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Artículos científicos

Sentido de vida y metas de estudiantes en formación docente: caso de una universidad mexicana

***Meaning in Life and Goals of Students in Teacher Training: A Mexican
University Case***

***Sentido de vida e objetivos de estudantes em formação de professores: caso
de uma universidade mexicana***

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Resumen

El sentido de vida representa una guía que proporciona dirección a las personas, al tiempo que les permite establecer metas claras, compromisos y acciones concretas para su consecución. El presente estudio tiene como objetivo explorar las metas académicas, personales, ocupacionales y profesionales que conforman el sentido de vida de estudiantes de docencia de una universidad pública en el sureste de México. Para ello, se llevó a cabo un estudio de corte cualitativo con 60 docentes en formación. Los datos se analizaron a partir de la técnica de análisis de contenido y se establecieron cuatro categorías: 1) Metas académicas, 2) Metas personales, 3) Metas ocupacionales y 4) Metas profesionales. Los resultados muestran que los alumnos en formación docente encuentran sentido estableciendo metas primeramente en las áreas académicas y personales, y posteriormente en las ocupacionales y profesionales. De ahí la importancia de que las instituciones de nivel superior desarrollen estrategias y programas de intervención que impulsen la capacidad de los estudiantes de pedagogía para proyectarse a futuro, desarrollar habilidades, actitudes y valores que favorezcan su trayecto formativo, así como para dignificar la profesión a través de la formación de seres humanos integrales.

Palabras clave: enseñanza superior, formación de docentes, sentido de vida.

Abstract

The meaning of life represents a guide that provides direction to people's lives, while allowing them to establish clear goals, commitments and concrete actions to achieve them. This study aims to explore the academic, personal, occupational and professional goals that make up the meaning of life of teachers in training at a public university in southeastern Mexico. For this, a qualitative study was carried out with 60 pedagogy students. The data was analyzed using the content analysis technique and four categories were established: 1) Academic goals, 2) Personal goals, 3) Occupational goals and 4) Professional goals. The results show that teachers in training find sense in setting goals mainly in the academic and personal areas, and later in the occupational and professional areas. Hence the importance of higher education institutions developing intervention strategies and programs that promote the ability of pedagogy students to project themselves into the future, develop skills, attitudes and values that favor their training journey, as well as to dignify the profession with the formation of integral human beings.

Keywords: higher education, teacher education, meaning in life.

Resumo

O sentido da vida representa um guia que orienta as pessoas, ao mesmo tempo que lhes permite estabelecer objetivos claros, compromissos e ações concretas para alcançá-los. Este estudo tem como objetivo explorar os objetivos acadêmicos, pessoais, ocupacionais e profissionais que compõem o sentido de vida dos alunos do ensino em uma universidade pública no sudeste do México. Para isso, foi realizado um estudo qualitativo com 60 professores em formação. Os dados foram analisados pela técnica de análise de conteúdo e foram estabelecidas quatro categorias: 1) Objetivos acadêmicos, 2) Objetivos pessoais, 3) Objetivos ocupacionais e 4) Objetivos profissionais. Os resultados mostram que os alunos em formação de professores encontram sentido no estabelecimento de metas primeiro nas áreas acadêmicas e pessoais, e depois nas ocupacionais e profissionais. Daí a importância de as instituições de ensino superior desenvolverem estratégias e programas de intervenção que promovam a capacidade dos estudantes de pedagogia se projetarem no futuro, desenvolverem

competências, atitudes e valores que favoreçam o seu percurso formativo, bem como dignificarem a profissão através da formação de seres humanos integrais.

Palavras-chave: ensino superior, formação de professores, sentido da vida.

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Introduction

Initial training represents a key factor for anyone who embarks on teaching. The success of the first training steps in teaching will contribute to educational transformation in the future. According to López and Lagos (2021), the changes and reforms made around the initial teacher training seek to train a type of teacher who is capable of integrating knowledge with experiences, that is, of strengthening the connection between theory and learning. environment and the daily life of people, as well as favoring the construction of epistemological, political and axiological dimensions.

According to Nieva and Martínez (2016), initial teacher training should stimulate the development of skills that allow teachers to take on the challenges that emerge from the social process, from culture and its dynamics for social transformation. It is a change in the training processes that guarantee pragmatic, instrumentalist and technological knowledge, while including the human development of the teacher as a process of personal and social significance.

Without a doubt, it is necessary to guarantee the comprehensive development of students in teacher training, so it is pertinent to address the value-attitudinal dimension that frames the meaning of life. In this regard, this is a construct that supports personal well-being, regulates behavior and promotes the construction of clear, concrete and real goals, as well as the actions to achieve them, aspects that allow the student in teacher training, in In this case, direct their academic career and assume commitments that benefit their professional future as an educator. On the contrary, when a young person lacks goals, projects and future commitments, this keeps him from being able to enjoy a meaningful life (Núñez, 2001). In the words of Druet, Chan and Sevilla (2013), the meaning of life is a motivator that guides goals and daily decision-making.

According to Ortiz (2012), the meaning of life refers to the meaning of life, which is different for each human being. Therefore, self-realization is the result of that sense. In agreement, Aguilar, Medina and Martínez (2017) point out that the meaning of life is the concrete meaning that a person finds at a certain moment in his life that will lead him to

fulfill the mission that has been assigned to him. Likewise, Noriega et al. (2017) state that the meaning of life for a person is everything that gives a unique meaning or purpose to their existence and is related to their hierarchy of values, so it is a source of motivation that supports them to assume obligations and overcome difficult situations.

The concept in question has been associated with different factors because it is considered that it favors the search for the meaning of life, personal well-being and the establishment of goals in the different aspects of a person. García (2014) affirms that the achievement of the meaning of life is positively associated with aspects such as the perception and experience of freedom, responsibility, self-determination, the fulfillment of vital goals, a positive vision of life, of the future of oneself and self-realization. In this sense, Morán and Menezes (2016) add that human beings consciously seek to achieve those goals that are related to future objectives, so the establishment of these turns out to be a useful motivational tool that favors obtaining personal achievements and increases health benefits (Díaz and Mora, 2013).

Port, Aparecida de Oliveira, de Oliveira and da Cunha (2018) conducted a study whose objective was to find out the variables related to the meaning of life of 901 Brazilian participants. As a result of this research, they found that women reported that the family was the factor that was most closely related to the meaning of life, while for men it was the mission and the reason for living.

For their part, Armas and López (2018) found that the meaning of life was a protective factor for psychopathologies, as well as an indicator of well-being responsible for protecting against anxiety and depression. While Druet, Chan, Cisneros and Sevilla (2014) developed an intervention using logotherapeutic techniques that allowed higher level students to establish goals and commitments for the construction of their professional life project.

What has been mentioned so far has allowed us to understand that the meaning of life constitutes an aspect of vital importance that must be found by every person. Even more, De Barbieri (2005) declares that the meaning of life is built and experienced every day, since its search is the encounter with the meaning itself, since each moment of life contains a meaning that must be discovered by the person, which brings to the table that this is dynamic and changing depending on the stage of life. And Castillo (2018) supports the fact that the meeting of meaning will encourage students to set meaningful goals.

However, when a student is unable to find a meaning in life, he will experience a feeling of dissatisfaction in his school activities, as well as when facing the different situations that are experienced around academic and professional training, which will result

in the impossibility to establish clear goals and assume commitments that support their achievement.

From the above, it becomes vitally important that the school as a training institution supports students to develop their potential and provides them with the necessary tools to strengthen their sense of life. This will allow them to clarify and establish meaningful academic, personal, occupational and professional goals, which, in turn, will help their comprehensive training and guarantee an adequate transit through the university. Indeed, Chan, Druet and Sevilla (2020) state that one of the tasks of education is to contribute to the development of the human potential of learners, support their self-discovery and favor the search for their meaning in life.

Therefore, the present study aims to explore the academic, personal, occupational and professional goals that provide meaning and direction to the lives of students. With this study it will be possible to have valid and reliable information that favors the development of strategies that allow students in teacher training to be supported in achieving their goals and encourage them to establish meaningful objectives in the different areas of their lives and concrete actions to achieve them. their achievement from their first entry to the higher level, so that they can assume commitments that support their academic career and training as future education professionals.

Sense of life and goals

Meaning of life is a term coined by Viktor Frankl (2004), founder of logotherapy. It is defined as that guide that guides the full development of the human being. It is the main driver to achieve what an individual proposes. Thus, finding meaning in life is the main motivational force for people (Frankl, 2004).

The meaning of life is an aspect that must be found by every human being. That is: finding the meaning of our existence and fulfilling the mission entrusted to us by life itself is the responsibility of each one of us. This varies according to interests, aspirations and motivations. According to Badilla and Meza (2017), the human being must work to define the meaning of his life based on an intentional and conducive analysis. Likewise, Santa Cruz and Bolívar (2021) point out that the search for the meaning of life requires personal work that each human being must carry out based on their own motivations and ideals.

Taking all of the above into account, it can be affirmed that the meaning of life plays an essential role in setting people's goals, since it turns out to be a catalyst that drives them to

find meaning in their own existence, which allows them to project goals for the future, assume commitments, as well as achieve the mission entrusted to him by life itself and be able to enjoy fullness. In the case of students, by the way, enjoy their stay at the university by finding relevance in their schoolwork, which, of course, contributes to their training as future professionals at the service of society.

Castillo (2018) agrees that the meaning of life is the main driver for setting clear and achievable goals. Of course, these are carried out according to the potentialities of the human being.

That is why schools are called to educate in the human and address the value-attitudinal dimension, which refers to the meaning of life, while promoting the development of the potential of each student in order to guarantee their training. integral. The foregoing through the establishment of strategies that guide decision-making and meaningful goals that serve as a signal that directs their school career and allows them to face the obstacles inherent in their academic life.

From this perspective, goal setting has become a focus of interest for the educational field. Moreno, Chiecher and Paoloni (2019) declare that the academic goals that students establish contribute to the organization and regulation of their behavior, without forgetting the motivational component, which constitutes a key aspect for the definition of the goals that are pursued. In addition, Alcivar, Solórzano and Zambrano (2020) point out that an academic goal represents a motivational style that is made up of a series of beliefs, attributions and even affects that direct the intentions of the behavior of what they do or want to do in the field. educational.

The literature considers academic goals as a construct related to the motivation and learning process of higher education students (Williams and Lara, 2021). Each student builds their goals based on their motivations, ideals, aspirations and according to what gives meaning to their life, so that the actions and commitments they assume for their achievement are based on their potential and future projections. in the different areas in which they develop and that turn out to be important for them.

Method

The study was qualitative. This paradigm was used seeking to interpret the reality of each of the students through the recording of experiences in the written works they carried out, the answers they gave in the instrument and the documentary analysis of the meaning of life and the goals, which made it possible to explore the ideas, points of view and projections related to the goals that students establish according to their meaning of life. To grant reliability and validity to the information generated, information triangulation was used as a strategy to increase the strength and quality of the study (Okuda and Gómez, 2005). The triangulation was achieved through written work, the instrument of three open questions and documentary analysis. The use of various methods, materials, perspectives, and observers make it possible to provide greater rigor, extension, and depth to the research process (Denzin and Lincoln, 1998, cited in Álvarez, 2009).

The study included the participation of 60 students from two generations of a teacher training educational program at a public university in southeastern Mexico. The information collected was analyzed using the content analysis technique, which led to the categorization of four aspects: 1) Academic goals, 2) Personal goals, 3) Occupational goals and 4) Professional goals. Likewise, the constant comparison method was used to achieve a comparative and systematic analysis of the data that facilitated the identification of concepts.

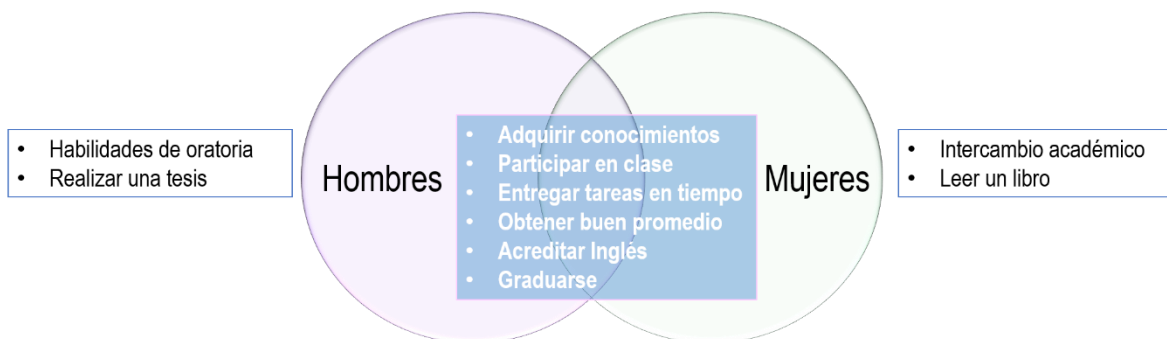
It should be noted that the four categories describe what was expressed by the participants. In the first category, referring to academic goals, the students had the opportunity to describe their experiences during the first semester and their motivations to continue training in the career they chose.

In the second category, Personal goals, they reflected on their experiences, experiences and interpersonal relationships with human beings close to them and who enjoy their affection, admiration and trust. In the third category, they had the opportunity to highlight the reasons why, at an early age, they establish occupational goals, which they envision as necessary for the fulfillment of their academic goals and that undoubtedly influence the achievement of their professional goals, as well as in personal ones. And finally, in the fourth category they managed to project themselves into the future and reflect on their dreams, ideals, academic interests, work aspirations, as well as their personal characteristics and how these constitute an aspect to take into account when establishing a goal that will impact on your professional practice.

Results

The figures shown below present the results obtained from the content analysis of the data and according to the four categories and units of analysis (see figure 1).

Figura 1. Metas académicas



Fuente: Elaboración propia

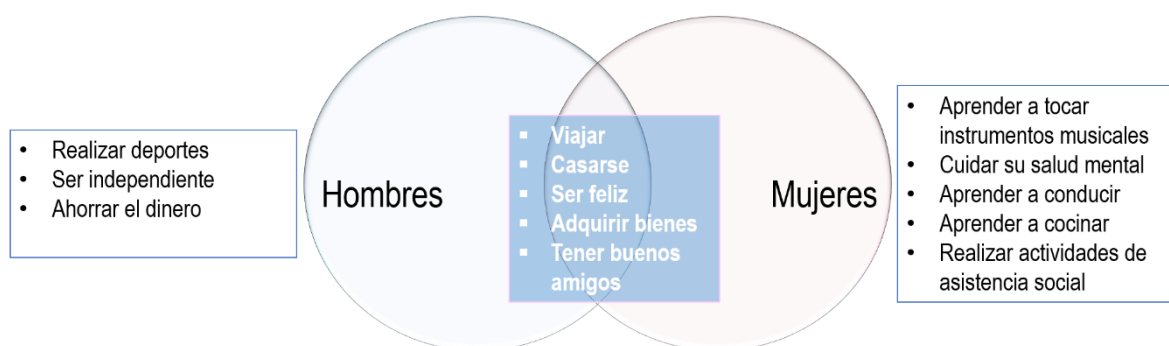
In Figure 1, referring to the academic goals that give meaning to the lives of students in teacher training, it can be seen that both men and women focus their goals on acquiring new knowledge related to teaching and learning theories. learning, the contributions to the educational field of the main philosophers and pedagogues, as well as the theoretical and methodological foundations of the subjects framed in initial training, based on analytical, critical and reflective learning of the contents, of the explanations of the teaching staff. The foregoing is configured as the support that allows them to participate in classes, contribute with their knowledge and experiences related to the topics and fulfill the activities, exercises and tasks that require solid academic arguments. It also enhances the development of their skills and attitudes towards learning the English language, with a view to proving mastery of said language at the level requested in accordance with the Common European Framework of Reference for Languages, as well as guaranteeing its permanence and completion. successful in the educational program and thus be able to graduate in a timely manner. Some of the goals indicated in this category are: "Achieve new knowledge, as well as carry out the tasks of each subject and deliver them in a timely manner to achieve success" (FP-02). In addition: "Complete the degree satisfactorily and manage to graduate with one of the best averages of the degree" (FP-17).

However, it was found that, from the presentations made in class, the establishment of dialogue through assertive communication and participation in academic debates with their peers, men prioritize improving their oratory skills as part of the establishment of their

academic goals. to be able to speak in public and favor their performance in classes, as well as their future professional practice. Likewise, it was found that from the knowledge acquired during their academic training in the methodological axis, the values, attitudes and importance of social retribution in the humanities axis, as well as the specific and disciplinary competences developed, permeate the projection of their goals towards the writing of the thesis as an option for a degree in topics of interest, relevance and social significance to be able to contribute and ensure social welfare from the educational field and thereby obtain the degree and be able to practice professionally. Among the goals they stated are: "Practice public speaking to be able to speak fluently in front of the public" (FP-31). And: "Prepare myself more to do a thesis, defend it and be ready for the professional stage" (FP-54).

While women indicate as part of their goals in this category to carry out academic exchanges in institutions of higher education of recognized prestige during their training journey to broaden their perspective, learn about new teaching methods, educational practices, develop skills and attitudes that contribute to their academic, personal and professional training, in addition to having as a goal to enrich themselves culturally by reading books that consolidate their training, broaden their vision and allow them to acquire new knowledge to put into teaching practice. Some of the academic goals in this category are: "Being organized in tasks and projects and obtaining good grades, both partial and final" (FP-04). Likewise: "Finishing university and contributing something useful to society by teaching other people" (FP-01).

Figura 2. Metas personales



Fuente: Elaboración propia

Figure 2 shows that both men and women agree that the goals that give meaning to their lives are related to traveling and seeing the world with their friends and family for fun, having spaces that promote coexistence and strengthen affective ties, as well as start a couple

relationship that in the future will allow them to marry to form a family. Similarly, they value caring for themselves and others, building relationships based on trust and communication to strengthen their bonds of friendship and affective bonds in search of happiness. Finally, the acquisition of material goods such as a house and a car, elements that lead them to enjoy a comfortable and pleasant life. Some of the goals expressed by them were the following: "Getting married, starting a family, achieving stability to be able to give them the best education and family environment" (FP-01). "Having good friends and being able to maintain good communication with all of them" (FP-08).

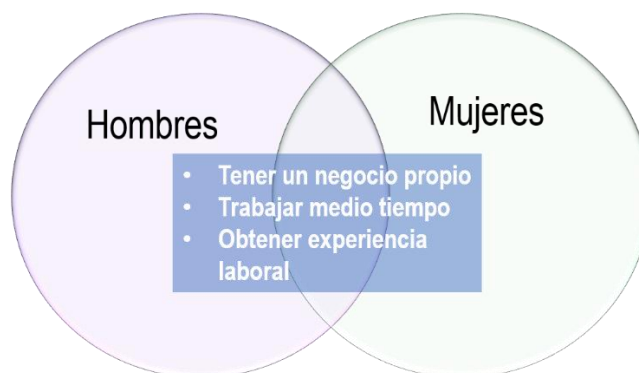
Differences were also found regarding the goals established by men and women. On the one hand, men expressed their interest in goals related to playing sports, going to the gym to maintain their physical health and well-being, in addition to seeking financial independence from their parents, making their own decisions and saving money to pay for school expenses and of his personal life. Among the goals expressed by the men are: "Save to get a vehicle that allows me to travel in the shortest time possible from my house to school" (FP-12). "Perform exercises and sports to get in shape, going to the gym every day" (FP-18).

On the other hand, women state that the personal goals that provide meaning to their lives are based on aspects related to art, such as playing musical instruments and dancing, as they are considered important elements in their lives that impact the development of their skills and attitudes. , which produce well-being and favor the strengthening of their bonds; another of his goals focuses on caring for his mental health, seeking positive thoughts and ideas, as well as self-regulation of his emotions, stress management and healthy interactions with his peers and other people who make up the different areas of his life .

They also refer goals such as learning to drive to be able to move from one place to another in the shortest time possible and take advantage of this time to carry out their academic, sports, recreational and even occupational activities. Learning to cook is another of their goals, as they consider it a virtue that brings them closer to others to share pleasant moments through food that bring joy and satisfaction to both parties. Finally, they pointed out as another of their goals to carry out activities of social retribution that allow them to self-transcend. They highlighted the fact of providing benefits, improvement and social welfare through the creation of shelters for street animals, serving as volunteers, building foundations whose purpose is to help other people. Needless to say, it is interesting that the students

present this type of goals, directed towards the well-being of the other, which is directly related to the career they chose: study contributing to the formation of other human beings. Below are some goals expressed by the women in this category: "Manage my emotions better so that they do not cause me problems at work, as well as learn to be patient" (FP-32). "Being a volunteer to help women who are going through emotional problems" (FP-40). "Build a foundation to be able to rescue animals that live on the street" (FP-46).

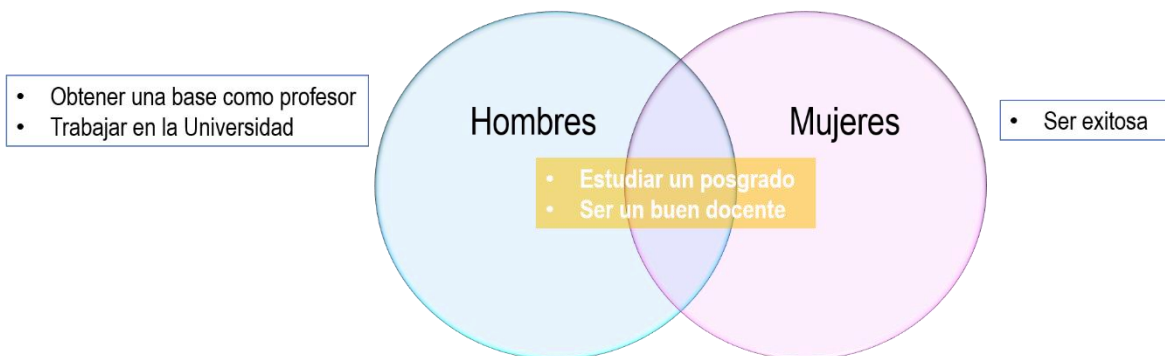
Figura 3. Metas ocupacionales



Fuente: Elaboración propia

As can be seen in figure 3, both men and women agree that the occupational goals that give meaning to their lives are related to entrepreneurial actions such as having their own business that provides security and economic stability, in addition to promoting human capital and generate sources of employment. Another of their goals focuses on obtaining part-time jobs that provide them with economic remuneration to cover their expenses. They also project as another of their goals, directly related to the previous one, the fact of obtaining work experience to develop values and skills that contribute positively in their future professional practice in the educational area. Some of the goals expressed by the participants in this category were: "Get a job that allows me to gain work experience that will help me in the future" (FP-54). "Start my own business as a school, dedicate myself to teaching and be a good teacher" (FP-03).

Figura 4. Metas profesionales



Fuente: Elaboración propia

In figure 4 it can be seen that men and women project goals at a professional level such as studying a postgraduate degree (master's or doctorate), since they consider that they will provide them with knowledge to specialize in their areas of competence. Thus, through postgraduate courses, they will increase their knowledge and skills in order to be considered good teachers, which is another of their goals. It should be noted that they point out that the appropriate time to carry out these studies will be at the end of the degree. Among the goals indicated in this category are the following: "Save to be able to study a postgraduate degree that allows me to acquire greater knowledge of my career" (FP-38). "Being a good teacher, teaching classes that generate interest in student learning" (FP-60).

It was also found that in this category men have defined different goals than women. For example, men establish as one of their goals to obtain a base as a teacher through competitive examinations carried out by the Ministry of Public Education (SEP); They also point out that they are interested in holding leadership positions and working at the higher level in institutions of recognized prestige. Among the goals they expressed are the following: "Participate in the competition for vacancies, to obtain a base as a teacher" (FP-36). "Achieve a bachelor's degree and be able to work at a prestigious university" (FP-52).

While the women pointed out that their professional goals are focused on obtaining their professional degree to be able to practice in educational institutions. There, they mention, they will be able to use different strategies, methodologies, materials and teaching resources that will contribute to the academic training of students and that, through this, they will be able to stand out in the exercise of their work and will be recognized as successful education professionals. Some of these goals are: "Achieve my professional degree and be successful, using methodologies and strategies that benefit student learning" (FP-57). "Be successful in my profession, make an effort, persevere and be happy" (FP-43).

Discussion

From the analysis of the goals of the students in teacher training, it is evident that the participants present goals that direct and give meaning to their lives and that these are undoubtedly linked to their future professional practice. These are clear, objective goals with a projection towards the future. The participants also intend to make commitments and carry out actions to achieve them. These goals, then, are established by them from their uniqueness, the development of their potentialities, their aspirations, ideals, dreams and academic, personal, occupational and professional motivations.

It was also evident that students in teacher training focus their goals mainly on academic and personal areas, without neglecting those related to occupational and professional aspects. Thus, among the academic goals that give meaning to their lives, those that are established around their school activities each semester, in their subjects and as part of their academic career, in order to graduate and become education professionals stand out. competent, capable of responding to the needs and demands of society. For Grondin (2012), the meaning of life represents the ability of human beings to activate their senses to the meaning of things; and thus find relevance in their professional activity.

In relation to personal goals, his projection includes those important people who have a special connection and meaning in the life of each student. These types of goals are linked to the satisfaction it generates in their lives. From the point of view of Denegrí, García and González (2015), personal goals, as well as the recreational activities that people carry out, constitute aspects that favor happiness and satisfaction with life.

This explains why students in teacher training project future goals that include friends, family and all those people with whom they have a special bond and have accompanied them throughout their training journey. In addition, these types of goals focus on experiential values and the need to help other human beings based on their potential, their experience, aspirations and motivations, which reveals that they are capable of putting aside selfishness and genuinely caring. for the well-being of the other, aspects that are directly related to the chosen profession.

While the occupational goals are projected from the needs from their present to their future. With these goals, they seek to favor the achievement of their academic and even personal goals, or to guarantee that the training they receive allows them to carry out entrepreneurial actions that have a positive impact on their future and provide them with opportunities for self-employment and sources of employment for other people.

This is related to what was established by Chan et al. (2020), who argue that students are interested in carrying out work ventures that generate income, so establishing this type of goals is seen as an area of opportunity that educational institutions must attend to, since in today's society Entrepreneurship projects turn out to be labor models and schemes that enable the development of new sources of employment and growth of human capital.

Finally, the professional goals that the students establish are closely related to their meaning of life, since, even when they are in the first semesters, they plan to become education professionals with mastery in the knowledge of the discipline, of the general culture and the skills that allow them to exercise the profession of teaching and contribute to the formation of other human beings. Thus, they show the importance of a positive vision, the development of attitudes and the fact of being able to self-transcend in the exercise of their work, which implies a full awareness of the relevance of the activities they carry out as part of their work. profession.

In this sense, it becomes essential that all education professionals also develop positive attitudes to respond to situations inherent to academic, professional, personal and occupational life, so that from their personal resources they achieve success and the exercise of self-transcendence to guarantee the well-being of the students who are trained in the classrooms and of whom the teacher is responsible for promoting the development of their potential to promote a comprehensive quality education.

Finally, it can be mentioned that a limitation in this study was the review of the literature on the subject, since few empirical and theoretical studies were found where the themes of goals and meaning of life were linked.

Conclusions

The goals established by the student body in the academic, personal, professional and occupational areas are closely related to each other and to teacher training. Occupational goals are established seeking to combine them with their studies, in order to provide them with economic resources to support their training path and obtain work experiences, without forgetting that the human beings who accompany them during this process are a source of motivation that drive them to Find a balance between your personal and academic life and your professional aspirations.

This study exposes that students in teacher training establish goals that provide meaning to their lives and that drive and motivate them to continue with their academic training. Likewise, they attach importance to personal aspects, since they have goals that are directly linked to their academic training and professional aspirations. In short, they are aware of the importance of finding balance in the different areas of their lives.

It was also found that both men and women prioritize passing the English language among their academic goals, which is a permanence requirement to continue their studies, as well as achieving a bachelor's degree. While their personal goals include aspects such as getting married and starting a family, being happy and acquiring material goods that allow them to experience and enjoy a meaningful life, as well as living comfortably, as part of their occupational goals both sexes focus on actions of entrepreneurship, which is related to the new schemes and models demanded by today's society. This finding represents an area of opportunity that educational institutions must address from the development of strategies and intervention programs focused on promoting the creative and innovative ideas of students, as well as through relevant institutional support to generate entrepreneurship projects that can become social innovations and build companies that contribute to the generation of new sources of employment, economic income and promote social development.

On the other hand, it was found that women are interested in those goals that lead to success, in caring for their mental health and in carrying out social assistance activities. In this regard, they highlight empathy and resilience to work for the well-being of others, relevant factors as human beings and that are directly related to the chosen profession. Thus, self-transcendence is present and this shows that students seek to build their existence away from selfishness and focused on leaving positive traces in people's lives. If personal well-being is important, so is social well-being. The men, meanwhile, stated among their goals independence, savings and sports, aspects directly related to the fact of being providers and taking care of their physical health.

The results of this study are intended to encourage higher education institutions to take on the challenge of developing intervention strategies and programs that provide students in teacher training with tools that support the establishment of meaningful goals in the different areas in which they teach. that unfolds This from the strengthening of their sense of life, which is part of the value-attitudinal dimension and contributes to their comprehensive training, with the purpose of strengthening the development of their potentialities, attitudes and values that lead them to work towards their growth. academic,

human and professional as future trainers of students who will become active citizens of society, since only when there is clarity in the projection of those goals that are desired to be achieved is it possible to develop actions aimed at their achievement.

Hence the importance that this type of issues be addressed and incorporated as aspects to be addressed in the initial training of teachers from their first admission to the higher level, since the meaning of life is the main driver to find motivations that allow them to establish clear, objective, and concrete goals to provide direction in academic, personal, occupational, and professional areas.

The foregoing allows us to understand that the school is called to educate with meaning, from the uniqueness of each human being, promoting contact with their resources and strengthening their resilient capacity to be able to overcome the obstacles that life itself presents and to make decisions of the who take responsibility. The meaning of life is a catalyst that drives and motivates human beings to clarify and establish goals, fight for their fulfillment, in addition to guaranteeing well-being, favoring success and full life by finding a balance. In addition to this, it offers an alternative to respond to the requirements of life, continue with the goals and contribute elements that contribute to the development of social projects, of innovations that seek the well-being of others, in order to contribute to the construction of a more just, equitable and socially transcendent society from professional practice.

To conclude, it is worth noting that the meaning of life is a protective factor that enhances the development of skills, aspirations and enthusiasm of students to become better human beings and professionals, in addition to promoting their ability to project themselves future, develop skills, attitudes and values to travel in the university environment during their training, acquire knowledge and enrich themselves, to build meaningful goals, from a high ethical, human sense and involving affective aspects that seek personal well-being and social, in order to guarantee their training as future education professionals, capable of inserting themselves in the different educational levels and innovating in the exercise of teaching, as well as contributing to the dignity of the profession for the formation of integral human beings.

Future lines of research

As a future line of research is to use quantitative methods to determine the type of goals that students present, relate it to their training and school performance, as well as find significant differences in terms of the type of goals according to sex and age, in order to establish general conclusions that support the development of strategies that contribute to the establishment of goals that impact the academic trajectory. It is also proposed to design strategies and interventions with a psychopedagogical approach aimed at providing students with tools that contribute to their personal growth, the development of their potentialities and the strengthening of their sense of life to project their goals in the different spheres of their lives and evaluate their impact on their academic and professional training.

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