

## **Purpose in Life and Professional Life Project in College Students**

**Gladis Ivette Chan Chi Ph.D**

ivette.chan@correo.uady.mx

Professor of the Faculty of Education  
Autonomous University of Yucatan, Mexico

**Nora Verónica Druet Domínguez Ph.D.**

ddoming@correo.uady.mx

Professor and Administrative Secretary of  
Autonomous University of Yucatan, Mexico

**Gladys Julieta Guerrero Walker MA.Ed.**

gwalker@correo.uady.mx

Professor and Director of  
Autonomous University of Yucatan, Mexico

### **Abstract**

*The objective of this study was to determine the relation between the level of purpose in life and the level of dominion obtained by the students in the construction of a professional life project; after the implementation of a course based on the Logotherapy approach, which lasted a total of 64 hours. The areas worked were self-discovery, unicity, freedom, responsibility and self-transcendence. Logotherapeutic techniques of Socratic dialogue, role playing and cinema-logotherapy were used. The objective was to redirect the work carried out with students of the Bachelor Degree in Education at a Public University in the State of Yucatan, so that they could be aware of themselves, discover their potential and find their mission in life to give meaning to their chosen profession. The design of the study was pre-experimental, pretest-post-test, without control group; and the meaning of life test was administered to identify the level of Purpose in Life of the students. A rubric was used to evaluate the professional life projects that were developed by the students. The results showed that there is no relation between the level of Purpose in Life and the development of the professional life project, since the strengthening of the Purpose in Life did not necessarily imply the development of a professional life project in accordance with the potentials of the students, neither they managed to establish clear goals and specific commitments to achieve their goals.*

**Keywords:** Education, Logotherapy Purpose in Life, Professional life project, Young people

### **INTRODUCTION**

Higher education needs to develop a new model of education, based on a student-centered approach; therefore, it is necessary to make profound reforms as well as to extend the access policies to the diversity of people; to renew the contents, methods, practices and means of transmission of knowledge which must be based on new forms of collaboration between the community and the different sectors of the society

(UNESCO, 1998).

In this regard, Mexico faces important challenges in education, which involves improving the quality of educational services; to increase the levels of academic achievement, to reduce dropout rates and to provide equal access opportunities to education for children and underprivileged young people, and from indigenous families (Organization for cooperation and economic development, 2010).

The need to strengthen the Mexican educational system is established in the National Development Plan (2013-2018), as well as the need to provide the students with a quality education, which promotes their integral development, through innovation and the development of their human potential, and enabling them to write their own success story.

Higher education should be directed towards the development of competencies required for democratic, social and economic development, therefore, each student must obtain a solid mastery of disciplines and values corresponding to different professions (SEP - 2013-2018 education sector program). As well as to focus their efforts on providing learners the appropriate conditions for the full development of their potential, values, ecological awareness and citizenship. To strengthen the learner's skills in the management of their affections and emotions; and to contribute in the development of their values (SEP - sectoral education program, 2007-2012).

From this perspective, the Autonomous University of Yucatán focuses its efforts in developing the potential of students in the five dimensions of a human being, physical, emotional, cognitive, social and value-attitudinal. Its purpose is to contribute to a comprehensive training proposed in its educational model for the Integral Education (MEFI, 2012).

Therefore, institutions of higher education (IES), need to develop programs focused on addressing the holistic development of young people's recently admitted to the University, as well as to support them in their adaptation and proper transition in the educational program.

Consequently, it is important for young people to have a professional project that provide them with direction and guidance in their studies.

In this regard, Rojas (2004), says that education should focus on helping people identify their strengths, personal resources and values, enabling them to build a professional project, based on the development of their potential; likewise, according to Alejos and Sandoval (2010), it is a pillar that guides the training and development of human beings.

Along this line of thought, the school plays a relevant role in the training of students, since it must provide spaces for the development of attitudes and values that allow the learners to find a purpose in their life, as Frankl (2004), says that the meaning of life, also known as the purpose in life, represents a guide for the full development of man, and as a motivation or reason that drives people towards the achievement of a particular purpose.

So, when young people manage to find a purpose in their lives, activities are meaningful for them, they feel motivated and capable of stable commitments and respond to the construction of their professional life project, where the dreams, aspirations, goals, objectives and specific actions are structured and reflected, thus giving direction to the studies and promoting their proper decision making.

Studies carried out with college students show that people who have a purpose in their lives, perceive themselves as capable and responsible for their own lives (Magaña, Zavala, Ibarra, Gómez and Gómez, 2014), which can be seen through the establishments of goals according with their values (Kashdan and McKnight, 2009).

Also, Damon (2009), says that young people who have defined their purpose in life, find true relevance and significance in their academic experience, as well as in the tasks and demands of the academic institution. So that the students should have support networks, as well as personal tools to facilitate the

planning of their life in the future, with greater personal awareness and clarity in their purposes (Druet, Chan and Seville, 2013).

In a way that, it is precisely during the youth when self-determination is manifested in the lives of young people, leading to the choice of a profession, which constitutes one of the most important moments in their lives and in the development of a project of life (D'Angelo, 1986).

A life project is therefore a key aspect that guides, both the formation of the individual, as well as their human development. Since it represents an alternative in the lives of young people, which allows them to consider real goals and objectives towards a defined direction and which facilitates achieving them. (Alejos and Sandoval, 2010).

Therefore a professional project aims is: that students increase their degree of self-knowledge as well as exploring the closest career fields to the studies developed in general and finally determine the professional objectives, personal and material resources required for the development of their project (Gallegos, 2005).

In this regard, the learners will be able to design a project of professional life, according to the level of self-discovery, so that they will be able to set goals based on their interests, skills, attitudes, values and knowledge acquired to guide their academic and professional development, especially in the early stages of their studies; which will also contribute to their integration and adaptation to the college environment.

Therefore, Purpose in Life is a motivator in the life of the people that allows them to guide their lives through establishing clear goals based on the development of their talents for the development of a project of professional life. The purpose of this paper is to determine the relation between both constructs, based on the teaching of a course designed with the logotherapy approach.

## **OBJECTIVES**

### *General Objective*

To establish the relationship between the purpose in life level and domain-level obtained in the rubric to assess the development of the professional life project, after attending a course based on the logotherapy approach.

### *Specific Objectives*

To identify the Purpose in Life level of students recently admitted into a Bachelor's degree in Education at a public University in the State of Yucatan.

To design a rubric to assess the level of domain obtained by the students in the construction of a professional life project.

## **METHODOLOGY**

### *A. Type of Study*

A type of descriptive transactional study was used, consisting of measuring, evaluating or collecting data on different concepts, characteristics, dimensions or components of a phenomenon to investigate and that can be put under analysis (Hernández, Fernández and Baptista, 2006)

### *B. Design*

The study design was of the type pre-test/post-test without a control group, which consisted of first administering a stimulus test or trial treatment, later on, the treatment test was administered again and at the end the stimulus was given a subsequent test called post-test. The use of this type of design, has an advantage, the existence of an initial reference point that provides information about the conditions under which the group was before applying the treatment (Hernández, Fernández and Baptista, 2010).

### *C. Sample*

The sample was composed of 24 students from the Bachelor of Education in a public University of the State of Yucatan. 83% (20) were female and 16.66% (4) were male and their ages ranged between 17 and 31-year-old (Hernández, Fernández and Baptista, 2010).

## **INSTRUMENTS**

### *D. Test on Purpose in Life*

To determine the level of purpose of life we used the instrument Purpose in Life (life purpose), Crumbaugh & Maholick (1969), translated and adapted to Spanish by Noblejas de la Flor and whose purpose is to detect the level of purpose in life in the people. This instrument was based on the logotherapy approach by Viktor Frankl (1994), with a reliability of .85, as reported by Crumbaugh (1973) and .92 when corrected by Spearman-Brown. It should be noted that in accordance with the objectives of the study, only the first part, 20 items, with polarity profiles and each item the subjects should classify and rate their degree of agreement or disagreement, using the seven points scale, where the number four position is considered as "neutral" and in positions one and seven different descriptive terms are used (see Appendix A).

### *E. Rubric for the construction of the Professional life project*

To assess the construction of the Professional life project, developed by the students who participated in the course, a rubric of four levels of performance was designed with their respective scores, as following: outstanding (90-100 points), satisfactory (80-89 points), sufficient (70-79 points), uncredited (0-69 points) (see Appendix B).

### *F. Course based on the logotherapeutic Approach*

The course was designed and delivered based on the perspective of logotherapy, with a total length of 64 hours, distributed in one hour and thirty minutes' sessions, the schedule was from 9:30 to 11:00 a.m., and these areas were addressed: self-discovery, uniqueness, freedom, responsibility and self-transcendence; and logotherapeutic techniques were used such as the Socratic dialogue, role playing, Cinema-logotherapy, Bibliotherapy and guided imagery. Through such techniques they aimed at directing the work done with young students recently admitted to a Bachelor's degree in education at a public University of the State of Yucatan, in order to strengthen their purpose in life and thus facilitating the construction of their professional life project.

### *G. Framing*

The course was developed according to the approach of logotherapy, a purpose-centered psychotherapy which represents a positive and optimistic philosophy that provides support and protection to human beings. (Lucas, 2004, cited in Druet, Chan and) Durán, 2014), it is a strong motivator in the lives of the people and helps them to overcome obstacles and respond positively to life even in the most adverse circumstances. Finding a mission in life allows individuals to have clarity in their purposes, to strive to achieve their goals and to move forward even in the different situations they may face.

For this reason, the purpose of the course was that the participants will make contact with their resources, qualities, values and self-knowledge. The course was predominantly experiential, because from the experiences of the participants and each one of their companions, they were able to recognize themselves and reaffirm their self-concept, as well as to realize their willpower to achieve their goals and overcome the obstacles inherent to their stage of development and chosen career. They also found a purpose in their lives and in their careers, which facilitated the construction of their professional life project.

Studies carried out with college students, show that the strengthening of the purpose in life is strongly linked to their goal setting and thriving to achieve their dreams and ideals (Druet, Chan and Durán, 2014); It is precisely during the young years that the construction of a project of professional life becomes a real catalyst that promotes the academic and professional development of the students.

H. Techniques

Logotherapy techniques were used during the course, including the Socratic dialogue, including questions to promote reflection, in order to guide the participants to self-discovery and to make responsible decisions. The role playing technique was also used, in which the students adopt a different role and act in situations that would enable them to reflect and realize the importance that Purpose in life has in people's lives. Finally, the Cinema-logotherapy technique was used; by watching fragments of films or videos the participants were able to analyze and reflect on situations that carried a message for their lives.

II. FINDINGS AND DISCUSSION

The results after the course was completed are presented below. The course was developed for recently admitted students to the Bachelor studies in Education in a Public University in Yucatán.

A table of contingencies was designed to present the findings from the administration of the Purpose in Life instrument (PIL) and the rubric on Professional life project. Subsequently Chi-squared statistical analysis was performed to find the relationship between these variables.

Figures and Tables

In the analysis of table 1, it can be observed that 8,33% (2) of the students with purpose in life, obtained a satisfactory dominion level and 4,16% (1) a level of sufficient dominion; whereas 12,5% (3) of the students with uncertainty obtained a level of excellent dominion in the development of their professional life project, which indicates that even when they presented uncertainty, they managed to construct a professional project based on the knowledge of their potentials as well as to identify a mission in their professional studies.

The above results show that in this study, the level of purpose in life is not directly related to the construction of the project of professional life that students developed, however, to determine this relationship non-parametric statistics of Chi-square, test was used, and the results are presented in table 2.

Table 1.

Diagnosis	Scores In the rubric	Levels of dominion according with the rubric						Total	
		Outstanding		satisfactory		sufficient		f	%
		f	%	f	%	f	%		
Purpose in Life	90-100	12	50					12	50
Uncertainty		3	12,5					3	12,5
Purpose in Life	80-90			2	8,33			2	8,33
Uncertainty				5	20.83			5	20,83
Purpose in Life	70-79					1	4,16	1	4,16
Uncertainty						1	4,16	1	4,16
Total		15	62,5	7	29,16	2	8,32	24	100

*Level of Purpose in life in relation to the level of dominion obtained in the professional project*

Note: *f*= Frequency; %= Percentage

As it can be seen in table 2, there is no relationship between the purpose of life level and the domain-level obtained by the evaluation rubric of the professional life project developed by the students; These results indicate that the purpose in life of the participants did not lead them to build a Professional life project consistent with their potentials, as they were not able to establish clear goals and specific commitments to achieve them.

Table 2.

	Value	gl	Sig. asymptotic (bilateral)
Pearson Chi-square	5,531 <sup>a</sup>	2	.063
Likelihood ratio	5,595	2	.061
Linear to linear association	3,394	1	.065
N valid cases	24		

*Level of Purpose in life in relation to the level of dominion obtained in the professional project.*

\**P* - value > 0.005

Since it was also found that there were students who, although they showed uncertainty in your purpose in life, managed to establish goals, and even they made commitments to achieve each of them.

These results differ to those found in the study by Druet, Chan and Durán (2014), in the State of Oaxaca, who reported that the strengthening of the purpose in life in college students, was strongly associated with the goal setting and striving to achieve their ideals

### III. CONCLUSIONS

The results of this study disclosed that even when college students showed a purpose in their lives and were able to identify their strengths and areas of opportunity, it is also true that the purpose of life is not directly related with the way in which they build their professional life project, since the goals established were unclear and the actions and commitments to fulfill them were also vague.

However, quite the opposite happens with those students who showed uncertainty in their purposes, as they were able to build a professional project with clear goals, specific actions and made commitments to achieve each one of the goals. They also presented creative and innovative projects that reflected their interest and motivation to help others, contribute to their education and being able to contribute with their expertise for the benefit of future students, in such way that they managed to identify their mission to study a degree in education.

The above conclusions made evident that the students managed to make contact with their strengths and values, as well as to identify a purpose in life, nevertheless, it is necessary to strengthen their self-confidence and to help them learn to believe in their skills. During the course, they participated and they were committed to the activities, however, they always mentioned that they were not sure that their projects were acceptable.

In conclusion, the Higher Education Institutions need to focus on strengthening the students Purpose in Life during the first semesters of the Bachelor's degree, as well as to support them in the development of a project of professional life that provide them guidance and direction, in order to guarantee their permanence in the institution and adequate adaptation to the college level. The lack of self-confidence also affects the establishment of support networks and appropriate interpersonal relationships with their peers and it may lead to their failure and even to drop-out school.

**APPENDIX**

Appendix A  
 Test of the purpose of life (PIL)

Name: \_\_\_\_\_ Date

: \_\_\_\_\_

School: Semester: \_\_\_ Age: \_ Sex: M \_\_\_ F \_\_\_

Instructions: In each of the following statements circle the answer that best reflects your perception. Observe that the numbers always go from one extreme to the opposite: "Neutral means that there is no preference for any of the two judgments; try using this response as little as possible".\_

**1. Usually I am:**

Completely bored			Neutral	Very enthusiastic		
1	2	3	4	5	6	7

**2. Life always seems to me:**

Interesting			Neutral	Completely monotonous		
7	6	5	4	3	2	1

**3. In my life:**

I do not have objectives nor goals			Neutral	I have very clear goals and objectives		
1	2	3	4	5	6	7

**4. My personal existence:**

It does not have any meaning nor purpose			Neutral	It is full of meaning and purpose		
1	2	3	4	5	6	7

**5. Every day:**

It is something different			Neutral	It is exactly the same		
7	6	5	4	3	2	1

**6. If I could choose I would prefer:**

To have never been born			Neutral	To live many lives like this one		
1	2	3	4	5	6	7



**7. After retiring:**

I will do some interesting things      Neutral      I will do nothing the rest of my life,  
like I have always wanted to do

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**8. In the achievement of goals in my life:**

I have not accomplished anything      Neutral      I have accomplished a lot, striving  
to achieve them

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**9. My life is:**

Empty and just full of despair      Neutral      Is full of interesting things

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**10. If I died today, I would feel that my life:**

It has been valuable      Neutral      It has not had any value

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**11. When I think about my life:**

I often wonder why I do exist      Neutral      I always find a reason to live

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**12. The way in which I see the world, in relation to my life:**

I am completely confused      Neutral      It fits with the meaning of my life

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**13. I am a person:**

Very irresponsible      Neutral      Very responsible

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**14. Regarding freedom of man, I believe that:**

Man is absolutely free to decide      Neutral      Man is completely bound to the  
about his life      limitations of his heritage and  
environment

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**15. Regarding death:**

I am ready and unafraid to die      Neutral      I'm not ready and I am afraid of  
dying

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**16. Regarding suicide:**

I seriously thought about it as a      Neutral      No, I have never thought about it  
way of escaping

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**17. I believe that my ability to find meaning, purpose, and/or mission in my life is:**

Excellent      Neutral      Practically zero

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**18. My life is:**

In my hands and under my control      Neutral      Out of my hands and controlled by external factors

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**19. To face my daily tasks is:**

A strong pleasure and satisfaction      Neutral      A painful and boring experience

7	6	5	4	3	2	1
---	---	---	---	---	---	---

**20. I've discovered:**

The lack of mission or purpose in life      Neutral      Clear goals and successful purposes in life

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**PART B**

Instructions:

1. Write a paragraph about your goals and wishes both professional and personal.
2. To what extent are you reaching these goals?

## Appendix A

## Rubric for the construction of the Professional life project

Scores	Performance level	Description
0-69	Poor	Did not deliver the product, or the products do not meet the minimum requirements, therefore there is no evident analysis of strengths, values, resources and areas of opportunity that allow them to develop a project of professional life.
70-79	Enough	Strengthen their meaning of life, through the analysis of their strengths, values, resources and areas of opportunity that allow them to develop a project of professional life.
80-89	Satisfactory	Strengthen their meaning of life, through the analysis of their strengths, values, resources and areas of opportunity that allow them to develop a project of professional life.
90-100	Outstanding	Strengthen their meaning of life, through the analysis of their strengths, values, resources and areas of opportunity that allow them to develop a project of professional life.

## REFERENCES

- [1] Alejos, Y. & Sandoval, E. (2010). Significatividad del proyecto de vida en el estudiante de educación. Nueva Etapa, 14(3). Recuperado de <http://revistas.upel.edu.ve/index.php/educare/article/viewFile/380/180>.
- [2] D'Angelo, O. (1986). La formación de los proyectos de vida del individuo. Una necesidad social. Revista Cubana de Psicología. III (2). Recuperado el 10 de octubre de 2015 de <http://pepsic.bvsalud.org/pdf/rcp/v3n2/05.pdf>
- [3] Damon, W. (2009). The why question: Teachers can instill a sense of purpose. *Education Next*, 9 (3), 84-94.
- [4] Druet, N., Chan, G., y Sevilla, D. (2013). Fortalecimiento del sentido de vida en la construcción del proyecto de vida profesional en jóvenes universitarios. *Revista ACADEMICUS* (2), 36-40. Recuperado el 10 de septiembre de 2015 de [http://www.ice.uabjo.mx/images/academicus/Numero\\_2/AcademicusNo2.pdf](http://www.ice.uabjo.mx/images/academicus/Numero_2/AcademicusNo2.pdf)
- [5] Frankl, V. (2004). El hombre en busca del sentido. España: Herder
- [6] Gallegos, S. (2005). El proyecto profesional: una vía para la inserción y un espacio de tutoría. *Revista Educación y Ciencia. Nueva Época*. 9 (17) (31), 41-52. Recuperado de <http://www.educacionyciencia.org/index.php/educacionyciencia/article/viewFile/226/pdf>
- [7] Kashdan, T., & McKnight, P. (2009). Origins of purpose in life: Refining our Understanding of a live well lived. *Psychological Topics* 18, 303-316. Recuperado el 18 de marzo de 2016 de [http://toddkashdan.com/articles/Kashdan%20&%20McKnight%20\(2009\)%20Origins%20of%20purpose%20in%20life.pdf](http://toddkashdan.com/articles/Kashdan%20&%20McKnight%20(2009)%20Origins%20of%20purpose%20in%20life.pdf)
- [8] Magaña, L., Zavala, M., Ibarra, I., Gómez, M. y Gómez, M. (2004). El sentido de vida en estudiantes de primer semestre de la universidad de la Salle Bajío. *Revista del Centro de*

- Investigación*. 6(22), 5-13 Recuperado el 10 de noviembre de 2015 de <http://www.redalyc.org/articulo.oa?id=34202201>
- [9] MEFI (2012). *Modelo Educativo para la Formación Integral*. México: Universidad Autónoma de Yucatán.
- [10] OCDE. (2010). *Acuerdo de cooperación México-OCDE para mejorar la calidad de la educación de las escuelas mexicanas*. Resúmenes ejecutivos de la Organización para la Cooperación y el Desarrollo Económicos. Recuperado de <https://www.oecd.org/edu/school/46216786.pdf>
- [11] PND (2013-2018) *Plan Nacional de Desarrollo*. Gobierno Federal. Recuperado el 18 de noviembre de 2015 de [http://www.sev.gob.mx/educacion-tecnologica/files/2013/05/PND\\_2013\\_2018.pdf](http://www.sev.gob.mx/educacion-tecnologica/files/2013/05/PND_2013_2018.pdf)
- [12] Rojas, E. (2004). *La conquista de la voluntad: cómo conseguir lo que te has propuesto*. Madrid, España: Booket.
- [13] Secretaría de Educación Pública (2007-2012). *Programa Sectorial de Educación 2007-2012*. Recuperado el 20 de octubre de 2015 de <http://www.educacion.yucatan.gob.mx/showprograma.php?id=55>
- [14] Secretaría de Educación Pública (2013-2018). *Programa Sectorial de Educación 2013-2018*. México: SEP. Recuperado el 20 de octubre de 2015 de [https://www.sep.gob.mx/work/models/sep1/Resource/4479/4/images/PROGRAMA\\_SECTORIAL\\_DE\\_EDUCACION\\_2013\\_2018\\_WEB.pdf](https://www.sep.gob.mx/work/models/sep1/Resource/4479/4/images/PROGRAMA_SECTORIAL_DE_EDUCACION_2013_2018_WEB.pdf)

## AUTHORS' PROFILE

### Gladis Ivette Chan Chi

Yucatán, México, 19, July, 1985

BA in Education by the Faculty of Education of the Autonomous University of Yucatán, Mérida, Yucatán, México, Degree received in 2009

Master in Educational Innovation by the Faculty of Education Autonomous University of Yucatán Mérida, Yucatán, México, Degree received in 2012

Doctor in Education by The Southeastern Center of Higher Education. Mérida, Yucatán, México, Degree received in 2017

She is currently a professor and tutor at the BA in Education at the College of Education of the Autonomous University of Yucatán, México, she has participated in research projects and has been a presenter in national and international conferences. Among her academic productions are books chapters and arbitrated, indexed articles in the area of education and counseling. Some of them are listed below:

1. Druet, D.N., Chan, C.G. and Cisneros, C.I. (2016). Investigación acción-participativa para atender el desarrollo humano de trabajadores administrativos y manuales de una Universidad. (Participative-action research to attend the human development of the manual and administrative workers in a University). In Lopez, G.G., Alamilla, M.P., Druet, D.N. and España, N.J. (2016). Sociedad, Desarrollo y Comunidad. Mérida, Yucatán, CEPESA. Pp.53-66. ISBN: 978-607-7824-96-1
2. Chan, C.G. and Druet, D.N. (2015). Entorno virtual: un recurso de apoyo para el tutor ("virtual environment : a support resource for the tutor". In "Innovación y Evaluación en la Educación Superior" (2015) Mérida, Yucatán, México, PEARSON, ISBN 978-607-32-3587-7
3. Cab, C.M., Chan, C.G., Cisneros, C.I. and Druet, D.N. (2014). "Taller Gestáltico para fortalecer la autoestima y prevenir el consumo problemático de bebidas alcohólicas en universitarios". ("Gestalt

workshop to strengthen the self-esteem and to prevent the problematic consumption alcohol in college students). "Cuadernos Hispanoamericanos de psicología" Bogota, Colombia. Universidad del Bosque. Colombia. Vol. 14. N° 2. Pp.. 75-84. ISSN: 1657-3412 (printed). ISSN: 2346-0253 (on line).

Dr. Chan is member of the Education and Counseling academic group at the UADY; She has been accredited Desirable Professor Profile PRODEP, and recognized by the institution where she works for practicing the four main functions of the university professor (teaching, counseling, research and management), she has also participated in peer-reviewing journal committees.

### **Nora Verónica Druet Domínguez**

México, DF. 06, May, 1957

BA in Psychology by the College of Psychology at the Universidad Nacional Autónoma de México. Degree received in 1990.

Master in Humanist Psychotherapy by the University Institute Carl Rogers, Puebla, México, Degree received in 2004

Doctor in Humanist Education by the Humanist Institute of Sinaloa. Culiacan, Sinaloa, México. Degree received in 2008

She is currently the administrative secretary and a professor in the BA in Education at the College of Education of the Autonomous University of Yucatán, México, she has led research projects and has been a presenter in national and international conferences. Among her academic productions are books chapters and arbitrated, indexed articles in the area of education and counseling. Some of them are listed below:

1. Druet, D.N., Guerrero, W.G. y Romero, A.C. (2017). Fortalecimiento del sentido de vida en la construcción del proyecto de vida profesional en jóvenes universitarios. In Guerrero, W.G., Alcocer, V.E. and Pascal, L. (2017). Políticas públicas y administración en educación y formación. Ejemplos en países Latinoamericanos, Caribeños y Europeos. Universidad Autónoma de Yucatán - Ediciones de la Noche. Pp. 177-190. ISBN: 978-607-9490-41-6
2. Druet, D.N., Chan, C.G. and Cisneros, C.I. (2016). Investigación acción-participativa para atender el desarrollo humano de trabajadores administrativos y manuales de una Universidad. /Participative-action research to attend the human development of the manual and administrative workers in a University. In Lopez, G.G., Alamilla, M.P., Druet, D.N. and España, N.J. (2016). Sociedad, Desarrollo y Comunidad. Published by: CEPSA. Mérida, Yucatán. Pp. 53-66. ISBN: 978-607-7824-96-
3. Druet, D.N., Guerrero, W.G. y Mijares, G.C. (2015). Sentido de Vida como Herramienta en Orientación Vocacional. (Sense of life as a tool for career orientation) ACADEMICUS. Vol. 1 Number 7. Pp. 59-68. Oaxaca. ISSN: 2007-5170.

Dr. Druet is member of the Education and Counseling academic group at the UADY; She has been accredited Desirable Professor Profile PRODEP, as well as SNI (National Researchers System) and recognized for her participation as a journal reviewer and member of Thesis evaluation committees for professional examinations.

**Gladys Julieta Guerrero Walker**

El fuerte, Sinaloa 30 July, 1960.

BA in Psychology by the College of Psychology at the Autonomous University of Yucatán. Degree received in 2005.

Master in Humanist Psychotherapy by the University Institute Carl Rogers, Puebla, México, Degree received in 2007.

She is currently the Director and professor in the BA in Education at the College of Education of the Autonomous University of Yucatán, México, she has been a member of the standing legislative committee and Faculty representative and Member of the University Council.

Among her academic productions are books chapters and arbitrated, indexed articles in the area of education and counseling. Some of them are listed below:

1. Druet, D.N., Guerrero, W.G. y Romero, A.C. (2017). Fortalecimiento del sentido de vida en la construcción del proyecto de vida profesional en jóvenes universitarios. In Guerrero, W.G., Alcocer, V.E. and Pascal, L. (2017). Políticas públicas y administración en educación y formación. Ejemplos en países Latinoamericanos, Caribeños y Europeos. Universidad Autónoma de Yucatán - Ediciones de la Noche. Pp. 177-190. ISBN: 978-607-9490-41-6
2. Druet, D.N., Guerrero, W.G. y Mijares, G.C. (2015). Sentido de Vida como Herramienta en Orientación Vocacional. (Sense of life as a tool for career orientation) ACADEMICUS. Vol. 1 Number 7. Pp. 59-68. Oaxaca. ISSN: 2007-5170
3. Guerrero, J, Adan, S; Vermont, M; (2016) Interacción comunitaria de los estudiantes de la licenciatura en enseñanza del idioma inglés como cuentacuentos (pp.151-166).

Professor Guerrero is member of the academic group of education and counseling at the UADY; She has been accredited Desirable Professor Profile PRODEP.