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Scientific articles

Sentido de vida y valores del profesorado en formación inicial en el sureste mexicano

Meaning in life and values of pre-service teachers in southeastern Mexico

Significado da vida e valores de futuros professores no sudeste do México

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Resumen

La formación inicial docente ha centrado sus esfuerzos en garantizar elevados niveles de desempeño intelectual, descuidando la atención al sentido de vida del profesorado. Este estudio tiene como objetivo describir los valores que inciden en el logro del sentido de vida y guían el actuar docente durante la formación inicial desde el enfoque de logoterapia. La investigación es cualitativa, exploratoria e interpretativa. Los datos se analizan desde la perspectiva de docentes en formación inicial, 65% mujeres y 35% hombres de edades entre 18 y 23 años, con base en tres categorías relacionadas con los valores logoterapéuticos que favorecen el sentido de vida. Los resultados muestran que el profesorado logra conectar con su sentido de vida principalmente a través de los valores creativos, entre los que se encuentran el compromiso y esfuerzo en las actividades escolares que realiza con propósitos formativos para el futuro ejercicio docente. Asimismo, reconoce que los valores vivenciales les permiten disfrutar las interacciones y experiencias con las personas, lo que fortalece sus vínculos y los motiva para continuar estudiando. Sin embargo, en la categoría de los valores actitudinales es necesario incrementar el repertorio de actitudes positivas para enfrentar situaciones complejas e inherentes a la vida. Se concluye que los valores logoterapéuticos constituyen una alternativa para el logro del sentido de vida que oriente el actuar académico, personal y el futuro ejercicio profesional, lo que a su vez permitirá la construcción de sociedades más solidarias, comprometidas y equitativas.



Palabras clave: sentido de vida, formación docente, valores, logoterapia, vocación pedagógica.

Abstract

Initial teacher training focused its efforts on ensuring high levels of intellectual performance, neglecting the teachers' sense of purpose in life. This study aims to describe the values that influence the achievement of a sense of purpose in life and guide teachers' actions during initial training from a logotherapy perspective. The research is qualitative, exploratory, and interpretative. The data are analyzed from the perspective of pre-service teachers, 65% women and 35% men between the ages of 18 to 23, based on three categories related to logotherapeutic values that foster a sense of purpose in life. The results show that teachers connect with their sense of purpose primarily through creative values, including commitment and effort in school activities undertaken for formative purposes in preparation for future teaching practice. They also recognize that experiential values allow them to enjoy interactions and experiences with others, which strengthens their relationships and motivates them to continue their studies. However, in the attitudinal values category, it is necessary to increase the repertoire of positive attitudes for facing complex situations inherent in life. It is concluded that logotherapeutic values constitute an alternative for achieving a sense of purpose in life that guides academic and personal conduct, as well as future professional practice, which in turn will allow for the construction of more supportive, committed, and equitable societies.

Keywords: meaning in life, teacher training, values, logotherapy, pedagogical vocation.

Resumo

A formação inicial de professores tem focado seus esforços em garantir altos níveis de desempenho intelectual, negligenciando o senso de propósito de vida dos docentes. Este estudo visa descrever os valores que influenciam a conquista de um senso de propósito de vida e orientam as ações dos professores durante a formação inicial, a partir de uma perspectiva logoterápica. A pesquisa é qualitativa, exploratória e interpretativa. Os dados são analisados sob a perspectiva de futuros professores (65% mulheres e 35% homens) com idades entre 18 e 23 anos, com base em três categorias relacionadas a valores logoterápicos que fomentam um senso de propósito de vida. Os resultados mostram que os professores se



conectam com seu senso de propósito principalmente por meio de valores criativos, incluindo comprometimento e empenho em atividades escolares realizadas com fins formativos, em preparação para o futuro estágio docente. Eles também reconhecem que os valores experienciais lhes permitem desfrutar de interações e experiências com outras pessoas, o que fortalece seus relacionamentos e os motiva a continuar seus estudos. Contudo, na categoria de valores atitudinais, é necessário ampliar o repertório de atitudes positivas para enfrentar as complexas situações inerentes à vida. Conclui-se que os valores logoterapêuticos constituem uma alternativa para alcançar um sentido de propósito na vida que oriente a conduta acadêmica e pessoal, bem como a futura prática profissional, o que, por sua vez, permitirá a construção de sociedades mais solidárias, comprometidas e equitativas.

Palavras-chave: sentido de propósito na vida, formação de professores, valores, logoterapia, vocação pedagógica.

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Introduction

Values, as viewed through the lens of logotherapy, offer an alternative approach that fosters a sense of purpose in life, which becomes evident through actions performed in different areas of life. This article focuses on this aspect, considering that the connection between meaning and values provides an encouraging perspective that guides the development of activities and personal and academic growth, despite any changes that may arise.

This is relevant because, in a society facing rapid changes, people have begun, according to Arellano (2024), to desire the acquisition and enjoyment of things in an accelerated and immediate manner. Furthermore, Merma et al. (2013) point out that the moral crisis facing society is related to a lack of both personal and civic values, situations that significantly affect human development and, consequently, social coexistence. This lack produces negative behaviors in children and young people, which can be attributed to the fact that social values are neither taught nor promoted in families, schools, or the environments in which they live (Gómez et al., 2016).

Accordingly, Gómez (2017) points out that educational institutions must also undertake the task of values education, since values constitute the essential basis of human action for social coexistence; however, according to Merma et al. (2013), the teaching of

values in schools is carried out sporadically and haphazardly, that is, as an additional content, which is limited to the classroom space.

In essence, it is necessary to remember that the school is responsible for the formation of a subject who by nature is a social being and therefore constitutes a space of social organization that favors the practice of values, so that it is the teachers who have the task of developing strategies that help in the transformation of the behavior of those who are trained in the classrooms to coexist peacefully and have a positive impact during coexistence in society (De Castro, 2018).

Along the same lines, Touriñan (2019) points out that education is based on three essential aspects: value, agents, and action. These allow for the development of axiological experiences, through which it becomes possible to recognize that educating means guaranteeing action based on values and feelings. In the words of Expósito and Marsollier (2022), values are essential for living in society, which is why teachers have the task of becoming key agents for their transmission.

Similarly, Villa (2021) points out that values are what guide the actions of human beings, institutions and society, and, according to Pérez and Castelli (2024), they provide the possibility of exerting influence in social scenarios.

Based on the above, Llanos (2024) asserts that it is necessary to understand the essence of human beings, as well as the intrinsic values associated with human dignity. According to Noblejas (2000), every human being requires a set of values to guide the formation of attitudes and the development of behaviors and actions toward something or someone. This leads to a meaningful life, one oriented toward self-transcendence—that is, free from selfishness—and where learning to care for others selflessly is paramount.

This is how initial teacher training has the task of ensuring the connection with the meaning of life, which according to Frankl (2007) are those motivations that drive people to achieve their goals; this meaning has to be found by the person himself and one of the paths is through values.

The above is intended to promote academic development, the construction of knowledge with peers and educational stakeholders to contribute to learning, as well as to learn to establish positive relationships to live and coexist harmoniously in the classroom in the different spheres in which they develop and in future professional contexts.

In this sense, Gómez et al. (2016) assert that the school is the institution responsible for values formation, which makes it necessary to transform educational work, since

according to Fierro and Carbajal (2003) teaching practice at any educational level inherently transmits values, which translate into the way in which students are treated, the regulation of the teacher's own actions, as well as the teaching approach that is used.

From this perspective, teachers should receive training linked to values based on a sense of purpose in life, which supports their academic trajectory and future professional practice, since according to Krishnamurti (2007) it is Through the sense of life, human beings can be formed holistically and freely, growing in love and kindness, with the ability to understand themselves, as well as interactions with other people, objects, or elements of nature, which help them find the meaning of life.

In this regard, Fernández and Hernández (2023) developed an investigation whose purpose was to analyze the relationship between the meaning of life and the various sociodemographic factors in university students in order to demonstrate the existence of statistically significant relationships between meaning of life and personal, family, health characteristics, among others.

Likewise, Arboccó de los Heros (2018) conducted a study whose objective was to identify the relationship that exists between the level of meaning of life and interpersonal values in university students of the degree in psychology, the results showed the existence of a significant relationship between meaning of life and interpersonal values.

Therefore, it can be understood that values constitute guides that provide a sense of purpose in life and can direct the actions of future teachers to provide a humanistic, inclusive, and high-quality education to students. Thus, this study aims to describe the values that influence the achievement of a sense of purpose in life and guide teacher practice during initial teacher training from a logotherapy perspective.

Theoretical framework

Logotherapy in teaching

Teaching is a demanding profession that requires preparation and professionalization. It is not simply about accumulating academic degrees and titles; it also requires that teaching staff find meaning in their work and perform their duties accordingly, striving to improve every day and contribute solid knowledge to the education of students in the classroom (Avedaño et al., 2021). Otherwise, teaching becomes a routine practice that lacks meaning, which, in addition to impacting teaching and learning processes, also affects the emotional well-being of the teaching staff.



This is how the teaching profession must be carried out with purpose, for which it is key to reflect on and answer the questions: Why are you studying this profession? What is the reason you want to practice teaching?, so that you can have clarity in your mission and find meaning in it, which can be achieved through logotherapy, which according to Fabry (2009) is a health system through meaning, created by Viktor Frankl and its focus was centered on the field of psychology, however, Galindo and Cardona (2023) assert that over the years its field of action has extended to the educational field, from which it seeks to address the current challenges that teachers face in the classroom and moves towards the consolidation of values of both freedom and responsibility, thus recognizing that the school is a setting with a strong presence of values in the lives of students.

In this sense, the school must take on the challenge of supporting teachers in initial training to find those values that give meaning to their lives in the different areas in which they operate, since Risco et al. (2010) assure that the educational task is focused on the care of people and seeks to help them build a solid personality that positions them as masters of their own destinies and with the ability to give meaning to their lives.

According to Di Marco (2022), it is through values that it is possible to find meaning in life, so that acting in accordance with them favors a full life, which is why Vega (2022) affirms that the teaching staff must necessarily connect with their purpose through which their teaching work is favored and they are able to give meaning to the work they perform.

Meaning of life and values

The meaning of life is shaped by both personal and communal dimensions. Furthermore, as a technique of power, biopolitics indicates that educational institutions play a significant role in fostering the search for meaning in one's own life and in the lives of others, so that individuals can construct and govern their own existence (Caro & Correa, 2024). This is why Meseguer et al. (2024) add that the search for meaning is a uniquely human and universal experience, and Arboccó de los Heros (2018) asserts that people cannot live without finding meaning in their lives and connecting with the axiological and ethical dimensions.

Along the same lines, Aldana and Muñoz (2023) argue that the meaning of life is a construct that favors the discovery of an internal pillar and gives meaning to existence despite the difficulties that may be faced; therefore, life has meaning and from an axiological perspective each human being is the author of their own meaning.

In accordance with De Aquino et al. (2017) assert that it is people who have to find the meaning of their lives, which will also show them that there is an unconditional meaning in life, and that is why Fernández and Hernández (2023) point out that in this search both positive and negative factors inevitably influence it.

This is how Noblejas (2000) states that values from the logotherapeutic typology constitute paths to find the meaning of life, which is possible according to Llanos (2024), because human beings are the result of different values that direct their lives and allow them to relate to nature, making evident the possibility of continuous improvement, since he recognizes Frankl as the creator of logotherapy and affirms that values from this approach are classified into creation, experience and attitude and occupy an essential role in the lives of people.

Typology of values from a logotherapeutic perspective

In the logotherapeutic approach, there is a typology of values through which human beings can discover the meaning of their lives; these are the values of creation, experience, and attitude. According to Dorina et al. (2013), these values refer to the capacity to live intensely, as well as to perform activities in an ingenious, supportive, and free manner, choosing how to respond to the adversity one may face.

In addition to the above, Arboleda (2024) refers to these values as vital values, which allow for the expansion of the subjective reality of human beings, as well as the discovery of new ways of acting and conducting life in the settings in which they operate, promoting healthy behaviors and avoiding addictions, thus making health a priority. Likewise, Suárez et al. (2021) agree that values of attitude, experience, and creation contribute to the realization of meaning. Each of these is described below.

Creative values

Creative values, also known as creative creation values, are related to the making or production of something to be given to the world based on the potential of each individual (Cano and Moro, 2010). These are related to the meaning of work, that is, to the actions of people (Martínez and Jaimes, 2012).

Along the same lines, Miramontesa (2013) states that the values of creation are related to the ways of working, since according to Llanos (2024) they are directly linked to those

activities that are carried out with passion, enthusiasm, responsibility and commitment as key aspects for their achievement.

Accordingly, Arboleda (2024) states that the values of creation allow for changes in the person themselves and in the scenarios in which they collaborate, since this type of value has its origin in the work of man, that is, from the work he does.

This is how it can be understood that creative values are characterized by providing support to the meaning of people's lives, since these values allow them to build through their actions something that is meaningful in their lives, in addition to contributing to the lives of others (Garera , 2007 as cited in Gómez del Campo, 2011).

Experiential values

According to Cano and Moro (2010), experiential values are also known as experiential values, since they refer to the moments, the experiences that are generated through interactions with other people, so according to Martínez and Jaimes (2012) they are related to the discovery of meaning, through emotions such as the love that is received from the world through interpersonal relationships with human beings.

Thus, the above statements show that experience values correspond to the act of receiving and are complementary to creation values (Noblejas, 2000), so Miramontesa (2013) states that experience values are those that human beings receive from the world and according to Arboleda (2024) they allow them to connect with other people through their interactions.

That is why these values are a reflection of the experiences that should be seen as an intentional act (Kroeff, 2008 as cited in Gómez del Campo, 2011), an example of these experiences being those generated around love, which is the feeling that allows the encounter and union between human beings as well as performing selfless acts.

Attitudinal values

Attitudinal values also favor the discovery of the meaning of life, since according to Noblejas (2000) they are those that can lead people towards the highest human achievements, since it implies the self-mastery and self-configuration of each individual, to focus according to Cano and Moro (2010) on the capacity to face the complex situations of life.

In addition to the above, attitudinal values emerge when people face an unalterable destiny and, despite this, are able to find meaning in life (Martínez & Jaimes , 2012), even when they have to face suffering, which they accept with dignity (Miramontesa , 2013). It is precisely this sense of purpose that contributes to the transformation of suffering into hope, and it is attitude that determines the stance through which one will face the situation that life presents (Lavín, 2020).

What has been presented so far allows us to understand that the typology of values from logotherapy presents an opportunity for future teachers to find meaning in the activities they carry out during their training and later in the exercise of their profession, in this case in teaching.

Materials and methods

This research was conducted from the qualitative paradigm, which seeks to understand in depth the meanings and definitions of the situation from the voice of the people, therefore it focuses its attention on the search for qualities, characteristics and relevant aspects in the phenomena, with the purpose of reconstructing the reality that the researcher has observed and detected, this through the various data collection techniques carried out for the research, seeking that the emerging information is reliable (Salazar, 2020).

This study is exploratory and interpretive in design, as it used the perceptions of pre-service teachers to describe the values that influence their sense of purpose and guide their actions. Twenty-six pre-service teachers, 65% women and 35% men, from the city of Mérida and municipalities in the interior of the state of Yucatán, participated freely and voluntarily in this research. Their ages ranged from 18 to 23 years. The following inclusion criteria were established for participant selection: being a regular student in pre-service teacher training at a public university in southeastern Mexico, being a newly enrolled student, and having signed an informed consent form.

Data collection was carried out using two techniques:

Survey: A three-question open-ended paper-and-pencil questionnaire was used, validated by expert judgment, and whose questions focused on the theme of meaning in life and values from the experiences of key informants.

Documentary source: the reflections made by the students focused on their actions in accordance with the values that give meaning and significance to their lives and whose purpose was to complement the information collected from the survey.

The collected data set was analyzed from the perspective of the key informants, using the content analysis technique to identify common aspects around the established categories in order to describe those values that favor the achievement of meaning in life and guide the teaching action during initial training from the logotherapeutic approach, which correspond to the typology of logotherapy values proposed by Frankl, since this type of values according to Fabry (2009) guide the search for meaning in life and Noblejas (2000) affirms that each situation that life presents constitutes an opportunity for the realization of values.

Thus, starting from the unit of analysis which are values, three categories were established: 1) meaning of life from creative values, 2) meaning of life from experiential values and 3) meaning of life from attitudinal values (See Table 1).

Table 1. Categories and description

<i>Categories</i>	<i>Description</i>
Meaning derived from creative values	This category refers to the reflections made by teachers in initial training based on their academic, occupational and future professional experiences, which involves the development of activities based on the personal resources they possess.
Meaning derived from lived values	In this category, the teachers in initial training reflected on the experiences obtained from interpersonal relationships with other people, which generate positive emotions.
Meaning derived from attitudinal values	This category refers to the reflection made by teachers in initial training regarding the academic and personal situations that awaken positive attitudes in them.

Note: Original work

The aforementioned categories of analysis served to carry out the analysis of the data in a handcrafted way, which allowed the extraction of the keywords and ideas that were linked to the categories from the discourse of the participants, since as Rodríguez and Medina (2014) point out, through this type of analysis it is possible to locate the meanings in the discourses of the people by identifying key words or phrases belonging to the voices of the informants.

It is worth mentioning that the reliability and validity of the collected data was guaranteed through triangulation of information as a strategy to increase the strength and quality of the study (Okuda and Gómez, 2005). This was achieved by contrasting the responses obtained in the questionnaire with the reflections of the participants regarding their experiences of the values that give meaning to their lives, which were subsequently enriched based on the theoretical contributions of other research related to the meaning of life and values, which in turn allowed for enriching the findings.

Therefore, the results presented in the following section focused on the textual contributions of the key informants, which were identified with the following coding: RPFI (response of the teachers in initial training) to which the letter M (woman) or H (man) was added, followed by the folio number.

Results

Meaning derived from creative values

In this first category, the values that allow teachers in initial training to connect with their sense of purpose in the academic field stand out. These are the values related to the tasks and school projects carried out both individually and in teams, which enrich the training they receive in their degree program and occupy most of their attention and time, as they consider them important, as can be seen in the following comments:

“I am focused on the subjects and projects [of the semester]” (RPFI – M – 11).

“I am creative in my work, responsible with the details of each activity and I see myself being successful academically and also in other areas” (RPFI – M – 16).

The preceding comments show that creative values, also called creative values, which influence the achievement of meaning and guide the actions of future teachers during their training, are based primarily on carrying out school activities through the deployment of each teacher's personal resources. The sum of these potentialities favors the acquisition of knowledge, the development of skills that enhance learning and social interactions, and that contribute to the application of learning in real-world contexts to address needs and achieve high averages in line with their performance, as seen in the following comment:

“I am a responsible person, useful for creating and leading a team” (RPFI – H – 01).

“Obtain a good average, learning and putting into practice the knowledge [acquired]” (RPFI – M – 12).

Furthermore, pre-service teachers find meaning in the work they do by combining their professional studies with part-time jobs. This not only provides them with work experience but also allows them to generate income that they can use in different areas of their lives, including their academic pursuits. This can be inferred from the following comment:

“To keep my job in order to have a greater amount [to climb] in my job to earn more and be a good leader” (RPFI – M – 15).

“I have a part-time job that I combine with my studies” (RPFI – M – 11).

They also pointed out that another creative value that gives meaning to their lives in the educational field is improving their English language skills, which is a basic requirement for their continued enrollment and completion of their educational program. Each semester, they enroll in the corresponding English level to achieve accreditation at the required level, which is possible through their effort, dedication, and fulfillment of each course requirement, as can be seen in the following comments:

“[It is important] to learn and [certify] English [I am] studying and striving” (RPFI – H – 08).

“[To] pass and complete my English courses at the B1 level, and to do this, I will review the topics, I will strive and I will complete my tasks” (RPFI – M – 03).

As can be seen, learning a second language, in this case English, is important for the student teachers' continued enrollment in their undergraduate degree program. They also consider it a useful skill in both academic and professional settings, and they recognize that constant effort is essential for achieving it. Furthermore, they expressed interest in learning the arts in their various forms, considering them part of their holistic development. This explains their interest in developing skills related to painting, dance, and other disciplines, as can be seen in the following comments:

“[I try] to practice every day to improve my painting skills” (RPFI – M – 12).

“I commit to attending rehearsals to become an outstanding regional music dancer” (RPFI – H – 14).

Therefore, art constitutes an important aspect, which they engage in alongside their school activities. It awakens their creativity and contributes elements that enrich their education in different spheres of their lives. Furthermore, their creative values are projected through both teamwork and individual work on various projects in each subject, enabling them to complete their degree, graduate, and practice their profession based on the training they received. This will allow them to mobilize their skills and find meaning in the professional work they undertake at different educational levels, as mentioned in the following comments:

“I will complete my bachelor’s degree so that I can practice [and] teach the community, loving all the people around me” (RPFI – M – 16).

“To continue studying, to get good grades to complete my degree and practice it” (RPFI – M – 13).

In addition to the above, the tools acquired as part of their training and preparation in the specific disciplines of fine arts allow them to diversify their teaching activities, so another of their creative values is directly related to the practice of teaching through the arts, as shown in the following comments:

“I am a being who loves to learn and teach, [I want] to be one of the best piano teachers and prepare my classes with excellence” (RPFI – M – 12).

“I will continue to teach jarana classes and [later on] I hope to win prizes in jarana competitions” (RPFI – H – 14).

This is how it can be understood that the values of creation also project them into the future, since they are aware that, from the exercise of teaching in the different disciplines, they will be doing a job that involves putting their talent at the service of others, that is, making plans, teaching classes, reviewing tasks, as well as being a guide and example for the formation of the students in their charge.

Meaning derived from lived values

In this second category of analysis, the experiential values that lead to the achievement of a sense of purpose in life for teachers in initial training stand out. These values include, first and foremost, the desire to start a family and educate their children, as well as specific knowledge that will allow them to fulfill this task. Training in the educational field can contribute to this purpose, which also fosters the generation of positive experiences, as can be seen in the following comments:

“[I want] to start my own family and be successful in life” (RPFI – M – 16).

“As a mother, I seek to learn to be better so that I can transmit love and teaching” (RPFI – M – 24)

As can be seen, another of the values that favor the achievement of meaning in life is the desire to get married, to start a family, to raise children, which turns out to be a complementary aspect in their lives, which provides balance between academic and personal areas, which leads them to the experience of emotions that generate well-being and that are directly linked to experiential values.

In addition to the above, these comments suggest that meaning is found through raising children, as the actions taken to educate them become values that are created. However, it was also observed that experiential values are generated through teaching with love, by living and sharing with children based on the love that forms the foundation of all

human development and behavior. Thus, it was possible to identify that the bonds and affective ties between human beings, specifically between family members, are a powerful catalyst for connecting with the meaning of life through love and the positive emotions generated as part of the intentionality shown towards others and received from them, as presented below:

“[I have] the love of my parents and I came to bring them happiness” (RPFI – M – 22).

“Being more considerate of my family, helping them at home” (RPFI – H – 18).

Thus, the love they feel for their family allows them to build bonds, care for them, and value the time they spend together, especially at events and celebrations that involve family gatherings, which in turn nourishes them and generates well-being in their lives—a key aspect for continuing their academic training, as can be seen in the following comments:

“[I like] spending Christmas with my family, all together” (RPFI – M – 02).

“I spend quality time with my family and show them that they are fundamental in my life” (RPFI – M – 11).

They also recognize that family ties are key to their academic training and personal development, since having a safe environment at home promotes learning; therefore, the motivation provided by the family is necessary, as expressed in the following comment:

“I am in constant communication with my family to always keep in mind that they are my motivation to keep striving every day, improve my organization and maintain a good average” (RPFI – M – 11).

“I want there to always be respect, communication and trust in my family to keep us united” (RPFI – M – 24).

In addition to the above, another of the experiential values that stood out was the camaraderie with friends in the university environment and in personal life, since they represent valuable people with whom they share academic activities to build their knowledge, as well as leisure time after school, work and their other activities, as reflected in the following comment:

“[It is necessary] to be able to adjust my schedules to work and go out and socialize with my friends” (RPFI – M – 11).

“[I want] to keep my friends and make more, as well as be a member of different teams to carry out the activities” (RPFI – M – 15).

In this sense, friendships and shared spaces provide them with the opportunity to strengthen their bonds, establish new social relationships that generate positive emotions and well-being, which also favors the social construction of knowledge, the development of academic and generic skills, which in turn supports conscious decision-making and allows for the establishment of alternatives to overcome obstacles that may arise in academic and personal spheres, as can be seen in the following comments:

“Enjoying all the experiences I have lived [...] and overcoming difficulties makes me feel alive” (RPFI – H – 18).

“He taught me that we must live consciously and act with love towards all people” (RPFI – M – 12).

These comments show that experiential values allow them to enjoy the moments they live despite the circumstances in their lives and that this type of value strengthens their sense of life, allowing them to use the personal resources they possess to face the difficulties inherent in the academic and personal life environment, which is related to the values of attitude, which are presented in the following section.

Meaning derived from attitudinal values

In this category of analysis, attitudinal values stand out, which allow people to adopt a different stance towards the situations that life presents them, acting according to their potential to achieve previously established goals and overcome the problems that may inevitably arise in different spheres of life, as can be seen in the following comments:

“[I seek] to be happy, to fulfill my goals and the purposes that life has given me to learn to overcome difficulties [and thus] have an excellent future” (RPFI – M – 26).

“[...] there is always something that motivates us to be happy, I am more positive, I love my friends and family who are very important to me” (RPFI – M – 05).

They also highlighted the importance of helping and showing solidarity with others, which generates satisfaction and contributes to social well-being. These actions provide meaning in their lives and are a hallmark of future teachers' training, since teaching involves a commitment supported by solidarity, and genuine support and interest in students is key to ensuring a well-rounded education. Hence the interest in ensuring that these attitudes underpin the actions of future teachers, as seen in the following comments:

“Learning to be an educator who [contributes] to the preparation of the new generation” (RPFI – H – 08).

“Experiences have taught me that I have the opportunity to help others and also myself” (RPMI – M – 19).

Thus, the aforementioned attitudes favored by future teachers go beyond their chosen profession; they envision it as a way of life, enabling them to contribute through their solidarity in education and to society in general. They believe that positive attitudes allow them to respond to and transform adversity into opportunities, as seen in the following comment:

“In some way [I want] to contribute something to society, to be a supportive person and contribute everything I can” (RPMI – H – 09).

This comment shows that the teachers in initial training are clear that the meaning of life can be discovered from attitudinal values and that these are key in teacher training, since teaching is a task focused on the formation of future citizens, therefore, it is necessary to carry out the teaching work with positive attitudes and for this, the school has the challenge of addressing this aspect.

Discussion

Teaching is a task of interaction with different types of people who make up a school community, which implies commitment, dedication, belonging, and a strong sense of identity. Therefore, every teacher needs to strengthen their sense of purpose and have clarity about it in order to perform the teaching function. This is why the school needs to take on the challenge of supporting teachers in initial training to connect with their sense of purpose and for this to be a catalyst to provide guidelines for achieving meaningful learning and their future teaching practice.

In this sense, values from logotherapy are a bridge that allows the achievement of this meaning, which is why Llanos (2024) assures that human values allow human beings to give meaning to the actions and experiences they live.

The results of this study showed that teachers in initial training require a sense of purpose that provides direction to their actions, and this has been possible through the values established from the logotherapy approach, since these have allowed them to have clarity in the reasons that drive them to train as teachers to practice their profession in the future.

This is how, through the values of creation, they connect with the meaning of carrying out academic, artistic, and work activities, among which they highlight passing the subjects

that make up the curriculum through the performance of school activities inside and outside the classroom, so they also value putting knowledge and skills into practice in real learning contexts and developing new skills that complement their training and support their future professional practice.

The aforementioned values of creation demonstrate that pre-service teachers have a clear sense of purpose in life. This is evident in the fact that these values guide their activities related to their chosen profession, aiming to professionalize their work and act consciously, responsibly, and with commitment. This is also reflected in their actions as part of their training process. These results align with García's (2013) assertion that human beings find meaning in life through the realization of values of creation; that is, they use their abilities to contribute to improving the world they live in, with their daily activities being the best possible means of achieving this.

Accordingly, in the study by Martínez and Jaimes (2012) it can be seen that it is from the work that the human being carries out from his singularity and his own personality that he manages to strengthen links with the community that surrounds him, so he affirms that work becomes a way of transcending himself by directing his actions towards other people or greater goods.

Similarly, it was evident that through experiential values they also connect with the meaning of life, which becomes a reality when they learn to enjoy the different moments that life offers in interactions and coexistence with family and friends, which allows them to experience positive emotions such as love, friendship, happiness, among others, in addition to having spaces and people that contribute to their academic training, personal growth and guide their actions.

The above relates to the work of Llanos (2024) who states that experience values are transcendental and are directly related to experiencing positive emotions through the interactions and bonds that are forged throughout the lives of human beings .

Furthermore, the findings showed a need to strengthen attitudinal values, since, although pre-service teachers understand the importance of facing life's challenges, they still need to develop a repertoire of positive attitudes to guide their actions when faced with difficulties in their academic, personal, and professional lives. In accordance with this, Cornejo et al. (2018) state that attitudes guide people's decisions, whether positive or negative, and are crucial in different aspects of daily life, fulfilling various functions that contribute to the daily lives of human beings.

In addition to the above, it is worth highlighting that among the findings was the importance they place on solidarity with others, as an attitude that allows them to find meaning through their interest in and actions to help, especially given their training as future teachers. These results differ from the study conducted by Flores et al. (2024), who found that students' altruistic prosocial behaviors decrease when they are raised in a climate oriented toward others, whether through approach or avoidance. This makes it necessary to improve the socio-emotional climate in the classroom to foster relevant and experiential social experiences with the purpose of promoting values and the development of a positive environment. Thus, the behavior of teachers in the classroom contributes to the development of altruistic attitudes in students.

In this sense, it becomes relevant for universities to focus their attention on the implementation of training processes related to values education, which contribute to the sustainability of society (Pérez and Castelli, 2024), so one alternative is logotherapeutic values for achieving a sense of purpose in life in order to direct their actions in different areas of life.

Conclusions

The connection to a sense of purpose in life is a crucial aspect of initial teacher training. Schools must therefore embrace the challenge of addressing this aspect in their students, as a sense of purpose serves as a source of motivation that drives and guides the actions of future teachers in the various settings they encounter. This sense of purpose cannot be bestowed upon them but must be discovered by the individual, with logotherapeutic values playing a key role in achieving it. This study aimed to describe the logotherapeutic values that provide meaning to life and guide teachers' actions during their initial training.

The findings of this study showed that pre-service teachers value the connection to a sense of purpose in life, which is manifested through the realization of creative and experiential values. The former are those related to the activities and actions they carry out through the development of their potential in their various school activities and in their daily lives, while the latter refer to the experiences and events they receive from the world and their interaction with the people around them. These experiences enrich their lives and positively permeate them in both academic and personal areas, inevitably impacting their future teaching practice. Thus, these values strengthen the personal dimension, contribute to

their preparation as future teachers, and allow them to establish commitments and act with purpose.

On the other hand, it was also found that they recognize attitudinal values and associate them with the way of acting in the development of activities, which generate positive emotions for them, so it is recommended to work on the development of an even wider repertoire of attitudes in order to be able to use them to face complex situations, react to them, act and make decisions for their resolution even when they may be painful and irreversible.

The conclusion drawn is that future teachers' sense of purpose in life is crucial to the development of logotherapeutic values, as these values foster a connection to that purpose through activities that draw upon their potential and recognize that establishing affective bonds and cultivating positive attitudes are key to the professional practice of all educators. Therefore, based on these findings, educational institutions are encouraged to recognize the importance of these themes and formally incorporate them into teacher training. Addressing these issues will not only strengthen teachers' personal and professional development but also enable them to promote the construction of just, supportive, committed, equitable, and peaceful societies by educating future citizens within the classroom.

Future lines of research

Based on the findings of this study, it is recommended that further qualitative research be conducted to analyze the conditions that foster the development of a sense of purpose in life, as well as the design of logotherapy-based interventions to strengthen the sense of purpose in the lives of faculty members in their final semesters for their future professional practice. Furthermore, it is recommended that quantitative studies be carried out on the influence of a sense of purpose in life on academic performance, given that it constitutes a protective factor in human life.

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