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Artículos científicos

Sentido de vida: una herramienta en la formación de estudiantes universitarios en el sureste de México

*The Meaning of Life: A Tool in the Training of University Students in
Southeastern Mexico*

*Sentido de vida: uma ferramenta na formação de estudantes universitários
no sudeste do México*

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Resumen

El presente estudio tuvo como objetivo diagnosticar el sentido de vida de estudiantes de nuevo ingreso a un campus de ciencias sociales, económico-administrativas y humanidades de una universidad pública en el sureste de México, a fin de desarrollar estrategias que promuevan la atención del sentido de vida: una herramienta útil en la formación de los alumnos, puesto que favorece el desarrollo de las potencialidades, el establecimiento de metas, la satisfacción en las actividades académicas, profesionales y personales, al mismo tiempo que apoya la adaptación y trayectoria escolar de los educandos. Este estudio se desarrolló desde un enfoque metodológico cuantitativo, de tipo descriptivo y diseño no experimental. Se utilizó un muestreo no probabilístico por conveniencia de sujetos voluntarios, por lo que la muestra estuvo conformada de 551 educandos, a quienes se les administró el Purpose in Life Test (PIL) en su versión en español. Los resultados mostraron que 51.5 % (284) presentaba incertidumbre y vacío existencial y solo 48.5 % (267) sentido de vida. Por otro lado, no se encontraron diferencias significativas por programa educativo, por sexo y por edad, lo que indicaba que dichas variables resultaron no ser predictoras de la presencia de sentido de vida en los estudiantes. A partir de los resultados fue posible diseñar



una intervención educativa como estrategia enfocada en la promoción de la búsqueda y fortalecimiento del sentido de vida de los universitarios, con el objetivo de favorecer su adaptación al contexto universitario, contribuir en su formación y apoyarlos en el establecimiento de metas académicas y personales.

Palabras clave: educación superior, estudiantes, formación, logoterapia, sentido de vida.

Abstract

The present study aimed to diagnose the meaning of life of new students to a campus of social, economic-administrative and humanities sciences of a public university in southeastern Mexico, in order to develop strategies that promote attention to the sense of life: a useful tool in the training of students, since it favors the development of potentialities, the establishment of goals, satisfaction in academic, professional and personal activities, at the same time that it supports the adaptation and school trajectory of students. A non-probabilistic convenience sampling of volunteer subjects was used, so the sample consisted of 551 students, who were administered the Purpose in Life Test (PIL) in its Spanish version. The results showed that 51.5% (284) presented uncertainty and existential emptiness and only 48.5% (267) had a sense of life. On the other hand, no significant differences were found by educational program, by sex and by age, which indicated that these variables were not predictive of the presence of a sense of life in the students. Based on the results, it was possible to design an educational intervention as a strategy focused on promoting the search for and strengthening the meaning of life of university students, with the aim of favoring their adaptation to the university context, contributing to their training and supporting them in the establishment of academic and personal goals.

Keywords: higher education, students, training education, logotherapy, meaning of life.

Resumo

O presente estudo teve como objetivo diagnosticar o sentido de vida de novos alunos para um campus de ciências sociais, econômico-administrativas e humanas de uma universidade pública no sudeste do México, a fim de desenvolver estratégias que promovam a atenção ao sentido da vida: uma ferramenta útil na formação de alunos, uma vez que favorece o desenvolvimento de potencialidades, o estabelecimento de metas, a satisfação nas atividades acadêmicas, profissionais e pessoais, ao mesmo tempo que apóia a adaptação e a trajetória



escolar dos alunos. Este estudo foi desenvolvido a partir de uma abordagem metodológica quantitativa, do tipo descritivo e com delineamento não experimental. Foi utilizada uma amostra de conveniência não probabilística de voluntários, de forma que a amostra foi composta por 551 alunos, aos quais foi aplicado o Teste de Propósito na Vida (PIL) em sua versão em espanhol. Os resultados mostraram que 51,5% (284) apresentavam incerteza e vazio existencial e apenas 48,5% (267) tinham sentido de vida. Por outro lado, não foram encontradas diferenças significativas por programa educacional, por sexo e por idade, o que indica que essas variáveis não são preditivas da presença de sentido de vida nos alunos. A partir dos resultados, foi possível delinear uma intervenção educativa como estratégia voltada para a promoção da busca e fortalecimento do sentido de vida dos universitários, com o objetivo de favorecer sua adaptação ao contexto universitário, contribuir para sua formação e apoiá-los. no estabelecimento, objetivos acadêmicos e pessoais.

Palavras-chave: ensino superior, estudantes, formação, fonoaudiologia, sentido da vida.

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Introduction

The school must focus on educating with meaning. According to Martínez (2007), education should promote freedom, responsibility, values and the search for the meaning of life. The meaning of life, according to Gómez del Campo, Medina and Aguilar (2011), in addition to providing meaning to existence, adds satisfaction to the activities that human beings carry out. Seen in this way, it is the lynchpin of personal success. Martínez, Llantá and Bayarre (2018) affirm that the meaning of life is that which provides meaning to life and, therefore, favors contact with an internal support to existence. For his part, Frankl (2004) argues that the meaning of life represents a guide for the full development of human beings. And for Wojtyla (2005), this appears when people are able to glimpse its existence, resolve it and guide it.

This conception of meaning of life derives from a system called logotherapy, which means 'health through meaning'. For logotherapy, the meaning of life is a key aspect to envision life in a positive way. Everyone has the ability to find him, overcome the different circumstances he faces and convince himself that life is worth living (Frankl, cited in Fabry, 2009). Therefore, speech therapy is an education for life. Obviously, this approach prioritizes exploring human and existential capacities. In addition, it offers a series of educational

instruments that help students realize that they can take charge of their own unique and unrepeatable experience, considering the conditions in which they live in order to project, address and value their existence. From the point of view of Ascencio de García (September 14, 2009), it is essential to teach students to take care of themselves in order to understand their own life and provide meaning to it, and doing so will also help other people understand themselves. themselves. “To take care of others you have to know how to take care of yourself” (Ascencio de García, September 14, 2009, para. 54).

Thus, the meaning of life turns out to be a useful tool that can be used to reinforce the training of students: promote the development of their potentialities and their motivation for the establishment of goals, actions and concrete commitments to achieve each one. of them, including, of course, academic activities.

Along the same lines, Cadavid and Díaz (2015) point out that the meaning of life is related to the achievement of goals and objectives, at the same time that it is associated with academic performance, so that a young person who has found it is capable to choose your career by vocation. Castillo (2018) affirms that young people who manage to find a purpose in their life, in addition to establishing goals and commitments, also manage to assign meaning and relevance to school activities. This concept is also associated with resilience in young university students. In fact, Smedema and Franco (2018) found a significant positive correlation between the levels of resilience and sense of life of 215 university students. Likewise, García, Martínez, Sellés and Soucase (2018) affirm that the meaning of life is also related to cognitive, emotional and motivational aspects, which are focused on subjective well-being. These aspects are positive self-worth, self-acceptance, freedom, responsibility, self-determination, as well as with a positive vision of life, life satisfaction, commitment to existential goals, self-transcendence and coping with adversity.

This is how those people who have discovered their meaning of life are able to realize the personal resources and values they possess in order to set goals based on their potential and, based on this, take precise actions that allow them to work to achieve the academic and personal goals previously proposed. Therefore, it is a protective factor and, at the same time, a tool that can be used from the educational field to promote motivation in students; motivation that allows them to continue fighting even in unfavorable academic and personal situations, since those who manage to find the meaning of their existence are able to envision different alternatives to face difficulties without giving up: they have the ability to redirect their lives and find meaning positive in every situation they live.

However, when young people fail to find a reason to live, that is, the meaning of their existence in this world, and by extension the relevance of their school assignments and academic activities, they may begin to experience a lack of meaning, whose manifestations are, according to Noblejas, (2000), “boredom, indifference and even apathy” (p. 95). And this lack of meaning leads them to show demotivation towards their studies, lack of goals, pessimism, and even begin to fail the subjects of the curriculum, not finding a motivation that impels them to continue striving, to study, to remain in the institution and pass the next academic degree.

And as the above situations continue to present themselves in the lives of the students, and as they visualize themselves more and more involved in a dead end, they will begin to experience an existential void. In this regard, Armas and López (2018) state that this can be caused by living in a world of haste, of ephemeral pleasure, of excessive consumerism, that is, a world where values have taken a back seat and where anxiety and depression are protagonists. This existential void occurs in human beings when, in the words of Giraldo (2014), they manifest an existence centered on themselves, which makes them lose the ability to seek the well-being of other people and even their own, which, in turn, will lead them to plunge into deep loneliness. Thus, Bernardez (2018) considers that young people who lack a sense of life are usually more vulnerable, which can lead them to be violent, to commit criminal acts, to consume substances such as alcohol and drugs; and cause, to the surprise of many, that even the students with the best GPAs may face school failure. Since Tinto (1975) reminds us that dropout has multiple faces, and that among students who drop out of university classrooms there are also those with higher levels of performance compared to their peers who continue, which seems to be due to insufficient integration students with both intellectual and social environments typical of the university community, and the latter could be due to the lack of meaning and even the presence of uncertainty and existential emptiness. Hence the importance of diagnosing the level of meaning of life that students present from their first admission to the university, in order to develop pertinent strategies to timely address this aspect and contribute to their training.

However, there are several investigations that adopt the meaning of life in university students as their theme. We will quote some of them below. In the first place, Martínez and Castellanos (2013) developed a study whose objective was to describe the perception of the meaning of life of university students in Bogotá, Colombia. The results showed that 36.7% had a low sense of life; It was also found that students between 16 and 20 years of age had a

greater sense of life and that students from educational programs such as medicine and nursing presented high scores for meaning of life, while those from psychology and social communication obtained significantly lower scores compared to those of other bachelor's degrees.

Along the same lines, Magaña, Zavala, Ibarra, Gómez and Gómez (2004) carried out a study with university students who were new to 23 degrees at La Salle Bajío University. Among its objectives was to assess the meaning of life of the participants. The results revealed that 55.5% of the students presented life purpose, 33.3% lack of definition and 11.2% existential emptiness. Magaña et al. (2004) refer to the need to attend to the population that presents lack of definition and emptiness, since they are students at risk and who could present an emotional imbalance.

In addition to the above, García, Gallego and Pérez (2009) showed that the meaning of life is positively associated with factors such as perception, freedom, responsibility and self-determination, while allowing people to have a positive vision of themselves, their future and also the fulfillment of their goals. Finally, Damon (2009) developed a study where he found that young people who manage to define their meaning of life find relevance and significance in their academic experience, in their tasks and in the demands of the school.

The foregoing allows us to understand the relevance of the meaning of life construct as a motivator that encourages students to continue striving in their studies and face, based on their personal resources, the situations inherent to academic life, their interpersonal relationships and the transition stage in the first semesters of the university, which can become confusing due to the requirements of the educational program, new ways of working, the importance of decision-making for the performance of each academic task and the administration and distribution of time for the different activities that each student carries out in the different areas of their lives. Therefore, this construct plays a crucial role by giving them the opportunity to find meaning in each sphere in which they operate and, consequently, find satisfaction in each activity, as well as using their personal resources to face obstacles, overcome to them and continue their studies at the university.

Given this, it is essential that public universities take on the challenge of incorporating the tool in question to promote the comprehensive training of university students. And diagnose the meaning of life from the first admission to the different educational programs, since only through the identification of this will be able to develop relevant strategies to meet the needs related to the lack of meaning, the feeling of uncertainty, the lack of self-

knowledge, values and even the existential void that they could be going through, and that could affect their academic training. By meeting these needs, you will be contributing to the training of students, teaching them to contact their resources, identify their strengths and values, as well as their areas of opportunity, to assume themselves as valuable people, with the ability to carry out their school work, regardless of the complexity level. According to Fabry (2001), in addition to being useful when facing academic situations, the meaning of life is an engine to overcome imbalance, doubt, despair, emptiness and the feeling that we are not using all our skills. potentialities.

For all the aforementioned, this study seeks to diagnose the meaning of life of new students at the higher level of a campus of social, economic-administrative and humanities sciences of a public university in southeastern Mexico and, based on the results, to be able to design an educational intervention, a catalytic strategy that contributes to the formation and favors the adaptation, transition and academic trajectory of the students.

Framework

The meaning of life

Logotherapy conceives the meaning of life as the concrete meaning of each individual's life at a given moment, on the one hand, and as the responsibility that he has to respond in each situation of his life, on the other. According to Frankl (1997), it is man himself, guided by his consciousness, who has to search for his meaning in life in order to find meaning and purpose. This search will favor maturity, growth and allow the fulfillment of the human being. However, as Andrade (2018) argues, the meaning is not static, but constantly changes, since, when one feels fulfilled, a new direction always appears in the lives of human beings.

Knowing this dynamism, Fabry (2009) states that meaning can be presented in two ways: the ultimate meaning and the sense of the moment. The ultimate meaning is unattainable for any human being, since it turns out to be like a horizon towards which one tries to reach, but which is always one step ahead of us. The sense of the moment, on the contrary, can be reached and is an orientation towards a full existence. Cabello (2000) affirms that the first action that someone who seeks to find the meaning of life must take is to take charge of their own existence, so they must learn to take responsibility for the consequences of their actions, since that is how they are manages to obtain freedom.

Therefore, the meaning of life arises when a person manages to discover the meaning of his life and is able to establish clear purposes and goals, as well as concrete actions and commitments to work based on them. In addition, it represents the clarity that the human being has about the reason why he is in this life, about the things that he can offer to the world and also about everything that he can receive from life itself, since who has a meaning He is able to envision a clear motive that drives him forward and allows him to project himself as a useful person.

This is how it becomes evident that the search for the meaning of life is the sole responsibility of man himself and only by finding it will he be able to give meaning to his life, build his own existence, see each of his school activities as relevant, as well as give him direction and Orientation to each of their actions to reach the proposed goals. As already mentioned, a person who has found the meaning of life tends to project himself into the future, build projects, goals and ideas, since he feels motivated and is capable of making decisions that impact his academic and personal life. .

Educating in the human and in the affectivity is essential to strengthen the ties and bonds between people. Stramiello (2006) underlines how fundamental it is to guide students towards responsibility, autonomy, values and the search for the meaning of life, since the latter is the motivator par excellence of any student.

Sense of life in the formation of the university student

Maldonado, Arredondo and de la Garza (2010) affirm that the meaning of life is oriented towards human action, since whoever has a reason to live is capable of supporting any situation (Nietzsche, cited in Xirau, 1987).

Education must promote opportune spaces that allow students to be aware of the importance of building meaning for their own life as a key aspect for both personal and professional success (Mallart, Mallart & Valls, 2011). Particularly, university education should position the search for the meaning of life at the center, seeking a professional training that involves both being and doing, where personal growth is cultivated, in addition to intellectuality, where freedom to take is educated. decisions, take responsibility and the development of positive attitudes and behaviors based on values, since the combination of theoretical, methodological, conceptual, procedural knowledge and the positive vision of life, and that it is worth living, It will promote both intellectual and personal growth.

In short, the university must train professionals capable of facing the challenges and demands of society with a critical attitude, assuming their freedom, responsibility, their ethical values to sustain their own existence and, therefore, the mission that life has in store for them. .

Finally, having a sense of life allows students to find relevance in the development of their academic activities, favors the establishment of goals, commitments and enhances the ability to learn to overcome obstacles inherent in academic, personal and professional life, assuming always positive attitudes. Hence the importance of finding or strengthening the meaning of life of students from their first entry to the higher level, in order to support their adaptation and transition process in this new stage, since it is a tool for the comprehensive training of the student body, since it allows to enhance the development of their capacities and talents. During their academic and personal lives, individuals will go through different obstacles and it depends exclusively on them and on the personal and academic resources they possess to be able to face them and continue advancing in their studies until they achieve those goals that they have proposed.

Methodology

In the present study, a quantitative approach was used, with a descriptive study and a non-experimental design, since the information regarding the variable was collected in a single moment. The objective of the research was to diagnose the meaning of life of new students at the upper level of a campus of social, economic-administrative and humanities sciences. Also, once with the data collected, determine if the variables Educational program, Sex and Age turn out to be predictors of the meaning of life in the students. And, finally, based on the results of the diagnosis, to be able to design an educational intervention as a strategy that contributes to the attention of this aspect in the lives of the students and favors their school career.

Sample

The sample consisted of 551 new students from a campus of social, economic-administrative and humanities sciences of a public university located in southeastern Mexico. The students were enrolled in the degrees of History, Archeology, Social Anthropology, Social Communication, Tourism, Latin American Literature, Psychology, Economics, International Trade, Law, Education and Teaching of the English Language. Regarding gender, 58.6% (323) were female, while 41.4% (228) were male. The ages of the participants ranged from 18 to 38 years.

A non-probabilistic convenience sampling of volunteer subjects was used. The subjects were informed of the objectives of the study and the characteristics of the research, and they decided to participate freely and voluntarily, with the signing of an informed consent. Inclusion criteria were established that the participants were students with current enrollment in the degree programs offered in the educational units (faculties) physically located on the aforementioned campus, as well as that they decided to participate freely and voluntarily.

Instrument

In this study, the Purpose in Life Test (PIL) was used, translated and adapted into Spanish by Noblejas (2000). The PIL is made up of three sections, but for the purposes of this study only the first section was used. This section is made up of 20 items with polarity profiles, constructed from a Guttman scale from one to seven, where the person must mark a single corresponding number as an answer. It should be clarified that the number four represents a neutral response, that is, it does not indicate decision-making and that the numbers distributed from one to seven use different descriptive terms, so it is essential to review the response assigned to each item to avoid confusion.

The reliability of this instrument was 0.85, data reported by Crumbaugh (1973), while when corrected by Spearman-Brown, a reliability level of 0.92 was obtained. Likewise, it is worth noting that this instrument seeks to detect the existential void, the uncertainty of purpose and the meaning of life that people present through the sum of the scores obtained in the entire instrument. According to the scale data, the first part of the instrument is interpreted as follows: a score of less than 92 points indicates existential void, while a score between 92 and 112 points refers to an opinion of uncertainty regarding the purpose of life and, finally, a score greater than 112 points means the presence of goals and life purposes (Fabry, 2009).

Procedure for data collection and analysis

Regarding the procedure for data collection, firstly, a request was made to the authorities of the different agencies to be able to administer the PIL to new students, after explaining the objectives of the study. And from the authorization of each agency, a calendar of dates and times to administer the instrument was provided and the informed consent of the students was also signed. Subsequently, a database was prepared and the information collected through the Statistical Package for Social Sciences (SPSS) program in its version number 15 was analyzed, and analysis of frequencies and percentages were used, which allowed to identify the level of meaning of life of new college students. The analysis of variance (Anova) was also carried out through the parametric one-factor test. Finally, the Student's t test was used to compare means.

Results

Next, the results obtained from the analysis of the data that were collected through the administration of the PIL are presented in order to diagnose the meaning of life. In addition to the Sense of life variable, as mentioned earlier lines, the variables of Educational program, Sex and Age of the participants were also taken into account.

Tabla 1. Nivel de sentido de vida de los estudiantes de nuevo ingreso

<i>Dictamen</i>	<i>n</i>	<i>%</i>
Vacío	69	12.5
Incertidumbre	215	39.0
Propósito de vida	267	48.5
Total	551	100

Fuente: Elaboración propia

In table 1 it can be observed that 51.5% (284) of the students present a level of uncertainty or existential emptiness, which indicates the need to support students to strengthen their sense of life, as well as to find satisfaction in fulfillment of their activities, support their academic career and permanence in the institution.

Tabla 2. Nivel de sentido de vida de los alumnos de nuevo ingreso por programa educativo

Programa educativo	Dictamen			Total
	Vacío % (n)	Incertidumbre % (n)	Sentido de vida % (n)	
Historia	28.57% (6)	47.61% (10)	23.80 % (5)	21
Arqueología	16.66% (3)	44.44% (8)	38.88 % (7)	18
Antropología Social	15.28% (4)	38.46% (10)	46.15 % (12)	26
Psicología	9.80% (10)	40.19% (41)	50 % (51)	102
Derecho	6.89% (6)	43.67% (38)	49.42 % (43)	87
Comunicación Social	10.71% (6)	35.71% (20)	53.57 % (30)	56
Economía	13.72% (7)	31.37% (16)	54.90 % (28)	51
Enseñanza del Idioma Inglés	10.71% (3)	32.14% (9)	57.14 % (16)	28
Educación	9.80% (5)	31.37% (16)	58.82 % (30)	51
Comercio Internacional	16.66% (9)	38.88% (21)	44.44 % (24)	54
Turismo	11.42% (4)	40% (14)	48.57 % (17)	35
Literatura Latinoamericana	27.27% (6)	54.54% (12)	18.18 % (4)	22
Total	12.52% (69)	39.01% (215)	48.45 % (267)	551

Fuente: Elaboración propia

In table 2 it can be observed that there is a greater proportion of students with a sense of life in the educational programs of Psychology, Social Communication, Economics, Teaching the English Language and Education, while in the degrees of History, Archeology, Social Anthropology, Law, International Trade, Tourism and Latin American Literature more than 50% of the students present uncertainty and existential emptiness, which shows a clear need for educational agencies to develop strategies to work on strengthening this factor.

Tabla 3. Comparación del puntaje de sentido de vida por programa educativo

Fuente de variación	Suma de cuadrados	Gl	Media cuadrática	F	Sig.
Programa	3922.687	11	356.608	1512	0.123
Error	127 154.779	539	235.909		
Total	131 077.466	550			

*P-valor > 0.005

Fuente: Elaboración propia

In Table 3 it can be seen that after performing an ANOVA, no significant differences were found in the average scores obtained by the PIL by educational program. These average scores ranged from 101 to 112, which showed that the students are located at the level of emptiness and uncertainty.

Tabla 4. Nivel de sentido de vida de los alumnos de nuevo ingreso por sexo

		Dictamen			Total
		Vacío	Incertidumbre	Sentido de vida	
		% (n)	% (n)	%(n)	
Sexo	Masculino	6.1% (34)	18.33% (101)	16.87% (93)	228
	Femenino	6.35% (35)	20.68% (114)	31.57% (174)	323
Total		12.52	39.01	48.45	551

Fuente: Elaboración propia

In Table 4, on the other hand, it can be observed that 27.03% (149) of female students present emptiness and uncertainty, while 24.43% (135) of males do, which indicates that a greater number of Female students present a sense of life, however, the results show the need to work with both sexes in the search and strengthening of the factor in question.

Tabla 5. Comparación del puntaje de sentido de vida de los alumnos por sexo

		Prueba de Levene para la igualdad de varianzas		Prueba <i>t</i> de Student para la igualdad de medias						
		F	Sig.	t	Gl	Sig. (bilateral)	Diferencia de medias	Error típ. de la diferencia	95 % intervalo de confianza para la diferencia	
		Inferior	Superior	Inferior	Superior	Inferior	Superior	Inferior	Superior	Inferior
Puntaje	Se han asumido varianzas iguales	8.794	.003	-3.070	549	.002	-4.069	1.325	-6.672	-1.466
	No se han asumido varianzas iguales			-2.924	397.967	.004	-4.069	1.392	-6.805	-1.333

*P-valor > 0.005

Fuente: Elaboración propia

As can be seen in Table 5, a statistical analysis of comparison of means was carried out using the Student's *t* test for independent samples and it was found that there are no significant differences between the level of sense of life and the sex of the students again. entry to the educational undergraduate programs of a campus of social, economic-administrative and humanities sciences of a public university in southeastern Mexico, which indicates that sex is not directly related to the meaning of life.

Similarly, the Student's *t* test was used for independent samples to compare the scores obtained in the PIL with the age of the participants and the results showed that there was no significant relationship between the meaning of life and the age of the students. Therefore, there is no relationship between these variables ($r = 0.078$, $p > 0.05$).

Based on the results obtained, it can be noted that higher-level students from a public university in southeastern Mexico have a low perception of their meaning of life, and even opinions of students who present existential emptiness were found, which underlines the need

to develop strategies that allow addressing this aspect in the lives of young people, since the meaning of life is a protective factor that can serve as support in the adaptation and academic trajectory of students. Thus, based on these results, it was possible to design an educational intervention as a strategy from the orientation of logotherapy in order to work on strengthening the sense of life of students from their first admission to university.

Next, table 6 summarizes the design of the proposal to work on the search or strengthening of the meaning of life.

Tabla 6. Descripción sintética de la propuesta

Datos generales de la propuesta				
Título: Fortalecimiento del sentido de vida				
Dirigido a estudiantes de nuevo ingreso al nivel superior de un campus de ciencias sociales, económico-administrativas y humanidades de una universidad pública en el sureste de México.				
Duración total: 20 horas				
Objetivo: Fortalecer el sentido de vida de los estudiantes de nuevo ingreso al nivel superior a través del reconocimiento de sus recursos para el desarrollo de su potencial académico.				
Temas	Objetivo	Subtemas	Estrategias de enseñanza-aprendizaje	Técnicas de logoterapia
Unicidad	El estudiante contactará con sus recursos personales y académicos que le proporcionen soporte para su adaptación y trayectoria académica.	- ¿Quién soy yo? - Mis fortalezas	- Aprendizaje Autónomo, reflexivo y colaborativo - Ejercicios vivenciales	- Diálogo socrático - <i>Role playing</i> - Biblioterapia - Fantasías guiadas

la desde Valores logoterapia	El estudiante reconocerá la importancia de los valores en la vida académica y personal.	- Valores de creación, de experiencia y de actitud	- Aprendizaje reflexivo, colaborativo - Ejercicios personales	- Diálogo socrático - Cinelogoterapia - Biblioterapia - Fantasías guiadas
Libertad y responsabilidad	El estudiante asumirá la responsabilidad de la toma de decisiones que realice en su vida académica y personal.	- Condicionamientos - Voluntad - Actitudes ante la vida	- Aprendizaje reflexivo y colaborativo - Ejercicios vivenciales	- Diálogo socrático - Cinelogoterapia - <i>Role playing</i> - Biblioterapia
Sentido de vida y Autotranscendencia	El estudiante fortalecerá su sentido de vida a través del reconocimiento de sus potencialidades y metas para autotranscender a nivel personal y académico.	- Establecimiento de metas con sentido - La importancia de la autotranscendencia en la vida académica y personal.	- Aprendizaje reflexivo, autónomo y colaborativo - Ejercicios vivenciales	- Diálogo socrático - Cinelogoterapia - Biblioterapia - <i>Role playing</i>

Fuente: Elaboración propia

Table 6 shows in general the design of the proposal with a logotherapy approach, as well as the teaching-learning strategies and the logotherapy techniques that have been considered to work on the search or strengthening of the meaning of life, from a theoretical-experiential methodology. It is evident that it seeks to work on the development of the potential of the students, as well as on their personal growth, in order to strengthen their sense of life and, at the same time, provide them with the opportunity to establish clear goals that guide and direct their life. , facilitating their adaptation to the university environment, their academic career, overcoming obstacles, decision-making, permanence in the institution and successful completion of their studies.

Discussion

The results obtained with respect to the level of meaning of life of the students indicated that 51.5% (284) of the participants present uncertainty of purpose and existential emptiness, which shows that most of the students still cannot find meaning in their lives. , and that they experience feelings of doubt, dissatisfaction and frustration. Consequently, they are unable to construct action plans, nor do they establish commitments. Following Lukas (2006), a person who presents uncertainty is one who enjoys the pleasure of the moment, has a poor concept about himself, others and life in general, so they tend to be distrustful and even selfish . For their part, those who present existential emptiness come to experience, according to Giraldo (2014), individualistic desires, feelings of desolation, become anxious, dehumanize and show a lack of interest in the welfare of others. The results of this study are similar to those obtained by Magaña et al. (2004), previously mentioned.

It was also found that in the undergraduate educational programs of History, Archeology, Social Anthropology, Psychology, Law, International Trade, Tourism and Latin American Literature, more than 50% of the students presented uncertainty and existential emptiness; However, when using the one-factor Anova test, no significant differences were found between the level of meaning of life and the educational program. The results of this study are similar to the research carried out by Martínez and Castellanos (2013), who found among their results that students of the Psychology and Social Communication programs, careers framed in the areas of humanities and social sciences, had obtained scores significantly lower sense of life compared to their peers from other bachelor's degrees, however, like what was presented here, they found no significant differences in their single-factor Anova.

Similarly, it is observed that a high frequency of women has a greater sense of life compared to men, but when using the statistical analysis of Student's t for independent samples, no significant differences were found between the sense of life and the sex of the participants, which indicates that the meaning of life is not determined by sex. And the same happened when relating the meaning of life with age. Thus, the results of this study coincide with the research developed by Magaña et al. (2004), who found that there was no relationship between the meaning of life, age and gender of the students.

Undoubtedly, the results of this study showed the latent need for educational institutions to develop strategies to work in the search or strengthening of the students' sense of life, firstly in those educational programs where higher rates of uncertainty and existential emptiness were found, and subsequently attend to the rest of the population enrolled in the other

undergraduate educational programs, so that young people can find their meaning in life and this becomes a protective factor that helps them, as Damon (2009) points out, to find relevance and significance in their academic experience.

Likewise, the results of the study made it possible to design the proposal of an educational intervention with a speech therapy approach to work precisely in the search for the meaning of life. This intervention was designed from educational principles and to find meaning. In its design, in addition to teaching-learning strategies, logotherapy techniques were used. The strategy may be used to work with all the educational programs of social, economic-administrative and humanities sciences of a public university in southeastern Mexico, as long as the characteristics of each group of students, their styles and learning channels are considered. . Finally, the results showed that the educational materials to be designed and used during the implementation of the proposal did not need to be designed based on age and sex.

Conclusions

This study represents an innovative work proposal since it uses the meaning of life as a tool to support the integral formation of the student body. Through this type of education focused on meaning, it seeks to support the search and strengthening of the meaning of life of the students of a public university in the southeast of Mexico. It is an education that, in addition to educating in the cognitive aspect, educates from the affectivity, emotions, social, physical and attitudinal-values, in order to support students to discover themselves, recognize themselves as unique and valuable people, with the ability to make decisions and take responsibility for them, as well as to self-transcend in the lives of others, leaving positive traces, and also in the exercise of their profession.

Likewise, this study represents an alternative that favors the implementation of the educational model for the integral formation of the same university, since, through the design and implementation of the educational intervention to address the strengthening of the sense of life, strategies are being developed to specifically address the value-attitudinal dimension of students from the first years of undergraduate studies.

It is worth mentioning that the main objective of this study was fulfilled, which was to diagnose the level of meaning of life of new students at the higher level. The results showed that most of the students had low levels of sense of life and even lacked this factor completely.

In addition, it was found that the variables related to the educational program, age and sex were not predictors of the meaning of life. These results also showed that it was not required to design the materials and resources based on the age, gender or degree being studied. And above all, they allowed the design of an educational intervention as a strategy to address this construct, since thanks to the diagnosis it was possible to verify that

The results reaffirm the need for educational institutions to address this construct in order to promote the motivation of students, the development of their talents and teach them to overcome obstacles to set goals and strive to achieve them. It is nothing other than providing support tools to adapt to the university environment, to the requirements of this educational level, as well as to favor the academic trajectory, promote the development of high expectations and that students can become professionals motivated and interested in the welfare of others from the profession they practice.

The school represents a privileged context whose authority figures must focus their efforts on incorporating the meaning of life as a tool to contribute to the integral formation of their students, teach them to recognize themselves as valuable human beings, as well as to be competent in the discipline they study to be able to achieve their dreams, goals and ideals, overcoming the situations that they will inevitably have to face due to the nature of each educational area, and being able to enjoy a personal and professional existence full of meaning.

It is clear that education, in addition to teaching knowledge, must teach students to become reflective, critical, creative human beings capable of understanding that the training process has no end, but rather unfolds throughout life, and that the importance of the meaning of life lies in the fact that it will provide satisfaction to their lives, relevance in the development of the activities they carry out, as well as a strong motivation to wish to continue with their academic preparation, to improve themselves. Here, therefore, it is urged that the school take on the challenge of incorporating educational intervention programs from logotherapy to work on strengthening the students' sense of life, so that these should be constituted as part of the training that they must receive from their first entry to the higher level, in order to enhance their capacities and motivations to grow in the different spheres in which they operate.

Contributions to future lines of research

As future lines of research, it is proposed to carry out the implementation of interventions aimed at strengthening the sense of life of students who are new to university and assess the impact of this on their training throughout their academic career, as well as develop qualitative studies focused on knowing how the students who enter the university build their sense of life, the factors that influence the construction of said sense, as well as the way in which the meaning of life influences the establishment of academic and professional goals of learners to support the academic path.

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