24  | 5.69*    | 0.01  | 1.42         |
| Authority                        | 0.16     | -0.47      | -0.04       | -0.19     | -0.12 | 5.89*    | 0.13  | 1.35         |
| Company Policies & Practices     | 0.82     | 0.99       | 0.80        | 0.99      | 0.90  | 0.14     | 0.43  | 0.10         |
| Compensation                     | 0.43     | 0.51       | 0.32        | 0.61      | 0.46  | 0.23     | 0.87  | 0.17         |
| Coworkers                        | 0.70     | 0.92       | 1.42        | 0.83      | 1.14  | 2.22     | 5.97* | 0.64         |
| Creativity                       | 1.32     | 1.16       | 1.32        | 1.16      | 1.24  | 0.01     | 2.10  | 0.03         |
| Independence                     | 0.12     | 0.13       | 0.07        | 0.25      | 0.15  | 1.46     | 6.72* | 1.52         |
| Moral Values                     | 0.55     | 1.01       | 1.03        | 0.49      | 0.77  | 0.81     | 0.02  | 5.96*        |
| Recognition                      | 0.89     | 0.63       | 0.75        | 0.80      | 0.76  | 2.56     | 0.04  | 0.17         |
| Responsibility                   | 1.10     | 0.93       | 1.03        | 1.04      | 1.02  | 2.61     | 2.68  | 0.65         |
| Security                         | 0.95     | 1.14       | 1.10        | 1.07      | 1.07  | 5.73*    | 0.12  | 1.24         |
| Social Service                   | 1.19     | 1.45       | 1.40        | 1.20      | 1.31  | 0.28     | 0.01  | 4.73*        |
| Social Status                    | 0.17     | 0.05       | -0.19       | 0.37      | 0.10  | 1.38     | 5.47* | 1.34         |
| Supervision--<br>Human Relations | 0.71     | 0.57       | 0.59        | 0.71      | 0.66  | 0.09     | 1.97  | 0.07         |
| Supervision--<br>Technical       | 0.59     | 0.59       | 0.52        | 0.65      | 0.58  | 0.26     | 0.94  | 0.21         |
| Variety                          | 0.62     | 0.60       | 0.71        | 0.50      | 0.60  | 0.12     | 0.38  | 0.11         |
| Working<br>Conditions            | 0.78     | 1.19       | 0.99        | 1.00      | 0.99  | 7.29**   | 0.17  | 1.36         |

\* Significant at .05 level

\*\* Significant at .01 level

Ten significant differences between mean scores of groups were found: (1) Achievement score between races, (2) Coworkers score between races, (3) Independence score between races, (4) Social Status score between races, (5) Advancement score between sexes, (6) Authority score between sexes, (7) Security score between sexes, (8) Working Conditions score between sexes, (9) Sex-race interaction on Moral Values, and (10) Sex-race interaction on Social Service.

Separate group means for variables in which significant interaction was found for sex and race are presented in Table 2. The means for the variables are provided for male Chicano, female Chicano, male Anglo and female Anglo. In both cases the combination of male Chicano and female Anglo scored higher than the combination female Chicano and male Anglo.

TABLE 2

SEPARATE GROUP MEANS FOR VARIABLES IN  
WHICH SIGNIFICANT INTERACTION WAS FOUND  
FOR RACE AND SEX

| Variables      | MEANS        |                |            |              |
|----------------|--------------|----------------|------------|--------------|
|                | Male Mexican | Female Mexican | Male Anglo | Female Anglo |
| Moral Values   | 1.04         | -0.18          | -0.72      | 1.17         |
| Social Service | 3.01         | 1.52           | 1.01       | 2.25         |

The null hypotheses were therefore rejected in regard to ten of the sixty combinations investigated. Females scored higher than males on Security and lower on both Advancement and Authority. Anglos scored

higher than Chicanos on Achievement, Independence and Social Status scales. Chicanos scored higher than Anglos on the Coworkers scale. The combination of male Chicano and female Anglo scored higher than the female Chicano and male Anglo combination on the Moral Values and Social Service Scales.

### Vocational values

A Semantic Differential was also administered to the students in the study. The instrument contained twelve high frequency concepts:<sup>58</sup> educate and research (Theoretical); practical and industry (Economic); beauty and artistic (Aesthetic); society and community (Social); politician and prestige (Political); ethical and spiritual (Religious); each rated according to nine bi-polar adjectives.<sup>59</sup> The concepts and scales were selected on the basis of judged<sup>60</sup> relationship with concepts on the Allport-Vernon-Lindzey Study of Values and previous research by Lilly;<sup>61</sup> Osgood, Suci and Tannenbaum;<sup>62</sup> and Heise.<sup>63</sup> Each bi-polar

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<sup>58</sup>D. R. Heise Semantic differential profiles for 1000 most frequent words. Psychological monographs, 79, No. 8.

<sup>59</sup>The adjectives are: clean-dirty, happy-sad, fresh-stale, fast-slow, active-passive, hot-cold, strong-weak, heavy-light, and rugged-delicate.

<sup>60</sup>The judges were three professors in the graduate psychology department of Texas Tech University.

<sup>61</sup>R. S. Lilly A developmental study of the semantic differential. Educational Testing Service Research Bulletin (RB-65-28), 1965.

<sup>62</sup>C. Osgood, G. Suci & P. Tannenbaum The measurement of meaning. Urbana: University of Illinois Press, 1957.

<sup>63</sup>D. R. Heise Sensitization of Verbal Response--Dispositions by n-Affiliation and n-Achievement. Journal of Verbal Learning and Verbal Behavior, 5 (6), 1966, 522-525.

adjective constituted a seven point scale. Scale responses were summed across the twelve concepts and correlated to yield a nine by nine correlation matrix. The resultant correlation matrix was factored (with unities in the diagonal) by the principal axes method, with varimax rotation of factors whose eigenvalues exceeded 1.0.<sup>64</sup> Four factors resulted and factor scores were computed on the four factors for each subject. We thus have a measure of each subject's semantic meaning on each of the important dimensions of semantic meaning.

The subjects were then grouped into their respective subcultural and sexual classifications and a multiple discriminant analysis was performed on the four groupings, considering the four factor scores as the variables on which the discrimination was to be made.

TABLE 3

## FACTOR LOADINGS FROM TOTAL SAMPLE

| Semantic differential scales | I    | II   | III  | IV   |
|------------------------------|------|------|------|------|
| clean-dirty                  | -.15 | .38  | .23  | -.50 |
| happy-sad                    | .60  | -.37 | .29  | .02  |
| fresh-stale                  | -.17 | -.04 | .06  | -.72 |
| fast-slow                    | .69  | -.07 | -.05 | .09  |
| active-passive               | -.08 | .75  | .11  | .04  |
| hot-cold                     | .60  | -.13 | -.16 | -.11 |
| strong-weak                  | .74  | -.08 | .08  | -.07 |
| heavy-light                  | .38  | .08  | -.16 | -.61 |
| rugged-delicate              | .16  | .23  | -.32 | -.55 |

Table 3 contains the factor loadings on the three obtained semantic factors. The factor names are: Factor I--Potency (loadings on

<sup>64</sup>D. Veldman FORTTRAN programming for the behavioral sciences. New York: Holt, Rinehart & Winston, 1967.

weak, slow, sad, cold, light); Factor II--Activity (loadings on passive); Factor III--Unnamed (probably due to the female Chicano tendency to rate all of the value concepts as more "delicate" than do other subjects); Factor IV--Evaluation (loadings on fresh, clean, heavy, rugged).

Table 4 indicates that there are significant differences between the factor scores of the four groups on each of the four semantic factors. Both Anglo females and Mexican females appear similar to one another in factor score means except on Factor III. On Factor I, the value concepts are rated by Anglo males as weak, slow, sad, cold, light but are rated by Mexican males as strong, fast, happy, hot, heavy. Both types of females are intermediate. Value concepts are more potent for the Mexican male but less important for the Anglo male.

TABLE 4

## SUBCULTURAL FACTOR SCORE MEANS

| Factor     | Male<br>Anglo | Female<br>Anglo | Male<br>Mexican | Female<br>Mexican | F     | P    |
|------------|---------------|-----------------|-----------------|-------------------|-------|------|
| Evaluative | .34           | .17             | -.20            | .12               | 12.35 | .001 |
| Activity   | .17           | .10             | -.34            | .09               | 9.62  | .001 |
| Potency    | -.01          | .02             | .03             | .16               | 4.09  | .01  |
| Unnamed    | .16           | .12             | -.27            | .14               | 6.12  | .01  |

df within Ss = 300.

df between Ss = 3.

A similar contrast is noted on Factor II with Anglo males rating values as being passive. Factor III means are near zero except for the Mexican females for whom the values tend to be seen as delicate. Factor IV is similar to I and II: Anglo males rate values as stale, dirty,

light, delicate while Mexican males see them as fresh, clean, heavy, rugged. Both types of females tend to be like Anglo males rather than Mexican males. These results are similar to the MIQ scales in which a significant interaction was found for race and sex. Mexican males stressed moral values and social service needs, whereas Anglo males de-emphasized them and both types of females were intermediate.

Table 5 indicates an orthogonal way of combining the factor scores so as to separate the four groups significantly. The first discriminant function accounts for most of the variance. The first function produces group centroids which discriminate between cultural groups significantly. The discriminant weights for the first function were: Evaluation--.59, Activity--.45, Potency--.24, and Unnamed--.38. These discriminant weights, when applied to the factor scores of a new subject, should predict cultural membership.

After the first function extracted most of the variance, the underlying function extracting most of the variance is due to semantic differences between female Mexicans and all others. Again this appeared to be due to the female Mexican tendency to rate all values as delicate. The third discriminant function was nonsignificant.

TABLE 5

DISCRIMINANT ANALYSIS RESULTS: GROUP CENTROIDS  
ON THE THREE DISCRIMINANT FUNCTIONS

| Subcultures    | Discriminant Functions |        |       |
|----------------|------------------------|--------|-------|
|                | 1                      | 2      | 3     |
| Male Anglo     | .51                    | -.02   | -.11  |
| Female Anglo   | .20                    | -.07   | .15   |
| Male Mexican   | -.27                   | .56    | .10   |
| Female Mexican | -.48                   | -.21   | -.01  |
| Variance       | 69.03%                 | 27.05% | 3.87% |
| $\chi^2$       | 87.89*                 | 35.69* | 5.38  |
| df             | 8                      | 6      | 4     |

\*p < .01

Level of aspiration

The percentages of students who expected in the future to achieve socioeconomic status above, below or at their parents level are shown in Table 6. According to the criterion used in the study, fewer than half of the students in each group were similar to their parents in terms of their aspirations. Chicano students tended to aspire higher than their parents, whereas Anglos tended to aspire lower. A two by three chi-square analysis showed differences between the groups significant at the .001 level.

TABLE 6

## ASPIRATION LEVEL DISTRIBUTION

| Level              | Discrepancy<br>Score | Mexican American <sup>a</sup> |    | Anglo American <sup>b</sup> |    |
|--------------------|----------------------|-------------------------------|----|-----------------------------|----|
|                    |                      | n                             | %  | n                           | %  |
| Higher aspiration  | 2                    | 9                             | 7  | 1                           | 1  |
|                    | 1                    | 52                            | 40 | 52                          | 29 |
| Similar aspiration | 0                    | 63                            | 48 | 101                         | 58 |
|                    | -1                   | 5                             | 4  | 20                          | 11 |
| Lower aspiration   | -2                   | 1                             | 1  | 0                           | 0  |

Note--Each discrepancy score unit is equal to one status level difference between student aspiration and parent achievement.

$$a_n = 130$$

$$b_n = 174$$

Many of the Chicano students in the study were first generation college students. Therefore, it is realistic of them to aspire to higher occupational levels than those achieved by less educated parents.

#### Birth order effect

A two (male and female) by two (first and only children, and later borns) analysis of variance was performed for the scores on the Authority, Independence and Responsibility scales of the Minnesota Importance Questionnaire. Neither sex (for Authority,  $F = 1.13$ ;  $df = 1/300$ ; for Independence,  $F = .04$ ,  $df = 1/300$ ; for Responsibility,  $F = 1.28$ ,  $df = 1/300$ ) nor birth order (for Authority,  $F = .06$ ;  $df = 1/300$ ; for Independence,  $F = .77$ ,  $df = 1/300$ ; for Responsibility,  $F = .51$ ,  $df = 1/300$ ) was significant for any score. Neither interaction was significant (for Authority,  $F = .33$ ,  $df = 1/300$ ; for Independence,

$F = .02, df = 1/300$ ). Contrary to expectation the results failed to substantiate the notion that birth order has an effect on dependency and an orientation toward authority.

### Militant subjects

Although the numbers of militant Mexican Americans were not great enough to warrant inclusion in the statistical analysis, a description of those subjects is included here for a general comparison. Of the four males, two were majoring in Business Administration, one in Architecture and one in Industrial Arts. All were members of the Mexican American Youth Organization (MAYO). Measured vocational needs revealed high scores on the Advancement, Security, Social Status, Responsibility and Recognition Scales along with a de-emphasis on the Compensation, Moral Values and both Supervision Scales. None of their parents had had as much as a high school education and all were paid on an hourly or piece-work basis. All subjects and their families belonged to the Roman Catholic Church. There were no consistent patterns involving birth order.

The females belonged to the same militant organization and also displayed no birth order pattern. However, their parents received monthly or yearly salaries, and although their parents were also Catholic, the militant females listed no religious preference for themselves. Stated occupational goals were Art Education, Secondary Education, and Law. Measurement of vocational needs revealed an emphasis on Ability Utilization, Variety, Moral Values, Social Services and Company Policies and Practices. A low emphasis was placed on Authority, Compensation and Social Status needs.

### INTERPRETATIONS

The interpretation of the results of the study of vocational needs can be approached either on the basis of individual scales taken independently or in the contexts of interaction of all information available on a particular subject. On the basis of the individual scale interpretive procedure the higher Coworker Scale score of the Chicano group could reflect a higher motivation toward affiliation with other people than the Anglo displays. The Anglo group's higher scores on the Achievement, Independence and Social Status scales reveal a higher motivation for achievement through competition with others which results in some distancing and, possibly, alienation from others. The Anglo group would appear to be more concerned with self and less trusting of others.

Male subjects scored higher on Advancement and Authority Scales which seems to reflect a more upward mobile group and a feeling of self-confidence. Females scored higher on Security and Working Conditions which could imply a tendency to worry, a lack of self-confidence and passive-dependent methods of achieving vocational success.

Male Mexican American and female Anglo subjects scored higher on the Moral Values and Social Service scales than female Mexican American or male Anglos. These needs of doing work for others that is not felt to be morally wrong could indicate some worry and apprehension over social conditions. However, the willingness to undertake corrective measures in the face of strong negative pressures is not evident.

The results of the discriminant analysis revealed that the cultural and sexual groups can be distinguished to a significant degree when scores on the semantic factors are taken into consideration. The extent to which the obtained results are a consequence of subcultural differences unrelated to educational background needs to be verified with subjects who are not all college students. The advantage in using the semantic differential technique is that the subject is unaware of the purpose of the instrument.

The results of comparing parental socioeconomic level with subject's goals revealed a tendency of the Mexican American to aspire to a higher occupational level than that of his parents. When this is considered in conjunction with his lower emphasis on achievement and higher emphasis on developing coworker relationships two interpretations can be derived. High aspirations combined with a de-emphasis on the competitive aspects of achievement needs could lead to conflict and frustration. However, since educational level does tend to predict occupational level, and since their parents educational levels tended to be low, the Chicano students' aspirations are probably not unduly high. They do appear to be upwardly mobile, and even though they do not seem interested in competitive work, could well be moving toward careers in education, social service and related work. Although this type of work generally is not considered high paying, it is a large upward step from farm labor and garbage collecting.

### CONCLUSIONS

Any attempt to make definitive conclusions from crosscultural research is bold indeed. The limitations listed in this study necessitate even more cautiousness. Basically, only one age group was examined and little is known of the developmental sequences within, let alone between, cultures. A further limitation is that the testing period represents only a brief sample of each subject's life patterns and behaviors and a more intensive replication would be desirable. Finally, whenever any groups have been investigated, their ranges invariably overlap--no matter how significant the differences between their groups have been. The implication of this is that the stereotyping of groups should not take the place of individual assessment nor bias the results of that testing.

The findings in this study seem to support Logan's<sup>65</sup> and Logan and Laney's<sup>66</sup> investigations of need achievement and need affiliation across Anglo and Chicano cultures. In an occupational sense, having a strong need to develop close personal ties on the job can be a positive factor in certain settings, while the competitive aspects of a high need for achievement could prove destructive. Whereas, in the majority of our school systems the Chicano might be handicapped by his de-emphasis

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<sup>65</sup>D. L. Logan An empirical investigation of the cultural determinant of basic motivational patterns. Dissertation Abstracts--The Sciences and Engineering, 1967, 27, 2874-2875.

<sup>66</sup>D. M. Logan and J. C. Laney Need achievement and need affiliation of Mexican-Americans and Anglo-Americans on the semantic differential: a pilot study. Unpublished study conducted at Texas Tech University in the Spring, 1969.

on competitiveness, once he enters the world of work and selects an occupation, his lack of interpersonal competitiveness and desire to develop close on-the-job relations can prove beneficial--provided he selects a vocation in which his needs are met.

The Chicano does appear to have more realistic hurdles to worry about in order to be successful in the Anglo world in which he lives. This appears to be reflected in his concerns about not doing something that is morally wrong and in his wanting to help others which can indicate worry, anxiety and sensitivity. These concerns could prove valuable in social service types of occupations. It certainly does appear that the Chicano of South Texas is upwardly mobile when student goals are compared with parental achievement. A problem seems to exist in how he can, or if he should, modify his distaste for an Anglo emphasis on competitive achievement needs. If the values the Chicano cherishes are truly worthwhile in the larger culture, it suggests that the educational structure needs to be altered so that school personnel become aware and appreciative of the unique needs, perceptions and attitudes of Chicano students. Many of the characteristics of the Chicano child could become an asset in the classroom, rather than a liability.

The small militant Chicano group reported in this study couldn't be included in a statistical analysis due to the high probability of a Type II error--reporting significant results when none exist in reality. However, the few that were seen seemed to represent a middle ground between the Anglo and Chicano. They listed higher level job aspirations,

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showed more of a concern for worldly success, less of a concern with moral values, and were not modeling after their parents' religious affiliations. If it were true that their values would become identical to those of Anglos, there would be no need of investigating their culture since time would eradicate it. However, although some change is noted in the direction of Anglo values such as the need to get ahead and be "somebody" in the community, it was not accompanied by the need for financial benefits or being "the boss." This suggests that any future changes in the Chicano culture will be in the direction of melding with the Anglo culture while remaining uniquely Chicano.

The achievement orientation shown by the militant group could be similar to the Japanese culture studied by DeVos<sup>67</sup> in which the emphasis on achievement was for the family and ethnic group, rather than for the self. This makes sense in terms of the Chicano concern with moral principles contrasted with the Anglo concern for self.

#### RECOMMENDATIONS

Although results appear to support, in a vocational dimension, the belief that Chicanos emphasize affiliative needs while Anglos underscore achievement needs, it is still dangerous to generalize from any specific group to the whole Chicano culture from coast to coast. Profound differences may exist between separate areas rather than cross-cultural differences. It may be important to look at variables such as

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<sup>67</sup>G. A. DeVos Achievement and innovation in culture and personality. In E. Norbeck, D. Price-Williams and W. M. McCord (Eds.), The study of personality: an interdisciplinary appraisal. New York: Holt, Rinehart & Winston, 1968, 348-370.

degree of acculturation, population homogeneity, psychosocial integration and economic viability before we build crosscultural inferences. To conclude that the Chicano is inferior or superior on any specific dimension, without considering the direction of change within the group, can lead to the same sort of controversy in which Jensen<sup>68</sup> has enmeshed himself in regard to the intellectual functioning of Negroes.

Anastasi<sup>69</sup> feels that our society can be enriched only through exposure to cultural diversity. The counselors role is to aid in freeing the individual from a too-narrow, stereotyped view of his world and help him to develop himself to his fullest potential. As counselors we have tended to blame our frustrations in communicating with individuals as being their fault. Perhaps this is only another way in which the majority culture forces assimilation on any minority culture. There are several ways in which we can overcome these difficulties in intercultural communications.

We, as counselors, can and should expose ourselves to Chicano literature, studies and people in order to more fully understand both our and the Chicano's feelings. If we work with Chicanos we should assess our interchanges on videotape. If we find we have prejudices, we can discover their underpinnings and change them. We should list specific behaviors which we would like to develop and assess, on a daily basis, how well we are exhibiting them. We have to recognize that we

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<sup>68</sup>A. R. Jensen How much can we boost IQ and scholastic achievement? Harvard Educational Review, 1967, 39, 1-123.

<sup>69</sup>Anne Anastasi The cultivation of diversity. American Psychologist, 27, 12, 1972, 1091-1099.

can be the source of poor communication and that other ethnic values are respectable and worthwhile.

The Chicano movement in America is creating an organized effort and will achieve real gains. Its thrust comes from youth and it has a unification of urban and rural, student and worker which is not found elsewhere in our country. The early outrage over socioeconomic discrepancies still exists but a new sense of dignity has been developing-- similar to the psychology of the Irish in America. Chicano studies are the theoretical foundation. When and if national priorities change, the Chicano will be better prepared because he understands who he is.

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APPENDIX

DEFINITIONS OF THE VOCATIONAL NEEDS SCALES  
OF THE MINNESOTA IMPORTANCE QUESTIONNAIRE

- Ability utilization.....make use of their individual abilities
- Achievement.....get a feeling of accomplishment
- Activity.....are busy all the time
- Advancement.....have opportunities for advancement
- Authority.....tell other workers what to do
- Company policies and practices....have a company which administers  
its policies fairly
- Compensation.....are paid well in comparison with  
other workers
- Coworkers.....have coworkers who are easy to  
make friends with
- Creativity.....try out their own ideas
- Independence.....do their work alone
- Moral values.....do work without feeling that it  
is morally wrong
- Recognition.....receive recognition for the  
work they do
- Responsibility.....make decisions on their own
- Security.....have steady employment
- Social service.....have work where they do things  
for other people
- Social status.....have the position of "somebody"  
in the community
- Supervision-human relations.....have bosses who back up their men  
(with top management)

Supervision-technical.....have bosses who train their men well

Variety.....have something different to do every  
day

Working conditions.....have good working conditions