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What do we know about rural teaching identity? An exploratory study based on the generative-narrative approach

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Abstract: Generativity, manifested through interest in and commitment to the development of future generations, is a relevant dimension of teaching culture. *Objective:* To characterize the personal and professional development manifested by educators working in rural schools in Chile. *Method:* An interpretative-qualitative approach was adopted, based on an exploratory, cross-sectional and non-experimental design. The purposive sample consisted of 18 educators with an average age of 60 and with 33 years of professional experience in rural schools in the Metropolitan, Araucanía and Los Ríos regions (Chile). For the data collection, in-depth interviews were conducted from a narrative-generative perspective. The narratives were analyzed by means of content analysis. *Results:* Four categories were identified relating to generativity: significant life experiences, pedagogical dimensions of generative development, generative-expansive adulthood and personal formation. The implications of generativity for teaching practice and the way in which it shapes the educational legacy that transcends school space and time are discussed.

Keywords: generativity, rural teacher education, teaching context, identity, professional development, pedagogical involvement

Introduction

Generativity can be described as the consistent expression of behaviors linked to personal development and care for others, ensuring a legacy that lasts over time (McAdams, De St. Aubin, 1992; Villar, Serrat, Pratt, 2021). Although it is a construct that is closely related to teaching, it has not been sufficiently addressed by educational sciences (Aparisi et al., 2020; Liu, Ball, 2019; Pratt et al., 2020; Sunderman et al., 2022). It acquires relevance and pertinence when related to the study of teaching practices among educators working in rural contexts, whose roles and duties require a high level of commitment, support, and responsibility for the development of others (Jordan et al., 2022; Sandoval-Obando et al., 2022). The potentially generative characteristics and dimensions can be observed in the tasks, actions and practices that guide their life trajectories, allowing the systematization of the behaviors that give them an integrative narrative identity relating to the experiences they have accumulated over their life (McAdams, Olson, 2010; Li, Craig, 2019). Pedagogically, it is visible in the objectives they set, their commitment and responsible approach to the role (Sandoval-Obando, 2021a), the relational dynamics they create with their students (Fernández Vega, Cárcamo-Vásquez, 2021), the knowledge they foster, the educational approach they follow (Vera, Osses, Schiefelbein, 2012), and even the changes they experience as a result of the conditions and social environment in which they work (Balbontín & Rojas, 2020).

Therefore, if we are to perform a sociohistorical exploration of the personal and professional development manifested by teachers working in rural schools, then we have to closely examine their roles inside and outside the school (Anthony-Stevens, Langford, 2020), leading to the emergence of knowledge and tasks that shape the configuration of their teaching identity (Rushton, Reiss, 2021). Depending on how they are engage in the educational process, other perspectives and possibilities will emerge in rural educational processes, overcoming the crisis of meaning that some teachers experience in the face of the school reforms implemented recently (Sandoval- Obando, 2016; Neut, Rivera, Miño, 2019).

Consequently, this study is promising from a theoretical and methodological point of view, as it explores the roles and duties undertaken by rural educators in Chile (Sandoval-Obando, 2019). There has been no previous such investigation in this local and national context on the potential generative of rural teachers using a narrative-generative approach.

From an Ibero-American context this study is important as it links the personal and professional experiences of teachers with the multiple processes of crises and transformations that they have faced throughout middle adulthood (Wojciechowska, 2017; Fadjukoff et al., 2019; Thomas, Tee, 2022).

Likewise, it constitutes an interest group that will provide valuable knowledge for the revaluation of the teaching and learning processes built in rural schools, through the understanding of the educational practices and knowledge built by rural teachers throughout the life cycle.

Specifically, this research posed the following questions: What reflections, knowledge and pedagogical action criteria emerge from the life trajectories of rural teachers? Do teachers articulate roles, actions and generative practices that enrich teaching and learning in rural contexts? The purpose of this research was to interpret and understand, from a generative-narrative approach, the trajectory of personal and professional development in rural teachers residing in the Metropolitan, La Araucanía, and Los Ríos regions of Chile, and thereby contribute to the systematization and development of new ways of understanding rural teaching professionalism.

Theoretical Framework

Rural schools: The case of Chile

Multigrade classes, where different grades up to 6th grade are taught in one class, are characteristic of rural schools in Chile (Arriagada, Calzadilla, 2018; Sandoval-Obando, 2021b).

According to the Ministry of Education (2021), there are 3,317 rural schools (public and private), 53.8% of which are located in the most isolated areas of Chile. Elige Educar (2020) states that 12% of Chile's teachers work in rural areas and 8% of the country's students attend this type of school. That is, rural schools have a reduced school enrollment as a result of recurring migratory and mobility processes from the rural to the urban context, with multiple requirements (economic, social, community, labor, cultural, health, etc.), which complicates teaching in these territories even more (Riquelme Brevis, Sandoval-Obando, 2021).

However, exploring and understanding teaching practices in rural multigrade schools is important given the diverse social and community com-

plexities faced by teachers having to adapt official plans and programs for rural areas (Sandoval-Obando, 2022). In addition these schools have highly diverse school rolls and are located in rural communities in a progressive state of decline (Núñez et al., 2020). In these schools centrally provided curricular guidelines are followed in classrooms where the children are at different developmental and learning stages (Cárcamo, 2016), according to the context and social and family characteristics of the child. Nonetheless, teachers provide quality teaching for rural students, along with educational opportunities that resemble those in urban areas, despite the extra work, effort and roles this entails (Rubio-González et al., 2019).

The bureaucratization of educational processes may be hampering rural schools' attempts to respond coherently to the needs and specific nature of the local inhabitants (Tapia, 2019). This can be felt in a school logic in which discouragement, cultural deprivation and professional disenchantment prevail. The consequence is a lack of teacher professionalization and stagnating generative potential throughout their personal and professional development (Sandoval-Obando, Calvo Muñoz, 2022a).

Similarly rural schools have poorer infrastructure, technological support and accessibility compared to the resources available in urban areas (De la Vega, 2020). These are all aspects that affect student achievement, motivation, and interest (Palma, Navarrete, 2021). Moreover these schools are often criticized for achieving below average attainment levels on the national scale (Díaz, Osses, Muñoz, 2016; SIMCE, 2017), while ignoring the effects of the infrastructure deficiencies (Castillo-Miranda, Williamson, Hidalgo-Standen, 2017), precarious material conditions in which teachers work (Freire-Contreras et al., 2021), student vulnerability indexes (Vera et al., 2013), and psychosocial impact of the ongoing closure of such schools (Núñez et al., 2020). Paradoxically there is little research in this area and insufficient information available on rural education in Chile.

Pedagogical knowledge and reflections of Chilean rural teachers

In Chile, teachers face constant criticism about the way in which they do their professional work becoming even more recurrent within the framework of accountability policy (Venegas, 2021). There are multiple expectations and challenges regarding the nature of the rural teaching (Martin, Dismuke, 2018), which affect the way their work is perceived and valued by society (Balbontín, Rojas, 2020). However, despite the standards on initial teacher

training (ITT) set out in Law No. 20,903 (2016), this has not had a consistent effect on improvements to the teaching profession. On the contrary, universities have introduced examinations, accreditations and accountabilities in teacher training in Chile (Bastías-Bastías, Iturra-Herrera, 2022).

Currently, there is no specific pedagogical training for rural teachers, nor is there a set definition of what a teacher is or is expected of teachers (Wang et al., 2017), despite the decontextualized nature of lesson content, which does little to foster higher cognitive skills in students (Villalta, Assael, Baeza, 2018; Ainscow, 2020). This has led to a uniform competency-based model imposed by the Chilean state on teacher training (Ferrada, 2019). In addition, the school curriculum has been designed with no recognition or integration of local knowledge, learning styles and previous experiences of children in rural schools, depriving them of the educational richness present in their natural environment (Egcas, Tabotabo, Geroso, 2017).

The study of pedagogical knowledge of Chilean rural teachers can also be explained in terms of the complex social transformations generated by globalization and neoliberalism, centered around the measurement and standardization of learning (Falabella, 2020; Oyarzún-Maldonado, Soto-González, 2021). That has reduced the autonomy and creativity of the educational work of rural teachers, amid the introduction of "pedagogical standards" that are decontextualized from interest in and opportunities for student development (Sandoval-Obando et al., 2020).

However, rural teachers are a heterogeneous group of subjects with diverse personal and professional characteristics (Vera et al., 2012). Their working conditions and teaching identity are constructed and reconstructed throughout their lives, influenced in part by the type of school and students and the political, economic, and sociocultural characteristics of that setting (Carrillo et al., 2022). Therefore, it can be assumed that rural teachers do not just teach, but have a wider set of roles, reflecting their place in the social fabric and community that rural schools are part of (Núñez et al., 2016). It would therefore be desirable for teachers to adopt open, creative, and student-centered pedagogical practices that respond, where possible, to the environment in which they operate. This would involve promoting collaboration, autonomy, and peer learning, through relational dynamics based on closeness, trust and respect between the actors that make up the rural community (Abós, Torres, Fuguet, 2017; De la Vega, 2021).

Teachers' roles, actions and potentially generative tasks: An emerging field

Generativity is proposed by Erikson (1963) within the psychosocial development model of the life cycle. It focuses on the normative crisis that characterizes maturity in adulthood, particularly during the transition from middle age to late adulthood following the consolidation of the individual's identity in adolescence and gradually builds long-term relationships of intimacy. This means that successful generativity in midlife prepares the individual to care for others, develop integrity, the feeling of having had a fulfilling and satisfying life and accept that death is near (Erikson, Erikson, Kivnick, 1986; Krahn, Johnson & Galambos, 2021; Villar, Serrat, Pratt, 2021).

According to Erikson (1963), having and raising children is the prototypical manifestation of generative needs, actions, and behaviors. However, in practice this construct manifests in profound and diverse ways, such as the desire to guide, teach, or share knowledge with younger people, raise children, experience grandparenthood by bonding with grandchildren, caring for people who are dependent, political, or social participation of the elderly, volunteering, or mentoring (Sandoval-Obando, Zacarés, 2020). Generative development has two dimensions. The first is the desire to contribute to the common good and improve society through intergenerational encounters (Ehlman, Ligon, 2012). The second is the individual's interest in being actively involved in social life throughout the life cycle (Villar et al., 2013).

Therefore, generativity in adulthood is an important concept (Nusser et al., 2022), as it encourages functional coping with losses and stressful life events, prolonging satisfactory states that contribute to physical and psychological well-being, the pursuit of the common good and social change, adjustment to aging and retirement (Khechuashvili, 2019; Grossman, Gruenewald, 2020; McAdams, 2001; Serrat et al., 2018; Weiss, Kunzmann, 2020). It is an adaptive mechanism and is important because it is a means of strengthening the self and achieving integrity in adulthood (Zacarés & Serra, 2011). Therefore, it can promote those behaviors, roles and potentially tasks that can shape teacher identity and the transcendence of teaching processes (Ball, Ladson-Billings, 2020; Sánchez Henao et al., 2023; Turpeinen, 2018).

Generativity is therefore a characteristic component of the teaching culture (Kooij, Van De Voorde, 2011; Liu, Ball, 2019; Sandoval-Obando, Calvo Muñoz, 2022b). He It is enriched by the historical and cultural context and

the relational dynamics that the individual builds with other actors (teachers, social leaders, students, families).

Likewise, it is influenced by the development spaces (personal and professional) in which they develop throughout their lives (Brito, Ball, 2020; Sandoval-Obando et al., 2022; Sandoval-Obando, Peña-Troncoso, 2023).

Thus, generativity would be connected to the teachers, because when educational practice is satisfactory, it benefits and enriches the relationship between teachers and students (Sandoval-Obando, Calvo Muñoz, 2022a). Students can then benefit from the support and teachers can contribute dialogically through commitment and a genuine interest in fostering the development of future generations (Aparisi et al., 2020). That is why it is important to examine the construction of teacher identity and the potentially generative implications of their educational work in rural contexts.

Method

Study design

The research adopts an interpretative and qualitative approach, based on an exploratory, cross-sectional, non-experimental design.

Participants

Following Otzen and Manterola (2017) non-probabilistic, intentional sampling was used. Individuals were chosen based on the degree to which they met the all the criteria. Specifically, the sample was made up of 18 educators (9 men and 9 women living in the Metropolitan, La Araucanía, and Los Ríos regions of Chile. The average age of the participants was 60 years, and they had 33 years' experience of teaching in rural contexts.

Data collection technique

In-depth interviews (Kvale, 2011) from the generative narrative approach (McAdams, McLean, 2013; Sandoval-Obando, 2020; 2022) were used for the data collection. Based on the transcript of the life trajectories (personal and pedagogical) of rural teachers, the potentially generative tasks, actions and behaviors that characterized their teaching practices were studied. Procedurally, the interviews were designed from the accounts obtained using life histories (McAdams, 2015). Three interviews were conducted with intervals

between them as previously agreed with each of the participants. In the first meeting, the participants were asked to describe the main milestones marking their lives that were somehow related to key changes in their lives or in those around them.

In the second interviews, we explored turning points, or inflection events, in the participants' lives. Many of these helped them to 'realize' the implications and meanings of the experiences in their lives (McAdams, 2008) and they were able to provide reliable interpretations of the significance of these to their personal and professional development. In the third interview, events relating to generative actions and practices relating to narrative identity were identified and characterized (McAdams, Olson, 2010). The motives and expectations that led the subjects to act generatively as part of their role (i.e., how, and the types of responsibilities their lives) were also examined, along with behaviors and practices indicating an interest in the development of younger generations and how these are manifested in teaching and learning.

Data analysis and production strategy

The data interpretation was conducted using content analysis, based on semantic, thematic and repetition criteria, and in line with grounded theory (Bryant & Charmaz, 2019). The data were then transcribed and subjected to a rigorous, computer-assisted analysis using NVivo 12.0. The research protocol was created in accordance with the Declaration of Helsinki and the guidelines established by the Scientific Ethics Committee for work with human beings of the Autonomous University of Chile.

Results

The category "Significant Life Experiences of Rural Teachers" was represented by the experiences, learning and memories that influenced teachers' development (personal and professional). It revealed that all the participants had an early connection with rural life, and that their family had fostered in them a genuine interest in passing on customs, relationships, and responsabilities of rural life to younger people (see Figure 1).

Delving deeper into the emerging codes that formed this category, we found that the participants were very similar in having spent a large part of their childhood and adolescence in rural contexts and in being strongly connected to the natural wealth in these territories. They also drew attention

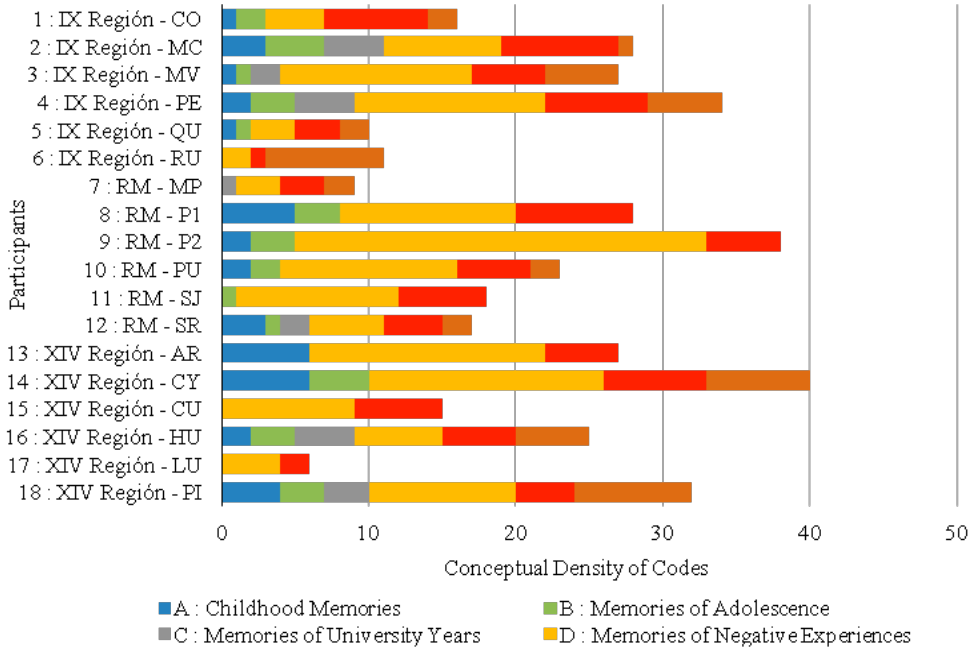


Figure 1: Significant Life Experiences of Rural Teachers in Chile

to customs and values that are shared in rural areas, proudly describing the professional aspects they had cultivated over time, working as a professional and responding to the needs of the students, giving back part of what they received in their first years of schooling in a rural area:

> *"...I studied throughout my elementary schooling in a small rural town... that's where I got my elementary education... later, I got to work with the teachers who taught me... and, therefore, I have always been a rural teacher and I feel tremendously proud of it... it is a great experience... to help the places where I was raised... I hope that these children can do the same and maybe achieve many more things than I have achieved..." (CY, Rural Educator - Los Ríos Region).*

> *"...people in the countryside are different... their way of thinking is different from people in the city... they are simple, kind, and affectionate people... I like rural life, I like the environment, the air... I like the countryside and its people; I find peace there... I think I can give more there because there are children who need me... I feel that I can help them and that is what I am passionate about..." (SR, Rural Educator, Metropolitan Region).*

In addition, participants mentioned that making the transition from the rural to the urban world to continue their secondary and university education was a complex stage, in which they had to overcome economic, political, and family difficulties, in addition to facing stressful life events in emerging adulthood:

> …my mother died when I was about 13 years old… then my father died when I was 17 years old… the deaths of my parents were very hard blows… that also impacted on my life, perhaps it made me more sensitive all of a sudden and also a little stronger under the circumstances, situations that I later faced as an educator…
>
> …another challenge was living and studying under the military dictatorship, because the truth is that you expect you will be able to express yourself… to feel and convey your ideas and to be respected, and all of a sudden that didn't happen, we were gagged…" (MV, Rural Educator, Araucanía Region).
>
> …I left to study and work after graduating from high school…then I got into university…but I didn't have the means…my parents at that time couldn't send me anywhere else, so I dropped out…I spent a year at home and then I started working…then I started to look for ways to help my sisters get ahead… (MP, Rural Educator, Metropolitan Region).

By contrast, the category "Pedagogical Dimensions of Generative Development" contained the pedagogical practices and dimensions of rural teachers that foster development with generative potential. Specifically, the heat map (see Figure 2) enabled us to verify the code distribution by sex and region worked in. It was possible to identify positive effects, such as their commitment to their educational role, pedagogical involvement and educational legacy, that had influenced their performance in a potentially generative professional role.

In addition, the interviewees' accounts reveal a deep commitment to their work, fostering an early systematic interest in contributing to their students' development and well-being. This is expressed in their articulation of fun and flexible pedagogical strategies that are in keeping with students' previous knowledge and experience:

> "*…to have connections, to form a connection with the families of my stu-*

	Professional Practice Region - XIV Región de Los Ríos (n=6)	Professional Practice Region - XIV Región de Los Ríos (n=6)	Professional Practice Region - IX Región de La Araucanía (n=6)	Professional Practice Region - IX Región de La Araucanía (n=6)	Professional Practice Region - RM Región metropolitana (n=6)	Professional Practice Region - RM Región metropolitana (n=6)	
Codes	Gender = Male (n=3)	Gender = Female (n=3)	Gender = Male (n=6)	Gender = Female (n=0)	Gender = Male (n=1)	Gender = Female (n=5)	Total (n=18)
Positive Affect	7	12	10	0	0	35	64
Commitment to Their Educational Role	27	29	58	0	10	37	161
Transcendent Experiences and Knowledge	6	6	12	0	0	8	32
Pedagogical Involvement	24	23	46	0	12	30	135
Educational Legacy	23	18	52	0	10	49	152
Pedagogical Mediation	7	11	12	0	5	10	45
Total	94	99	190	0	37	169	589

Figure 2: Heat Map of the Pedagogical Dimensions of Generative Development

dents... I think that children are very sensitive... so when they realize that you are genuine, authentic... they value you..." "...always say 'yes' because you always have to be positive with them and you, everything that happens to you in life you have to keep it to yourself, you cannot show it, you have your professional life and your family life, you arrive at school and you have to leave your problems to one side to give them the best..." (MP, Rural Educator, Metropolitan Region).

"...in the classroom I told jokes to the children, I sang to the children, out there they made me sing... the teacher had to try to form a family here with his children... it seems that this feature remained, people who come here always say that there is a warm welcome... we give the best of ourselves so that the children enjoy school..." (P1, Rural Educator, Metropolitan Region).

> "...the teacher has to adapt the syllabus so learning is meaningful... which comes from taking advantage of previous knowledge and the environment, respecting their traditions and customs..." (MV, Rural Educator, Metropolitan Region).

Similarly the participants showed a high level of pedagogical involvement in the duties and responsibilities of the rural teaching profession. They intuitively encouraged (personal and professional) development and were integrally committed to their educational communities, responding to the cultural demands of the area, which enabled them to confer a significant educational legacy onto their students:

> *"...a rural teacher must be a multifaceted person, who is willing to change certain practices... and who can also develop certain activities that are not directly related to the classroom, but rather the fixing the school.... someone who wants to help improve both the school and the children's learning... who does not just teach his class and leave... a rural teacher must like what he does and feel affection for the people, for the community and for what surrounds him..."* (QU, Rural Educator, Araucanía Region).

> *"...you feel that joy, of having been part of that young person's life... of being part of the student developing into a professional... that you are remembered with affection and that respect when they see you on the street, or in the office, they greet you with great affection..." "...I would like to always be remembered like that, as that close teacher who could talk about different topics, who was affectionate, loving and close to the students..."* (RU, Rural Educator, Araucanía Region).

In another area, the category "Expansive-Generative Adulthood" was identified and described as the individual factors relating to potentially generative development (see Figure 3).

Delving deeper into the codes constituting this category reveals the level of self-development shown by teachers, their commitment to lifelong learning, and the value they place on local knowledge and experience, critical reflection, and their interest in responding to the changes and transformations affecting that their communities and educational policies over time:

> "*...I believe that the experience that you acquire in rural schools is incomparable... I feel more committed to my work... day by day I learn*

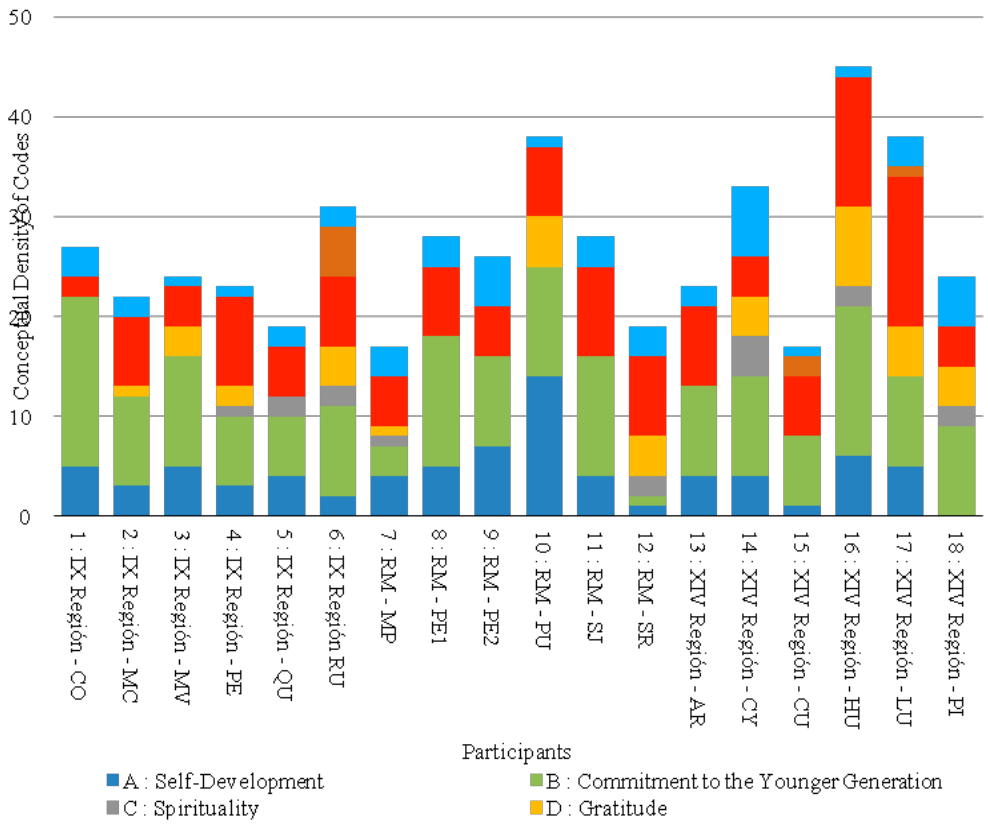


Figure 3: Expansive-Generative Adulthood of Rural Teachers

new things and new ways of teaching, new strategies... a rural teacher learns every day... this way we learn new things to face new challenges... I still have a lot to learn in the years I have left..." (QU, Rural Educator, La Araucanía Region).

"...personally, I love the communities, the rural sector and I love the school, the children, I like what I do, I am someone who is happy when I go to work there and when I return I might get the satisfaction of knowing the children learned something they didn't know yesterday, and then I come back happy..." (MV, Rural Educator, Araucanía Region).

Similarly, the participants agreed that teaching in rural settings has filled them with pride and gratitude. At the same time, they underlined the importance of teachers being aware of the needs of their students, providing solutions and support strategies both inside and outside the classroom:

"*...I am a completely happy person where I am, working in education, I always say I am one more Gabriela, maybe Gabriela Mistral is in another kind of context because of the time in which she lived... but I am happy, how could you not enjoy it when the children are doing their work? When you feel that what you do during the day will be useful in their future life...*" (LU, Rural Educator, Los Ríos Region).

"*...half of my life has passed in my school... my rural school... I feel happy at having developed this career professionally...*" (MP, Rural Educator, Metropolitan Region).

"*...I believe that what has had the greatest impact is that the knowledge you acquire at university serves the people, reaches rural settings where there is great need... not only the material need, but also the spiritual need, the need for guidance and emotional support... you become a sort of counselor... someone who helps these people to fulfil their needs in every aspect...*" (CO, Rural Educator, Araucanía Region).

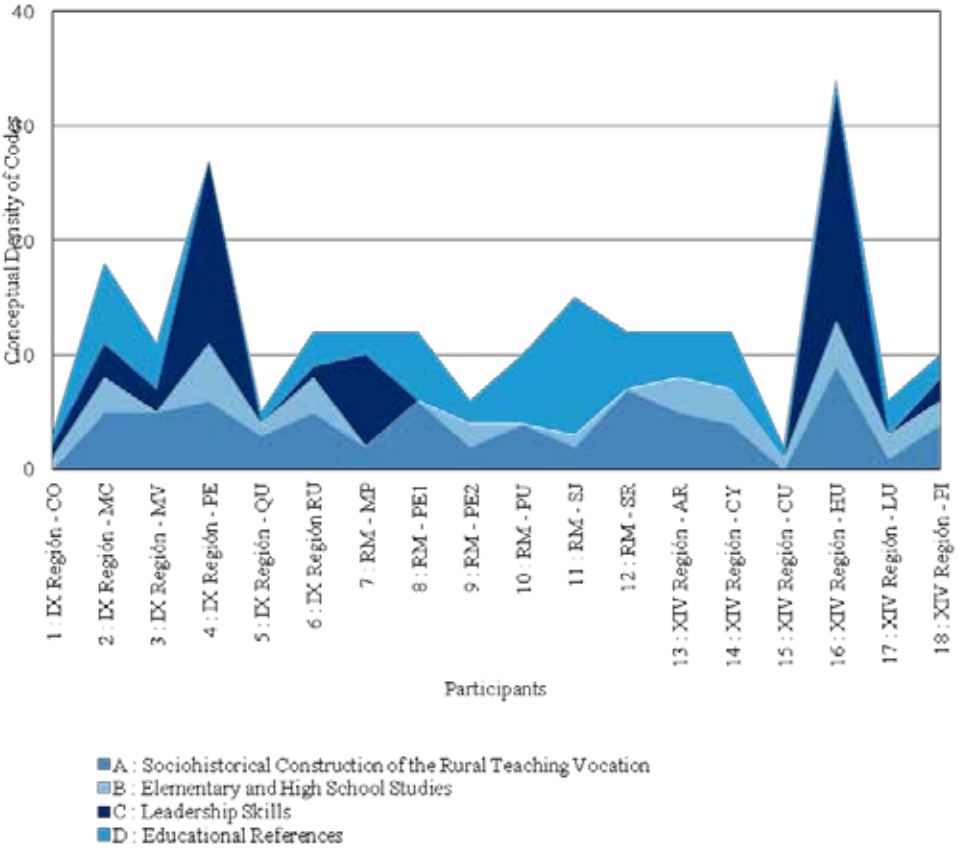


Figure 4: Personal Training of Rural Teachers in Chile

Related to this is the category "*personal training of rural teachers*", which refers to the experiences and knowledge by rural teachers throughout their lives that has impacted and enriched their pedagogical work, beyond the guidelines established at central level.

Some people were specifically highlighted who positively influenced the teaching identity of the interviewees, built experiences, values, and practices consistent with a leadership style that responds to the context and takes the history and culture into account. It is interesting to note that most of the participants attended rural elementary schools, which enabled them to build close and collaborative ties with their educational communities:

> *"...in my family there is an old generation of teachers, uncles on the side of J., E., there is also a school in Osorno that bears the name of an uncle... now there is, there is my daughter who is a teacher... I have several nephews who are also in the profession in T... So, being a teacher is like a family legacy ... the rural part is very nice, I really value the profession..."* (LU, Rural Educator, Los Ríos Region).

> *"...my mother was a rural teacher, from the first school in HU. District in the commune of MC... they built a school there, and my mother taught the children... that is why I had good teachers... my roots from being in the countryside... and because of my mother... I wanted to project the affection I had for her in my life as a teacher..."* (MV, Rural Educator, Araucanía Region).

> "*...I began my union career with M. more than 15 years ago, I began to connect up with teachers and to create opportunities... I maintain connections with the whole province as a union leader...*" (MP, Rural Educator, Metropolitan Region).

> "*...I would describe myself as a teacher who loves her vocation, as a child I liked teaching... helping my siblings with their homework and that dream came true... rural life has enabled me to grow and develop to my full potential...*" (SR, Rural Educator, Metropolitan Region).

Discussion

First, one can argue that rural teacher identity is multidimensional and a disputed construct (Cooper, Olson, 2020; Noonan, 2019; Pace, 2021), which is why there is limited research and understanding (Balbontín y Ro-

jas, 2020; Gajardo-Asbún, 2019). In fact, when linking this to the exploration of the generative potential shown by teachers, the literature is even more limited, with some incipient Ibero-American studies (Sánchez Henao et al., 2023; Sandoval-Obando, 2021; Sandoval-Obando et al., 2022; Santos, 2019). Nevertheless, the accounts provided by the participants show that a coherent, detailed, and consistent narrative identity is developing around the significant life experiences that have shaped and influenced their (personal and professional) development. This is consistent with what has been identified in highly generative subjects, who have pinpointed the significant life experiences that had an impact on their life trajectories (particularly during childhood and adolescence), and gives an account of how they faced up to the various processes of change throughout their development (Fabius, 2016; McAdams, 2015; Lawford et al., 2020).

The participants reported having an early connection with rural life through their families and through their parents doing agricultural work or teaching in rural schools. In addition there is the positive legacy shared by their teachers in elementary and secondary school. This is consistent with the findings of Moffa and McHenry-Sorber (2018), who have shown that the practices of rural teachers are enriched by the knowledge, reflections and significant experiences they share with colleagues, peers, and their original communities. That has enabled them to respect and think critically about the needs of the inhabitants of that territory (Mitchell et al., 2019). Moreover, Castellano and Blandón (2022) showed that rural teachers' past experiences help them to understand the discourses and practices in the territories and to reflect critically on the disciplinary knowledge they acquired at university. This is then combined with local knowledge and leadership skills that take account of the local history and culture (Acuña et al., 2022; Du, 2020; Lee, Sunerman, Hastings, 2020).

Secondly, the in-depth analysis revealed the stressful life events faced by rural teachers (such as economic deprivation, studying under the military dictatorship, loss of loved ones, etc.) and the way they succeeded in overcoming such events. In other words, there is a potential relationship between generativity and resilience that could pave the way to generative pedagogical development in rural areas. Generative individuals tend to show higher levels of resilience as they have a clearer sense of life and are more flexible, which enables them to overcome crises, and they also have higher levels of subjective well-being (Becchetti, Conzo, 2021). Furthermore Sørensen et al., (2021) suggest that resilience and sources of meaning could lead to greater life satisfaction. However, the results obtained in this research are explora-

tory and do not fully explain the behavioral mechanisms operating on the basis of these characteristics, so the results cannot be generalized to other contexts, groups, and populations. Similarly, the present study is based on the life trajectories of teachers, shaped by individual, social, economic, political, historical, and cultural factors, many of which are not being properly integrated into initial teacher training (Rodríguez-Rivera, Covarrubias-Papahiu, 2021; Sanders-Smith, Olguín, Bryan-Silva, 2022), which is why the link with generativity in rural contexts is scarcely considered in the current literature.

Third, the participants took their educational responsibilities seriously, exhibiting a set of pedagogical action expressed in positive affect, involvement, and pedagogical mediation, which are dimensions that tend to reflect a systematic interest in contributing to student development and well-being. Such findings are consistent with those of studies that have systematized potentially generative actions, tasks, and behaviors in subjects (McAdams, De St. Aubin, 1992; McAdams, 2013; Villar, Serrat, 2021), foster a genuine interest in the care and welfare of future generations (Brito, Ball, 2020; Bylica, Bauman, 2022; Hillman et al., 2020; Timilsina et al., 2019). Lewis (2021) found that older people who engage in teach, serve as role models for their community members, age well and have higher levels of well-being. Similarly, Murga and Álvarez (2019) point out that point out that the generative interest manifested in teaching would mobilize teachers towards achieving their goals and general satisfaction with life, promoting self-development and reinforcing their teaching commitment (Quito, 2019). Furthermore, Dohlman et al., (2022) found that some aspects of teaching (e.g., reading stories, helping with homework, being actively involved in caring for future generations, etc.), operate as a particularly powerful manifestation of the generative beliefs on elderly persons, providing elements of interest for the integration of these behaviors in the teaching culture.

Fourth, the results revealed the generative implications of a passion for teaching, commitment to younger generations, and gratitude, all of which are highly desirable intrinsic traits in those who work as teachers (Day, 2014). Some of these characteristics are similar to those proposed by Kotre (1996), who refers to the technical and cultural generativity, observed that individuals can promote values and beliefs essential for life in society to younger generations. These two types of generativity are often combined and so are not limited to a specific stage of the life cycle. Similarly, some studies propose that generativity is closely related to the transfer of knowledge through intergenerational exchange, contributing dialogically to the

development of subjects (Chazan, Whetung, 2022; Doerwald et al., 2021; Dzimińska, Warwas, 2022; Fasbender et al., 2021; Roy, Panda, 2022).

In contrast to what has been previously mentioned, there is also the danger of subjects refusing to transmit something to future generations or of them passing on values, reflections, knowledge, and beliefs that are detrimental to development, which is a negative form of generativity (McAdams & Logan, 2004) that has attracted little attention in social science or education studies. On the other hand, there are signs that spirituality and religiosity could have potentially generative implications for the construction of teacher identity and could perhaps be used as personality predictors relating to psychological well-being. Additionally, extraversion and openness to experience have been found to contribute predictively to generativity over the long-term (Blatný et al., 2019). Moreover, Shane, Niwa and Heckhausen (2021) have contributed to the study of prosociality and generativity by explaining the motives that encourage individuals to contribute to the welfare of others. Finally, and despite the incipient nature of these findings, there are new possibilities for analyzing and understanding generativity and its influence on professions committed to the development of future generations (Guerrero-Castañeda et al., 2019; Tejo, 2017; Torres-Jiménez, 2016).

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