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Scientific articles

**Adolescentes en comunidades rurales: congruencia entre
personalidad vocacional y aspiraciones de carrera**

***Adolescents in rural communities: congruence between vocational
personality and career aspirations***

***Adolescentes em comunidades rurais: Congruência entre personalidade
vocacional e aspirações de carreira***

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Resumen

La desigualdad de oportunidades para la continuidad académica de adolescentes de comunidades rurales plantea un desafío en la búsqueda de la justicia social, pues su desarrollo vocacional ocurre en un contexto de escasez de información, carencia de modelos a seguir y ausencia de redes de apoyo. En este contexto, el objetivo de esta investigación fue analizar la congruencia entre la personalidad vocacional y las aspiraciones de carrera en adolescentes de una comunidad rural de la región maya, ubicada al sureste de México.

Se utilizó una metodología cuantitativa, con diseño descriptivo-correlacional, mediante un censo que incluyó a los 150 adolescentes de la comunidad que cursaban la secundaria o el bachillerato en el ciclo escolar 2023-2024. Los resultados muestran una amplia



diversidad de aspiraciones vocacionales o aspiraciones de carrera, en su mayoría universitarias. Asimismo, predominan los tipos de personalidad realista y social, lo cual muestra la influencia del entorno en el desarrollo de los adolescentes.

Asimismo, se identifica una baja congruencia entre sus aspiraciones y su personalidad vocacional, lo que representa riesgos para la elección de carrera y continuidad escolar. Esta situación obstaculiza el desarrollo comunitario y se ve agravada por la escasez de oportunidades. Una de las principales conclusiones que se alcanza en el estudio es la necesidad de trabajar en colaboración con autoridades municipales y los diferentes agentes educativos con la finalidad de crear espacios que faciliten la construcción del proyecto de vida viable en función de sus características personales y contextuales.

Palabras clave: Personalidad, Elección de carrera, Adolescencia, Comunidad rural, Justicia social.

Abstract

The inequality in opportunities for access to further education among adolescents from rural communities represents a challenge in the search for social justice, since their vocational development occurs amid a scarcity of information, lack of role models, and support networks. In this context, the objective of this research was to analyze the congruence between vocational personality and career aspirations in adolescents from a rural community in the Mayan region of southeastern Mexico.

A quantitative, descriptive-correlational methodology was applied through a census of the 150 adolescents attending secondary or high school in the 2023–2024 academic year. The results show a wide diversity of vocational aspirations, mostly oriented toward university education; similarly, realistic and social personality types predominate, which shows the influence of the environment on the development of adolescents.

In addition, a low congruence between their aspirations and their vocational personality is identified, which represents risks for career choice and school continuity. This hinders community development and is aggravated by the scarcity of opportunities. One of the main conclusions reached in the study is the need to work in collaboration with municipal authorities and educational stakeholders in order to create spaces that facilitate the development of viable life plans adapted to their personal and contextual characteristics.

Keywords: Personality, Career choice, Adolescence, Rural community, Social justice.

Resumo

As oportunidades desiguais para adolescentes em comunidades rurais continuarem suas carreiras acadêmicas representam um desafio na busca por justiça social, pois seu desenvolvimento vocacional ocorre em um contexto de informação limitada, falta de modelos e ausência de redes de apoio. Nesse contexto, o objetivo desta pesquisa foi analisar a congruência entre personalidade vocacional e aspirações de carreira em adolescentes de uma comunidade rural da região maia, localizada no sudeste do México. Foi utilizada uma metodologia quantitativa, com delineamento descritivo-correlacional, por meio de um censo que incluiu 150 adolescentes da comunidade matriculados no ensino médio ou secundário no ano letivo de 2023-2024. Os resultados mostram uma grande diversidade de aspirações vocacionais ou de carreira, principalmente relacionadas à universidade. Da mesma forma, predominam tipos de personalidade realistas e sociais, o que mostra a influência do ambiente no desenvolvimento do adolescente.

Da mesma forma, identifica-se uma baixa congruência entre suas aspirações e sua personalidade vocacional, o que representa riscos para sua escolha de carreira e educação continuada. Essa situação dificulta o desenvolvimento da comunidade e é agravada pela falta de oportunidades. Uma das principais conclusões do estudo é a necessidade de trabalhar em colaboração com as autoridades municipais e os diversos atores educacionais para criar espaços que facilitem a construção de um projeto de vida viável com base em suas características pessoais e contextuais.

Palavras-chave: Personalidade, Escolha de carreira, Adolescência, Comunidade rural, Justiça social.

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Introduction

A study endorsed by the Economic Commission for Latin America and the Caribbean (ECLAC) indicates that the living and school conditions of adolescents living in rural areas are more precarious than those in urban areas. The higher incidence of poverty makes this sector of the population more vulnerable (Guiskin, 2019). Among the aspects that, according to various studies, represent their greatest disadvantages are a lower average number of years of schooling, low upper secondary school graduation rates, and limited access to higher education (Díaz and Fernández, 2017); as well as a tendency toward early labor market entry (Céspedes and Robles, 2016); occupational instability, unemployment, and low wages (Espejo, 2017).

Given this situation, which has persisted in recent decades, the need for a deep and critical understanding of what is happening in rural communities is indisputable, as an indispensable measure for local progress. This need responds to an outstanding debt with the development of its inhabitants, especially of the new generations, on whom the near future of these environments rests. In this regard, Lázaro (2022) points out that one of the most problematic issues in this regard is education, given that the poverty that exists in rural areas, as well as geographic isolation and remoteness, represent obstacles for children and adolescents in these contexts to continue their schooling.

On this topic, Grompone et al. (2018) agree that the gap between rural and urban areas persists in Latin America, with some of its manifestations being the low completion of secondary school and limitations in accessing higher education, as well as the need experienced by rural youth and adolescents to enter the labor market before their urban peers, which influences their low incomes and precarious working conditions.

Along the same lines, Cuenca and Reátegui (2016) identify some aspects linked to belonging to a rural community, among which the situation of poverty, the identification of the indigenous sector within it, as well as having the only route to education through public schools, stand out as characteristics that constitute barriers for an adolescent to continue their academic path towards a professional career. The interaction between these elements is illustrative of the concept of intersectionality, which refers to an implicit relationship of factors of a social nature from whose correlation unequal experiences are derived for different subjects, depending on their position (Hill and Chepp, 2013).

In other words, among adolescents in rural communities, a variety of elements produce a synergy of accumulated disadvantages that, in many cases, pushes them toward dropping out of school and distances them from their life plans. Specifically, in the rural community on which this research focuses, figures recorded by the National Institute of Statistics and Geography (INEGI, 2024) indicate that the average schooling of its inhabitants is 8.5, which corresponds to the second year of secondary school, a fact that highlights the existence of the problems previously described.

Despite this, studies such as that of Guerrero (2014) have documented the prevalence of a high valuation of the professional being in rural environments, and there is a strong expectation among rural people in these communities regarding becoming professionals, as a way out of the vulnerable situation that characterizes the environment in which they live (Grompone et al., 2018). However, the limited knowledge of the world of careers, the limited access to valid information and the absence of professional orientation strategies are some of the obstacles that these students must overcome in the

process of vocational choice, putting at risk what is generally their only opportunity to result higher education.

Because of this, it is urgent to focus attention on the result of vocational development in adolescents from rural communities, taking into consideration the congruence between the careers to which they aspire and the nature of their vocational personality, so as to obtain accurate information to identify potential risks and strengthen result-making, as a means to promote continuity towards higher education studies, which was the purpose of this research.

The study of vocational development

Vocational development and career choice have been topics of significant interest for several decades. They encompass a network of factors that shape one of the most important decisions in a person's life. These factors encompass fundamental questions related to an individual's identity, interests, and vocational projection. Their result has led to various theoretical models that attempt to explain the aspects involved in this process, as well as the relationships between them.

Among the most relevant, the trait-factor theory stands out, whose most outstanding representatives were Parsons and the Minnesota school, who propose the idea of a set of characteristics or traits in the subjects, which must coincide with the requirements of a type of activity or employment (factors), in whose alignment there is a greater probability of result of satisfaction (Zunker, 2016).

Unlike the previous model, the evolutionary theory of vocational development (Super, 1957, 1990) presents a more result and integrative perspective, proposing that vocational development is broad and linked to life stages, so that a subject's self-knowledge plays a key role in result-making; from this perspective, occupation can be seen as an result of personality.

From a broader perspective, it is necessary to refer to the sociological theories of vocational choice (Osipow, 2007), which provide a panorama that goes beyond individual aspects and involves contextual elements that, outside the control of the individual, influence and condition their decisions, among these, their socioeconomic condition, the territory in which they live, the resources available in the environment, gender and the role of chance in this process, result a few.

However, even though there are other theoretical approaches that have contributed important contributions to the understanding of this phenomenon, it is necessary to emphasize the typological theory of vocational personality (Holland, 1975, 1997), on

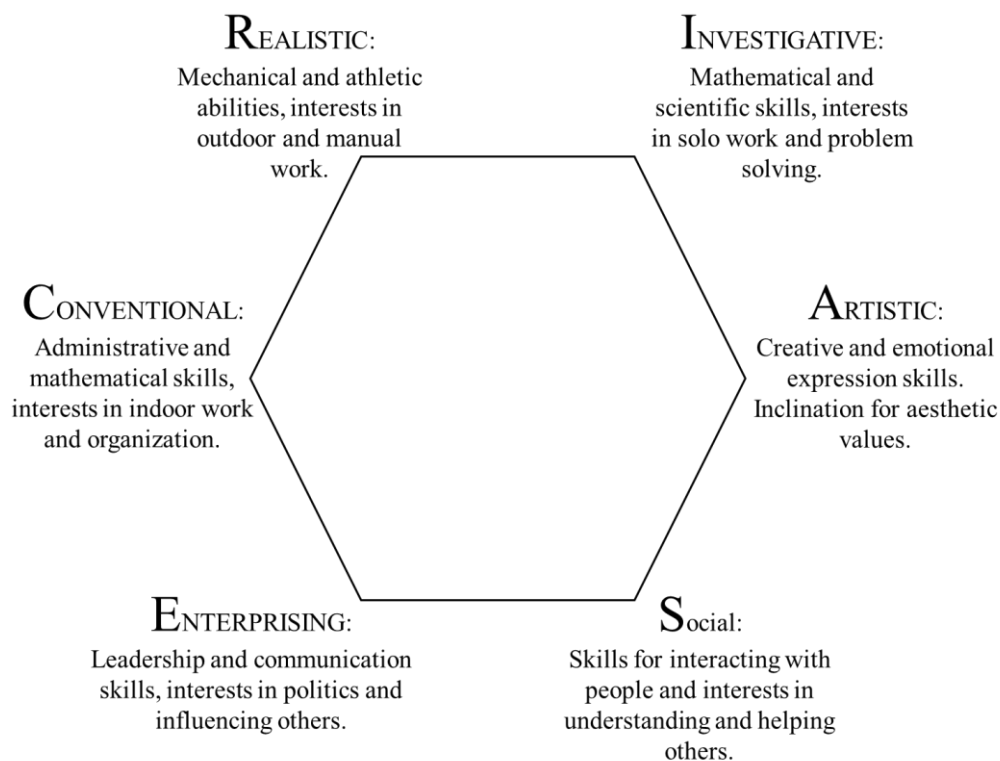
which this work is based, which postulates that people are distinguished by the prevalence of at least one of six types as a result of their vocational characteristics.

This model is one of the most relevant in the field of vocational guidance and has been widely used in research focused on different contexts (Cupani et al., 2017; Panduro, 2017). Specifically in the Mexican population, its validity has been corroborated (Fouad, 2007; Rounds and Tracey, 1996; Fernández et al., 2019; Fernández et al., 2020), finding solidity in its postulates, as well as construct validity in the instruments and results derived from it.

Typological theory of vocational personality

One of the most relevant aspects of this theoretical model is the conception it provides of vocational personality, in which it distinguishes six different types, which it defines as an individual's dispositions to think, perceive the world and act in a particular way, as a result of the combination of their aptitudes and interests (Holland, 1997). In this way, it gives rise to the types called: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C), which are commonly represented by a hexagon, as can be seen in Figure 1.

Figure 1. *J. Holland's Hexagonal Model of Vocational Personality*



Note: Prepared by the author based on Holland, Fritzsche and Powell (2005). SDS (Self-Directed Search).

A very important aspect to emphasize is that, within the framework of this theory, emphasis is not placed on pure personality types, but rather on several of these components that can be present in an individual, from whose combinations a code is extracted that integrates the predominant types in each case. Within the hexagonal model, it is proposed that the closer two types are to each other, the greater the consistency between them. In this sense, a consistent personality is one in which the predominant types are most closely related to each other, which is considered an indicator of vocational maturity.

Likewise, Holland (1997) emphasizes the importance of congruence between an individual's predominant personality types and the characteristics of their work environment as an indicator of their professional satisfaction. In this sense, considering the congruence between an individual's vocational personality and the environments linked to their career aspirations early on can act as a mechanism that contributes to the construction of a solid vocational project. In this regard, Acosta (2018) points out that people who share a vocation have similar personalities, as well as common ways of responding to situations and problems.

As can be seen, the congruence between an individual's personality and the type of environment representative of the career to which they aspire can be considered a predictor of satisfaction, stability, and well-being in their professional training and future employment. In contrast, if a person's vocational personality is unrelated to the characteristics of the career to which they aspire, there is a greater likelihood of dropping out of school or experiencing low satisfaction with their career. Therefore, these factors must be taken into account in the processes that promote vocational development in schools.

These statements are supported by studies such as that of Erazo and Rosero (2021), in which it was found that the guidance provided in schools regarding the vocational field, in order to strengthen students' self-knowledge, can be a key factor in avoiding university dropouts. This is related to the approaches of Holland (1975), who points out that personality type should be considered a determining factor in shaping the direction of vocational choice, since there is a positive correlation between the congruence and stability of career choice; in the case of the present study, the aim was to identify the congruence between the careers to which adolescents in a rural environment aspire and their personality type, as a starting point for analyzing their vocational choice process and identifying potential risk aspects for school continuity, based on their decision-making.

Vocational choice and adolescence

It is essential to recognize the importance of students being active agents in vocational guidance processes, leaving aside models that put experts at the center, which requires encouraging them to make their own decisions, based on self-knowledge and exploration of their environment (Castellanos et al., 2020).

In this sense, authors such as Cupani et al. (2017) agree on the need to consider the psychological variables associated with decision-making in the processes that promote vocational choice, in order to contrast the skills, beliefs, interests and values with the requirements of the careers and occupations that constitute the aspirations of students.

Based on the above approaches, the general objective of this study was to determine the congruence between vocational personality and career aspirations in adolescents from a rural community located within the Mayan region, in southeastern Mexico.

To achieve this, three specific objectives were established:

1. Identify the career aspirations of adolescent students in rural communities.
2. Describe the predominant personality types among adolescent students in the rural community.
3. To determine the congruence between the predominant career areas among the vocational aspirations of adolescent students in the rural community.

Method

This research is part of a larger project focused on the development of early vocations in children and adolescents in a rural community. This work combined participatory methodologies, prioritizing a broad design and alternating research and advocacy phases. In the specific case of this article, a quantitative approach was used, with a descriptive-correlational and cross-sectional design.

Variables

The conceptualization of the variables involved in the phenomenon studied is presented below, in order to provide the reader with sufficient information for a better understanding of the results obtained in this research.

Constitutive definitions

Vocational aspirations. These can be understood as individuals' projections about their future; they are based on individuals' perceptions of their opportunities and possibilities, with a direct link to socioculturally rooted ideas about what is desirable (Sepúlveda, 2024).

Vocational personality. An individual's dispositions to think, perceive the world, and act in particular ways, resulting from the combination of his or her aptitudes and interests (Holland, 1997).

Operational definitions

Vocational aspirations. These are represented by the main career or occupation option reported by students in the instrument used to measure this construct, which for the purposes of this study was classified according to the disciplinary area to which it belongs.

Vocational personality. This is the predominant personality type obtained from the combination of interests, aptitudes, and self-assessment of abilities and preferred careers considered in Holland's Hexagonal Model, which is included in the instrument used for this purpose.

Sample and sampling

The study population consisted of all young people from the rural community of Mococho, located in the Mayan region of Yucatán, southeastern Mexico, who were enrolled in secondary and distance education in the 2023-2024 school year. The sample was determined through a census, with a total of 150 participants, of which 61 (40.7%) were women while 89 (59.3%) were men. The average age was 14 years, with an approximate variation of two years.

On the other hand, when participants were questioned about their educational level, it was found that 89 (59.3%) were enrolled in secondary education, while 61 (40.7%) were in high school, which allows covering various stages of adolescent development.

Tools

Self-Directed Search (SDS) instrument was used to collect information (Holland et al., 2005), in its J version because it is the one indicated for the age of the participants; in addition to the fact that it has been adapted for use with the Mexican population. Additionally, according to studies such as that of Castaño et al. (2023), it has been one of



the most used in vocational guidance processes, in accordance with the specialized literature on the subject.

This scale aims to assist individuals in making vocational decisions based on an analysis of their personality. It consists of 228 items, organized according to the six types established in Holland 's Hexagonal Model (realistic, investigative, artistic, social, entrepreneurial, and conventional).

Regarding the psychometric properties of this instrument, according to Fernández et al. (2019), the version developed in the United States of America has high reliability coefficients (.76 to .89) and excellent internal consistency (.900 to .940), while the Mexican version has construct validity and is useful for measuring vocational personality, as well as its consistency and congruence with a possible environment in a profession.

It should be noted that, for the purposes of this study, a sociodemographic data sheet was added to this instrument, as well as a space for students to indicate their main vocational options.

Fieldwork

As part of the overall project encompassing this article, community high school and distance learning students were informed of the purpose and characteristics of this research in order to obtain their informed consent. An informational discussion was also held with parents to obtain their permission, given that most of the participants were minors.

Several working sessions were then held with the students. The instrument was administered as part of a broader process focused on their vocational development. Specifically, Holland 's SDS Self-Directed Search instrument was administered in a group setting. Participants took approximately one hour to complete. The research team provided guidance to ensure compliance with the author's application guidelines. The data was then entered into a database using the SPSS statistical package.

Data analysis

For the analysis of the information, a database was built in the "Statistical Package for The Social Sciences (SPSS), version 18. The study of the participants' sociodemographic and academic background variables was conducted using descriptive statistics, using frequency and percentage distribution tables. Some measures of central tendency and dispersion were also calculated, taking into account the nature of the measurement scale for the variables.

Furthermore, the study of vocational aspirations was conducted by determining the main vocational option indicated by the participants, distinguishing between those linked to non-university occupations and those associated with higher education, through a frequency and percentage analysis.

In the case of vocational aspirations linked to higher education studies, these were grouped according to the areas of knowledge (exact sciences, social sciences, biological sciences and design sciences), determining which university degrees were most chosen through a frequency and percentage analysis, with the latter procedure also being carried out for non-university vocational aspirations.

Regarding the study of vocational personality, the distribution of frequencies and percentages by personality type was calculated for both those aspiring to a university degree and those not. Subsequently, for participants with university aspirations, the chi-square test of independence ($p < .05$) was used to analyze the relationship between the predominant personality type and the area in which their professional aspirations are located, and to study the congruence between aspirations and vocational personality.

Results

The main findings derived from the analysis of the collected data are presented below, organized according to the specific objectives set. The paper begins with a general overview of the career aspirations of students from the rural community, then describes the personality types present, and finally analyzes the congruence between vocational personality and career aspirations, based on the disciplinary areas in which they are grouped.

Vocational aspirations of rural adolescents

This section presents the information collected during the survey on participants' career aspirations. Specifically, the results are presented regarding the students' primary vocational choice; in this sense, it was possible to distinguish between those aspirations linked to non-university occupations and those associated with higher education. Table 1 presents the frequency and percentage distribution for this variable.

Table 1. Distribution by Type of Career Aspirations

| Type of aspiration | Frequency | Percentage |
|-----------------------|-----------|------------|
| University degree | 116 | 77.3 |
| Non-university career | 34 | 22.7 |

Note: Own elaboration

As can be seen in Table 1, the majority of participants aspire to a university career, which reflects the academic aspirations of these adolescents. This is relevant considering the lack of higher education institutions in their immediate surroundings, as well as the scarcity of university models close to them. The life plan of most adolescents includes academic advancement.

Specifically, the university majors selected as their primary career aspirations by participants were grouped according to their respective areas of knowledge, based on five categories: health sciences, exact sciences, social sciences, biological sciences, and design sciences; the frequency and percentage distributions are presented in Table 2.

Table 2. Distribution of Career Aspiration by Area of Knowledge

| Area | Frequency | Percentage |
|---------------------|-----------|------------|
| Health Sciences | 21 | 18.1 |
| Exact sciences | 20 | 17.2 |
| Social sciences | 45 | 38.8 |
| Biological sciences | 16 | 13.8 |
| Design Sciences | 14 | 12.1 |

Note: Own elaboration

From the analysis of Table 2, it can be observed that of the students who expressed having vocational aspirations linked to higher education studies, the majority have an inclination towards social disciplines, followed by health sciences and exact sciences.

At a more detailed level, Table 3 presents the careers most frequently mentioned by students as their vocational aspiration, grouped according to the disciplinary areas to which they correspond.

Table 3. *Most Frequent Vocational Aspirations According to the Disciplinary Area*

| Area | Career | Frequency | % by area |
|---------------------|--------------------------|-----------|-----------|
| Social sciences | Gastronomy | 16 | 35.6 |
| | Education | 13 | 28.9 |
| | Right | 5 | 11.1 |
| Health Sciences | Medicine | 16 | 76.2 |
| Exact sciences | Mechanical Engineering | 5 | 25.0 |
| | Civil Engineering | 4 | 20.0 |
| | Automotive Engineering | 4 | 20.0 |
| Biological sciences | Veterinary medicine | 8 | 50.0 |
| | Agricultural Engineering | 4 | 25.0 |
| | Biology | 4 | 25.0 |
| Design Sciences | Architecture | 12 | 85.7 |

Note: Own elaboration

It is observed that in Table 3, the careers most frequently referred to as vocational aspirations are Gastronomy, Medicine, Education and Architecture.

On the other hand, regarding non-university vocational aspirations, a wide variety was identified, with students highlighting various sports (32.4%), the military (14.7%), and non-professional music (17.7%). Other topics mentioned were mechanics, hairstyling, and flight attendant, to name a few.

Thus, in response to the first specific objective of this research, the career aspirations of adolescents in this rural community are diverse, with a minority that wishes to pursue occupations that do not require university studies.

In contrast, the majority of participants aspire to higher education. Among the latter, there is a wide range of programs covering at least five disciplines, demonstrating that, despite being in a rural setting, where there are no higher education institutions, this does not limit their desire to continue their education, given the value placed on becoming a professional in this sector.

Vocational personality of adolescents in a rural context

To address the second objective proposed in this research, we analyzed the information derived from the administration of the SDS Self-Directed Search Form J, with the aim of describing the predominant personality types among adolescent students in the rural community. According to Holland's Hexagonal Model, vocational personality is determined based on the students' interests, skills, professional preferences, and assessment of their abilities.

To enrich the analysis, Table 4 presents the distribution of frequencies and percentages by personality type, distinguishing between students who aspire to a university career and those who do not.

Table 4. *Distribution by Vocational Personality Type*

| Vocational personality type | Students with non-university aspirations | | Students with university aspirations | |
|-----------------------------|--|------------|--------------------------------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Realistic | 9 | 26.5 | 18 | 15.5 |
| Researcher | 5 | 14.7 | 9 | 7.8 |
| Artistic | 6 | 17.6 | 22 | 19.0 |
| Social | 8 | 23.5 | 47 | 40.5 |
| Entrepreneur | 4 | 11.8 | 9 | 7.8 |
| Conventional | 2 | 5.9 | 11 | 9.5 |

Note: Own elaboration

As can be seen, the predominant vocational personality among young people from the rural community was the social type across both groups; this is distinguished by a tendency toward interaction and a penchant for helping others. Likewise, it is observed that the artistic type was also the most predominant, distinguished by its capacities oriented toward creativity and emotional expression, from an aesthetic perspective. The realistic type also appeared to be one of the most frequent, especially among students who expressed a non-university vocational aspiration oriented toward technical or manual occupations. This coincides with the characteristics of the realistic personality type described by Holland (1997).

On the other hand, research, entrepreneurial, and conventional profiles did not predominate among adolescents in this rural community. It is important to add that the low percentage of students with a research inclination among those wishing to pursue university studies is worrying, as this type is associated with critical and analytical thinking oriented toward problem-solving, the search for truth, and scientific inclinations that are relevant at the higher education level, regardless of the field of study.

Specifically, for participants with university aspirations, the relationship between the predominant personality type and the area in which their professional aspirations are located was analyzed through the Chi square test of independence, finding a link between these variables ($X^2 = 32.5$, $p < .05$), this indicates that, in this group of adolescents, the vocational personality is linked to the area of the profession that constitutes their main career aspiration, which suggests an association between the elements analyzed in this study that are considered relevant in the construction of the vocation.

Congruence between career aspirations and vocational personality

Finally, the congruence between the disciplinary area in which the students' primary career aspirations are located and the vocational personality of the students was studied. To this end, the analysis was based on the criteria established in the SDS

regarding the predominant personality types in professions, represented by a two-letter code. For this reason, this analysis was conducted solely on university aspirations, given the clear definition of the profiles in the instrument used.

Based on the above, it was possible to identify three possibilities of congruence between the student's expressed vocational aspiration and their predominant personality types: total congruence (TC), partial congruence (PC), and no congruence (NC). TC was identified in those students whose two-element code representing their vocational personality matched their vocational aspiration; while PC refers to those students in whom only one of the two elements of their vocational personality code was linked to the career they aspired to study. Finally, when the two elements representing the student's vocational personality code were unrelated to the career they aspired to, they were classified as NC.

From this, the distribution of frequencies and percentages presented in Table 5 was obtained.

Table 5. Congruence Between the Area of Career Aspiration and Vocational Personality

| Suction area | CT | CP | SC |
|---------------------|-------|-------|-------|
| Health Sciences | 4 | 11 | 6 |
| | 19.0% | 52.4% | 28.6% |
| Exact sciences | 0 | 16 | 4 |
| | 0.0% | 80.0% | 20.0% |
| Social sciences | 7 | 31 | 7 |
| | 15.6% | 68.9% | 15.6% |
| Biological sciences | 1 | 7 | 8 |
| | 6.3% | 43.8% | 50.0% |
| Design Sciences | 0 | 8 | 6 |
| | 0.0% | 57.1% | 42.9% |

Note: Own elaboration

The results show a significant percentage of students whose career aspirations are inconsistent with their personality profile. This phenomenon is especially evident in the areas of biological sciences and design sciences, and to a lesser extent in health sciences and exact sciences. The results represent a risk to the vocational development process, as they indicate that the students' choice of careers of interest has not taken into account an analysis of their personal characteristics, preferences, and abilities.

Specifically, among students with vocational aspirations focused on the exact sciences and design sciences, no students were found to exhibit complete congruence. That is, none of the participating adolescents aspiring to a career in these areas fully

exhibited the personality traits or aspects associated with the corresponding profession. Furthermore, in all areas, the percentages of complete congruence were low, which represents a significant problem that, according to Holland 's hexagonal model, puts them at risk of making career mistakes in the short term, increases the likelihood of university dropout in the medium term, and may be the starting point for future professional dissatisfaction.

Additionally, the Chi-square test of independence was performed in order to identify whether there is a relationship between vocational congruence and the area in which the vocational aspirations of the students are located; the results showed that there is a relationship between these variables ($X^2 = 16.1$, $p < .05$). In this sense, in a complementary analysis, the frequencies and percentages suggest that, in the social sciences and health sciences, there are more students with partial or total congruence, while, conversely, in the careers located in the areas of design and biology, there are more students who require more precise guidance that allows them to integrate their personality with their choice of career, given the demands in terms of the specific skills and knowledge required for these fields.

Discussion

In this section, the main findings of this research are discussed in light of the literature and previously conducted studies on this topic. First, it was found that adolescents in the rural community where the study is focused mostly aspire to pursue university studies, considering a broad range of careers in at least five disciplinary fields. This finding is highly relevant given that, despite residing in a rural environment without higher education institutions, young people maintain high expectations regarding the educational level they wish to achieve. This result coincides with the findings of Grompone et al. (2018), who found among rural youth a strong appreciation for the ideal of becoming professionals, with the idea of abandoning the occupations predominant in their communities, even though they reported little knowledge about careers and educational offerings.

In this regard, Rojas and Portugal (2010) found this trend from the pre-adolescent stage, that is, a strong appreciation of education and high academic expectations among rural pre-adolescents, with the idea of leaving their environment through access to higher education. This contrasts with the reality regarding the access that rural adolescents have to this type of training, since as Álvarez (2023) indicates, training institutions are mostly

located in large cities, which has historically contributed to the deterioration of opportunities for the inhabitants of rural communities.

On the other hand, the results of this work showed that the area of social sciences brought together the aspirations of most of the participants. This finding coincides with that of Angulo et al. (2019), who found that higher education in social sciences and humanities are the most frequently chosen among students from rural areas. It was also evident that careers linked to education and teaching continue to be a frequent option for adolescents in these contexts, since, as has been found in other studies (Eguren and Belaunde, 2019; Said et al., 2017), they are considered a more accessible option in terms of the economic resources to be invested and with greater access to the public institutions that offer them.

It was also identified that other vocational aspirations that stand out are gastronomy, medicine, and architecture; in this regard, significant challenges exist for student access to these programs, due to the demand for these programs and the scarcity of public institutions offering them. Furthermore, students from rural communities who wish to dedicate themselves to the health field must compete with many young people from other rural communities and the city, graduates of various subsystems, for a place in these programs, since the scarcity of financial resources reduces their options, restricting their options to public institutions.

Something similar occurs with vocational options such as architecture, which according to an analysis by the Mexican Institute for Competitiveness (2024), is among the most expensive programs in this country, with a wide difference in costs between public and private HEIs, which represents a risk in terms of access for people with limited economic resources, a situation that is representative of many of the adolescents who participated in this research.

This highlights a problem of great magnitude since, according to Acosta (2018), nearly half of the population between 17 and 21 years of age is left out of higher education, which affects their mental health and gives rise to strong uncertainty regarding their future.

Additionally, it is important to emphasize that there is a segment of adolescents in this community who express a non-university vocational aspirations, more focused on technical training. In this regard, multiple factors contribute to people opting for technical careers. One of the most compelling reasons is that many students consider it more favorable for a quicker entry into the workforce (Nieto, 2015).

This becomes even more relevant when considering that, according to Espejo (2017), in the context of Latin America, a large proportion of the younger generations are

employed in informal sectors and without stable labor relations, which is more noticeable in rural areas; additionally, the findings of Rojas and Portugal (2010) emphasize that rural environments exhibit a higher level of precariousness, so the work of young people is essential for their families' income, which may be directly linked to the prevalence of the realistic personality type among the adolescents who participated in this study.

This is also consistent with the ideas of Panduro (2017), who highlights that one of the key aspects of the theoretical model used is the environment in which a person develops, which can lead to the development of one or more personality types; in this case, the realistic type is closely linked to manual and outdoor activities, to which many of the community's adolescents are exposed from childhood, collaborating with their parents in the predominant trades or in agricultural activities specific to the community.

Additionally, the results indicated that the social personality type is the predominant one among the participating students. There was agreement with the approaches of some of the sociological theories of vocational choice and with studies that have documented that young people from disadvantaged backgrounds view professions as ways to help others and their own community (Osipow, 2007; Bourdieu and Sayad, 2017; Auli, 2021).

There is evidence of a low representation of the research personality type, which is linked to skills and interest in science and is very important in the diverse areas of knowledge. These deficiencies coincide with the findings of González González and Cisneros-Cohernour (2023) and Mijangos et al. (2009), who emphasize the need to strengthen opportunities for the development of scientific vocations in young people in rural areas of Yucatán, as a means to support their development and contribute to social justice.

Finally, according to the results of this research, it was found that null and partial congruence predominates between the career aspirations of adolescents from the rural community on which the study was focused and their vocational personality, which represents a need for priority attention, given that vocational congruence is considered an important predictor of success in career choice and a factor that contributes to preventing university dropouts (Castaño et al., 2023; Panduro, 2017; Holland, 1975). Especially among young people from rural contexts, it is an issue that acquires greater relevance, since the socioeconomic conditions in which they and their families live limit their possibilities of access to higher education, which implies that many of them only have one real opportunity to enter higher education, since it is documented in previous studies that the tendency to enter the world of employment in precarious and informal conditions is very strong in this sector of the population (Sánchez, 2021; Espejo, 2017; Auli, 2021).

Finally, it is important to note that among the main strengths of this research is its development in a rural setting with low levels of education, providing information for understanding some of the intrinsic aspects linked to this priority social issue. It is also highly significant that the study was able to include all secondary and high school adolescents in the community, thus providing a comprehensive overview that allows for reliable conclusions that establish a solid starting point for developing lines of action for decision-making and intervention at the governmental and school levels.

On the other hand, among the limitations of this study is its purely quantitative approach, so it will be essential to complement the findings obtained through other techniques and from the perspective of other community stakeholders.

Conclusion

In response to the central objective of this research, it is concluded that there is little or no congruence between the vocational personality and career aspirations of a significant proportion of adolescent students in the community studied. This community is located in the Mayan region, in southeastern Mexico.

Given this, the findings show a potentially detrimental risk to these students' success in choosing a career and achieving their life goals, which tends to perpetuate the low schooling rates that characterize rural environments.

Given this reality, it is essential to continue conducting research that allows for a deeper understanding of these needs and fosters debate among municipal authorities, education professionals in the community, and various agencies committed to social justice. This will allow us to establish courses of action in this community and in other municipalities in the Mayan region with similar characteristics, aimed at strengthening vocational training and providing greater opportunities for young people to achieve their professional aspirations.

Contributions to Future Lines of Research

Based on what has been presented up to this point in the work, it is pertinent to highlight the importance of investigating other aspects linked to vocational development and the factors that affect the academic continuity of adolescents and young people in rural areas, placing the focus not only on intrinsic factors such as personality, but also on the contextual elements that act as barriers or limitations.

Furthermore, although this research focuses its analysis on this segment of the population, it gives adolescents a voice and provides them with the opportunity to analyze

their vocational personality and its relationship to the careers they aspire to as part of the inquiry process. It also highlights the need to incorporate other important perspectives, such as those of parents and stakeholders involved in the formal education of these adolescents, in order to contribute to an understanding of the issues and suggest strategies for change.

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