

The Propensity to Teach in Chilean Rural Educators and its Potentially Generative Implications: An Exploratory Study

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A qualitative interpretive approach is adopted, following a descriptive, exploratory, and cross-sectional design. The sample is intentional, made up of 12 teachers, who have an average of 33 years of teaching experience in rural schools present in the Metropolitan, La Araucanía, and Los Ríos Regions (Chile). For data collection, in-depth interviews were used from the generative narrative perspective. Subsequently, the histories were submitted to content analysis, following the logic of Grounded Theory.

Teachers exhibit potentially generative pedagogical action criteria and practices characterized by their commitment to educational work, positive affect, and flexibility, allowing them to build positive and reciprocal interpersonal relationships with students. In the same way, the generative propensity that guides their professional work promotes the construction of pertinent educational learning with historical-sociocultural relevance for students and their communities of origin.

Keywords: pedagogy, generativity, rural school, pedagogical identity, positive affect

INTRODUCTION

Chile has one of the most segregated school systems among OECD member countries, reflecting high socioeconomic and educational inequality (OECD, 2019). Considering this reality, teacher training acquires relevance in the current context for its study from the educational sciences (Ferrada, 2019). Specifically, there is no pedagogical training process directly related to the nature of the rural teaching function and no clear definitions of what it is or what is expected of it in said contexts (Sandoval-Obando, 2020; 2022a), installing multiple expectations in relation to their role and professional performance in the Chilean territory (Gutiérrez et al., 2021). However, and despite the efforts related to the implementation of basic standards that guide initial teacher education (ITE) processes within the framework of Law No. 20.903 (2016) on teacher professional development, teacher training continues to be an area of tension and discussion in recent years (Avalos, 2014), focusing on the development of general pedagogical knowledge (Ávalos & Matus, 2010), on the relationship between the universities responsible for the training of students who choose pedagogy and the knowledge or competencies they acquire during this process (Pedraja, Araneda, Rodríguez, & Rodríguez, 2012), as well as on initial pedagogical training and its distribution by type of establishment they enter (Paredes, Bogolasky, Cabezas, Rivero & Zahri, 2013).

In other words, the rural teacher would be a professional with diverse personal and pedagogical characteristics (Vera, Osses & Schiefelbein, 2012). Their teaching practices and working conditions differ according to the kind of school in which they work as a function of the political, historical-cultural, and socio-territorial characteristics in which the school is located. Consequently, teachers live under the tension of asymmetrical forces, which usually become contradictory and difficult to harmonize. On the one hand, educating and, on the other hand, schooling. For historical reasons in our Eurocentric society (Ortiz, Arias, & Pedrozo, 2018), schooling became a synonym for educating and has almost ended up replacing its original value. They are processes that apparently share the same intentionality, even though they are not only different, but often opposite. This tension impacts rural teachers, who live in tension between complying with the normative formalities of the teaching process or allowing themselves to flow thanks to their propensity to teach and their students' propensity to learn. Unfortunately, most have been schooled, undermining the difference between one and the other. This influence overrides the everyday evidence of how well we learn what we experience informally and how hard it is for us to do so in formal contexts (Sandoval-Obando, 2014a), depending on the medium and not on our ability.

In the current school system, it is not easy to solve this tension, which is why the simplest option is often chosen: privileging the normative over the educational, what should be instead of what can be. The tension between what is normative and what is possible confuses teachers and makes them doubt whether to educate or to school, since whichever option is chosen, it will create different relationships, which will move away from each other indefinitely. If teachers are more inclined to schooling, they will end up complying with the curricular proposals and administrative norms, which point out a mapped and safe route for their teaching and for the learning of their students. This implies that one imposes and the other complies. There is almost no room for genuine search; if it ever happens, it is usually postponed for later, when the time is right or the place is suitable, leaving the learner in an uncertain wait. Thus, a tight circle begins to develop in which discouragement, cultural deprivation and professional disappointment take root, leading to the de-professionalization of teachers and the stiffening of their generative potential throughout their (personal and professional) development.

If the teacher educates in a generative way, he/she will allow the students to explore the territory without guides telling them what to pay attention to, letting them wonder, discover, relate, and explain other descriptions and contrast them with their own. In this way, they will generate relationships that only announce possibilities. Teachers will help them understand the precariousness of their statements but do so gently so as not to inhibit their students' propensity to learn. The innocent questions of the students will help the teacher to critically stress his/her own knowledge because he/she will learn from the ignorance of his/her students, establishing with them a recursive relationship that will lead him/her to levels of increasing complexity. Consequently, whatever the educational territory that teachers explore with their students, whether it is rural-countryside, desert, jungle, mountain areas, slum, or privileged sectors, they will find in it an unfathomable wealth of possibilities, because they depend on the curiosity of each one that will feed the propensity to learn and to teach, generating increasingly complex feedback loops.

Educational learning tends to be holistically integrated, although it is not always well performed; in contrast, school-based learning meets serious difficulties in achieving this for several reasons; among them, we note that a large part of the teaching staff has been trained as specialists in disciplines and the school curriculum is fragmented into subjects (Morin, 2016). The difficulty in creating bridges is enormous, although there are exceptions, as extraordinary as they are rare. Despite the school reforms implemented in Chile, it has not been possible to overcome the subject-based vision of the school as a normative space that decides what to teach, how to do it, with what pace and effectiveness (Sandoval-Obando, 2014b), responding to the dominant paradigm in current scientific work.

Based on what has been previously described, it would be desirable that the behavioral patterns and pedagogical criteria that guide rural teaching professionalism generate mediated learning experiences (Sandoval-Obando & López de Maturana, 2017) encouraging an active socio-community linkage with the educational communities to which they belong (Sandoval-Obando, 2021a) beyond the relational dynamics traditionally observed in the urban area. In this sense, the role of the Chilean rural teachers would not be limited only to the teacher/learner relationship, since their work is conceived as a more integrative practice

than that defined by the schooling processes, becoming a relevant component within the social and community network of the territories where they are inserted (Nuñez, Peña, Cubillos & Solorza, 2016). In this way, we perceive that rural teachers have a potentially generative pedagogical practice (Sandoval-Obando, 2021a; 2021b) that, as far as possible, responds to the requirements of their environment and is not limited to satisfying the demands of a standardized general application program (Calvo, 2016a). Therefore, the wide range of roles, functions and tasks performed by rural teachers should address the demands and challenges they currently face (Riquelme Brevis & Sandoval-Obando, 2021), which could sometimes affect both competence and dedication and, many times, negatively affect the motivation to teach (Thomas, 2005), within a system whose operation and organization is governed by free market rules (Fardella, 2013).

In connection with the above, generativity emerges as a characteristic component of the teaching culture (Fernández, 2010), mobilizing teachers to promote the welfare of future generations, creating an educational legacy that lasts over time (Erikson, 2000; McAdams, 2013; Villar, López & Celdrán, 2013). Therefore, those who educate generatively help their students to complement, not juxtapose, background, perspectives, and appreciations, so that they can generalize them to other areas with the necessary technical corrections. This shows that it makes no pedagogical sense for them to spend energy and time retaining data, especially if they do not understand them, since the important matter is that they learn what to do with them and from there, everything that is required. It is quite possible that students may make mistakes when applying these principles, but they will be able to correct them thanks to the help of a mediator (teacher, classmate, mother, etc.), who will guide them in the search and selection of criteria to look for information, process it and communicate it.

If teachers develop patterns of potentially generative behaviors, they are not likely to focus on teaching answers, however true or useful they may be, because they will prevent their students from exploring, wondering, confusing, laughing at the surprises of inquiry in and out of the classroom. Thus, it keeps students' curiosity alive as they wonder about their learning process. By observing them they discover the uniqueness of each student. In addition, if they respect their times and rhythms, their hints, advice, and reprimands will be pertinent and will not harm them, but rather they will increase their self-confidence and epistemological curiosity, unfolding recursive processes prone to conceive growing complexities, whose future development is unknown, but which attracts, just like the utopia that makes us move forward. Indistinctly, the potentially generative teacher recovers the educational richness of school processes and helps his/her students to transform the possible into the probable and the probable into the realizable (Calvo, 2016b).

The person who educates generatively tends to teach, just as he/she tends to learn. Teaching and learning constitute a loop that goes from one to the other, with neither predominating. Each question teaches and allows learning. The generative potential that can be observed in the rural teaching profession would allow it to anticipate the difficulties that its students will encounter and to foresee how and to what degree they will overcome them, for which it will regulate the degrees of difficulty, increasing them for some and minimizing them for others, even eliminating them, if deemed necessary, to generate basic self-confidence in some. Such processes occur in diverse times and spaces, but at permanent risk of schooling, since such logic seduces with certainties and illusory advances, as shown by the results of the national tests, SIMCE and PSU in Chile (Sandoval-Obando & Lamas, 2017; Armijo, 2019).

In short, learning will be educational if it favors inquiry or schooled if it focuses on decontextualized answers and content; it will be educational if it is nourished by chaos or schooled if it takes refuge in routine; it will be educational if it welcomes the emergent or schooled if it is limited to reiteration (Calvo, 2017). Since any context is suitable for educating, but not for schooling, rural teachers are in exceptionally rich conditions to develop in themselves and in their students the propensity to teach and to learn, since the rural context softens many pressures that have shaped the cultural *ethos* of the school. To do so, they must discover the generative possibilities hidden in their natural, socio-cultural and historical environment, seeking to amaze their students with the mysteries of what they will show them and dare the adventure of deviating in order to generate criteria that will guide them in their educational development.

Therefore, this paper poses the following questions: What knowledge or criteria for pedagogical action emerge from the life courses of rural teachers? Do teachers have potentially generative skills and practices that enrich the teaching and learning process in rural contexts? Thus, the purpose of the study is to interpret and understand, from a generative narrative perspective, the potentially generative behavioral patterns constructed by Chilean rural teachers residing in the Metropolitan, La Araucanía and Los Ríos regions (Chile), contributing to the generation of new possibilities for understanding Chilean rural teaching professionalism. Specifically, the following specific objectives were established: a) to systematize the potentially generative knowledge and criteria for pedagogical action that emerge from the life courses of rural teachers; b) to describe the skills that favor the emergence of potentially generative practices by teachers throughout their life courses.

MATERIALS AND METHODS

The research is based on a qualitative interpretative approach, using a descriptive, exploratory, and cross-sectional design. In-depth Interviews (Kvale, 2011), from the generative narrative perspective (Serra, 2008; McAdams & McLean, 2013; Sandoval-Obando, 2019) are used as a data collection technique.

A purposive sample was used (Flick, 2015; Otzen & Manterola, 2017), as participants were chosen based on the degree to which they met the criteria established for the purposes intended by the research. Specifically, 12 rural teachers (7 men and 5 women) residing in the Metropolitan, La Araucanía, and Los Ríos regions (Chile) participated, with an average age of 60 years and a total of 33 years of professional experience in rural schools.

In terms of the data collection technique, we resorted to the use of in-depth interviews from a generative narrative perspective. This methodological perspective made it possible to delve into the experiences (personal and professional) of rural teachers, exploring what happens in the daily life of rural school life, operating as an enriching tool for obtaining data (Sandoval-Obando, 2014a). Life histories encourage the training and professional development of the participants, acquiring a greater knowledge of themselves (Contreras & Pérez de Lara, 2010), critically rethinking their role through the integration of those reflections, actions, knowledge, and criteria of pedagogical action coined over the years, which contribute to the understanding of rural teaching professionalism as a potentially generative practice.

Procedurally, data were collected from accounts obtained through Life History interviews (McAdams, 2008; 2013; 2013; 2015; Sandoval-Obando, 2022b). For this purpose, 3 interviews were conducted, separated by a period previously agreed upon with each of the participants. After the initial rapport, the first meeting was held in which teachers were asked to describe and describe the main events that have marked their lives and that, in one way or another, are related to significant and profound changes in their life course (Iborra, Zacarés and Serra, 2008). The above, sought to characterize the process of construction of the 'Narrative Self' (McAdams & Olson, 2010), providing useful elements for the understanding of the participant's personality and the level of self-knowledge achieved, the stages and critical periods experienced as teachers and that have allowed them to understand, from a historical-cultural perspective, the rural school.

In the following interview, the gaps identified by the faculty in their life course after the first encounter were explored. To this end, the turning points, where there is a turning point in the participant's life course, were explored in depth. That is, key episodes that make an important change in their life history, and which, in one way or another, favor the ability to "realize" the implications and meanings of these events in their life and pedagogical practice. Its purpose is to generate "a unique access to the lived world of subjects, who describe in their own words their activities, experiences and opinions" (Kvale, 2011, p.32). In a third stage, and after the process of coding and transformation of the data collected during the first interviews, the identification and characterization of those milestones related to generative actions and practices, associated with narrative identity (McAdams & Olson, 2010), was deepened. This dimension allowed two areas of analysis: the internal one, referring to the way in which potentially generative behaviors and practices are identified and integrated in the life history of rural teachers, and the external one, which allows the comparison of the stories with the rest of the participants, observing differences in the generative

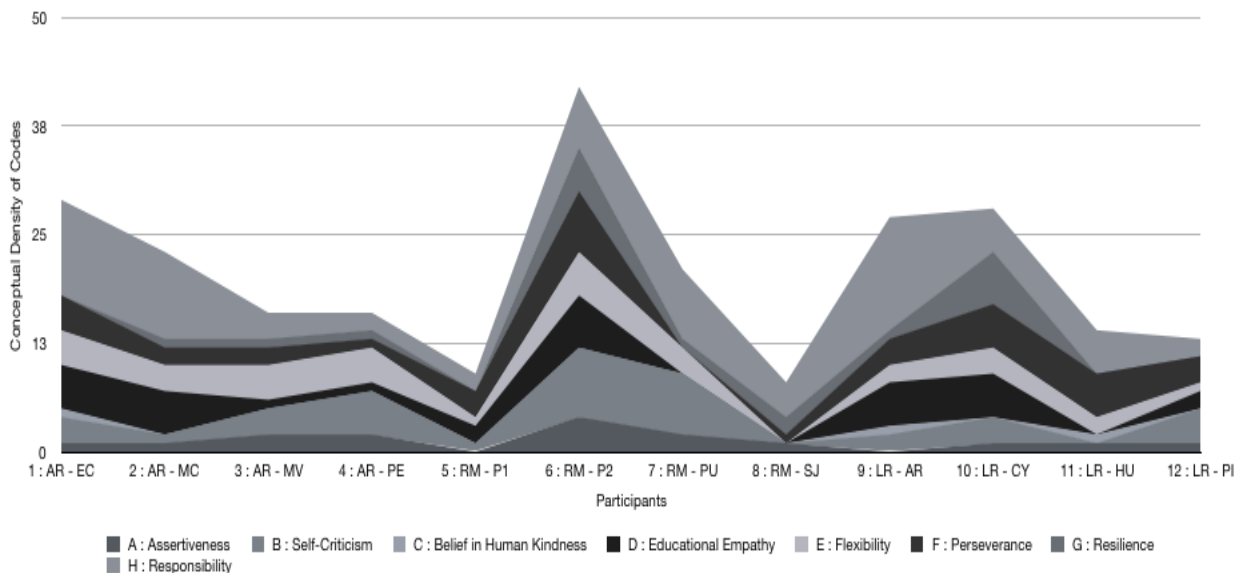
development achieved (McAdams & Logan, 2004). At the same time, we delved into the cultural demands perceived by the subjects in their teaching role (i.e., how and what type of responsibilities they have assumed throughout their lives), the behaviors and practices that reflect interest or concern for the next generations and how they are expressed in the teaching and learning processes deployed inside and outside the rural school, the sensitivity and involvement in the suffering of others, and the presence of future goals that guide their life project.

For the data interpretation, we resorted to content analysis according to thematic and repetition criteria (Rodríguez, Lorenzo & Herrera, 2005; Martínez, 2007), following the logic of Grounded Theory (Strauss & Corbin, 2002). Subsequently, the data produced were subjected to a rigorous computer-assisted analysis process with the support of the NVivo 12.0 software tool (Bausela, 2012; Trigueros, Rivera-García, & Rivera-Trigueros, 2018). In addition, the research protocol was constructed in accordance with the guidelines established by the Scientific Ethics Committee for work with human subjects of the Autonomous University of Chile (Chile).

DISCUSSION OF RESULTS

In the first place, when going deeper into the behavioral patterns manifested by the rural teachers interviewed, the category “Inter and Intrapersonal Skills” stands out, characterized as the set of inter and intrapersonal skills manifested by the teachers, which allows them to deploy an assertive, empathetic, and flexible pedagogical practice, evidencing a high level of responsibility, perseverance, and self-criticism about their professional work (see Figure 1). In turn, the teachers interviewed are professionals committed to their professional work, and therefore reflect critically on their educational role in the school communities in which they are involved, beyond the responsibilities traditionally imposed from the central level.

FIGURE 1
INTRA- AND INTERPERSONAL SKILLS OF RURAL TEACHERS



Note: Within the macro-category “Potentially generative behavioral patterns of rural teachers” the category “Intra- and Interpersonal Skills” is highlighted with its respective codes and repetition frequencies.

The skills observed in the participants favor the construction of a reciprocal and close relational framework with the students, favoring the deployment of a dynamic and potentially generative teaching practice. At the same time, they adapt the expected contents for each teaching level according to the

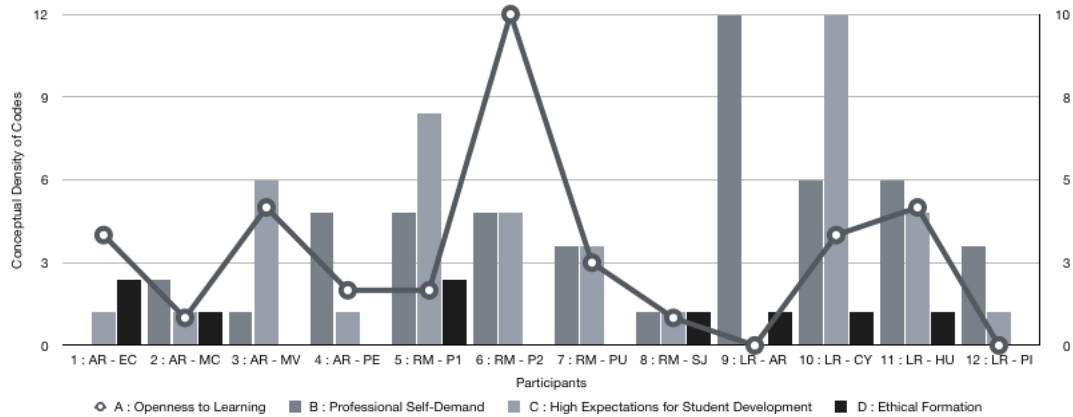
historical-cultural richness found in the territory. It is precisely for this reason that teachers promote educational learning that recognizes and integrates the uniqueness of students and their environment, encouraging inquiry, the desire for continuous improvement and the promotion of values that are vital for life (such as loyalty, respect, and love):

I captured the previous learning, the learning that sometimes we do not consider and do things the way we want to, according to our own experience; but the knowledge that the child brings from home, from his/her traditions, from his/her habit of working with his/her parents, in agriculture. So, at that point I said, of course we must consider it..., so it was a life lesson for me, a lesson in pedagogy, because it reached me, so I remember it and apply it in my work... The teacher is a guide for the student, but it is a life experience, an experience that the student can remember well or badly later in the future, and we also have a responsibility with the future of this student... The main thing we have to do with the students is to instill values, because values are the most important thing in life and that is shared with knowledge... to deliver values daily... I think that apart from having knowledge, that they should be good people... the main value is loyalty, love for others, respect, mutual respect, these values are essential to form good citizens with solid, ethical, and moral bases. (MV, Rural Teacher, Araucanía Region).

Well, I feel happy, glad, because I have been able to give the opportunity, as a manager, regarding the resources that come to the school and how to focus them in the best way, but always 100% for the benefit of the students, for their learning, to generate opportunities for them to show their abilities and skills... for example, educational visits, I take full advantage of it... here we take advantage through planning, that all subjects are involved in an educational outing, that all skills... can be expanded or improved... the practical knowledge, which is the best, because if there were a photograph it saves a thousand words and here in this case, the reality saves a thousand words, a thousand concepts that what we could do in the classroom, no matter how much we could talk, we could not reflect them as they were... so these experiences... These pedagogical outings and everything that concerns, let's say, a knowledge of places, of institutions... makes me very happy, because I see them in the children... with a different disposition, awake... curious. (HU, Rural Teacher, Los Ríos Region)

In another sphere, the category “Professional Skills” (see Figure 2) emerges, characterized as a diverse set of actions, tasks and pedagogical activities focused on rigorous professional development that is ethically committed to its educational role in rural areas. As stated by P1 “*I have always said that we have to speak the truth... the parents have always had respect for me, trust me, they always tell me their things... I am interested in the people, and they feel that we are concerned about them*” (P1, Rural Teacher, Metropolitan Region).

FIGURE 2
PROFESSIONAL SKILLS OF RURAL TEACHERS



Note: Within the macro-category “Potentially generative behavioral patterns of rural teachers” the category “Professional Skills” is highlighted with its respective codes and frequency of repetition.

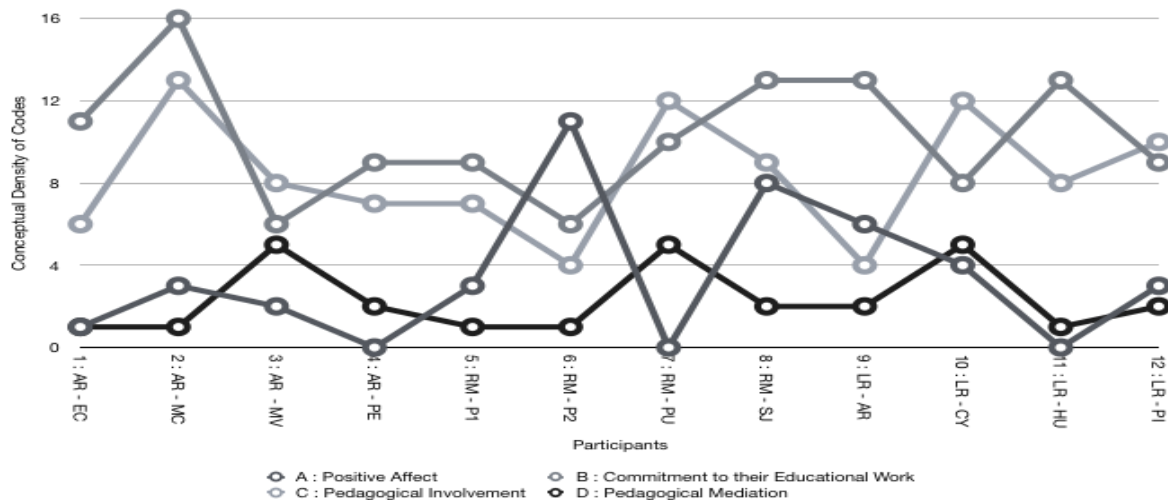
Therefore, they reveal an openness to permanent learning to respond to the changes experienced in the school system, setting high expectations for the development of rural students:

I think that we always have something to learn, even from the students, I learn from them, as they learn from me, so let a moment go by when one... if I have the opportunity to learn something and I missed that moment, I will not have it again and I try to take advantage of it as much as possible. (SJ, Rural Teacher, Metropolitan Region).

I have always told them that everything is possible in life, that they can make achievements, no matter where they come from, but it matters where they are going, so I have encouraged them, generally I have encouraged them a lot to continue their studies, to improve themselves, to have a profession, that has always been what has been taught, the direction I have shown them and with effort, with perseverance and that they can make achievements in life. (MV, Rural Teacher, La Araucanía Region).

Secondly, the rural teachers interviewed expressed a set of pedagogical dimensions associated with a generative development made up of positive affection, commitment to the younger generations, pedagogical involvement, and the construction of a transcendent educational legacy (see Figure 3). The knowledge and pedagogical experiences identified in the teaching staff operate as fostering elements of a generative development by valuing the talents and potentialities of the students, implementing educational strategies that encourage the propensity to learn and the lack of concern for error, demonstrating to their students that they can learn throughout life, regardless of their conditions of origin.

FIGURE 3
PEDAGOGICAL DIMENSIONS OF A GENERATIVE DEVELOPMENT



Note: The chart represents the category “Pedagogical Dimensions of Generative Development” made up of pedagogical involvement, commitment to their educational work, positive affect and pedagogical mediation, with their respective coding frequencies.

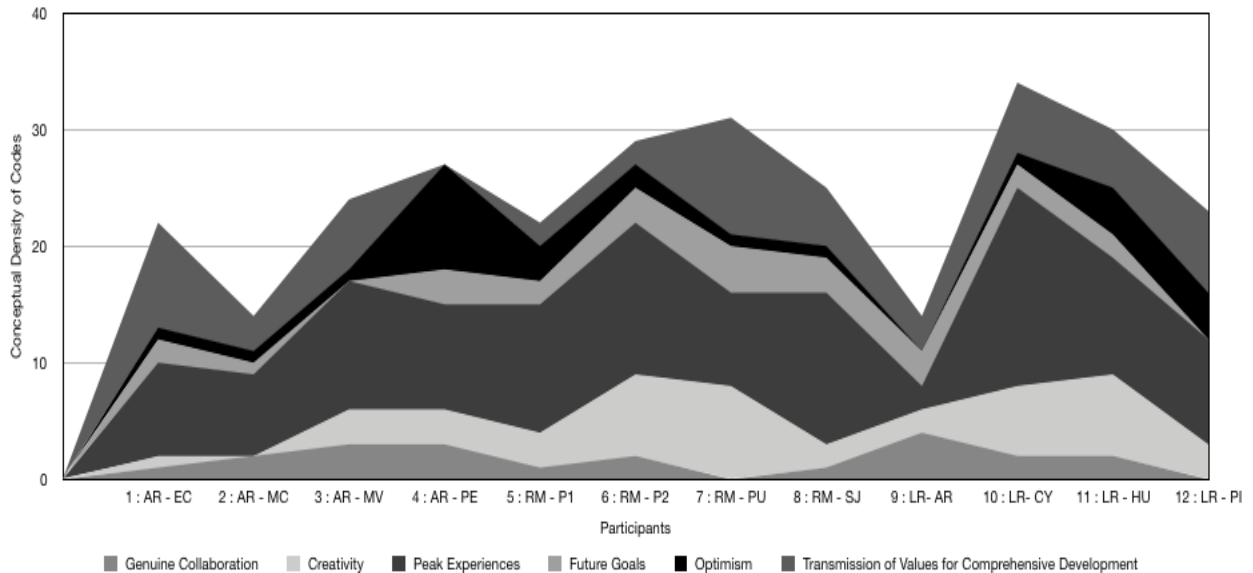
On the other hand, the pedagogical experiences shared by the participants favor the transmission of knowledge and values relevant to the students and their communities of origin, allowing them to deploy educational strategies and pedagogical action criteria that facilitate pedagogical mediation, curiosity, and a permanent desire to learn in their students:

You have to be convinced about what you are doing... from the smallest to the most significant thing, it has to be important for you and also for the students, for the community, for the parents... in rural areas, we were convinced that we had to do our job well, that we had to give the best to the students, to the parents... we have to give the best, to all students equally, wherever they are... to be good teachers, to give the best, beyond what the regulations require or what the Ministry of Education imposes... to give more as teachers, as people, I think that is vital. (MV, Rural Teacher, IX La Araucanía Region).

The way we express ourselves, the way we live the essence of learning, the way we teach, the way we act in front of them... to be consistent with what we are talking about, to demonstrate, let's say with facts what we have, the experience of having been there or having learned this in another place; in short, to show the different realities... from very remote places in our country... so for me it's about transmitting it vividly... living the story, as I tell them... We have to feel it, we have to think and fly and dream that we were in those places; so, I make it practical, I make it experiential... I teach history and geography, and it is a field that I have always liked since I was a child and I try to do my best... I must generate some innovation, something that is entertaining and that is also meaningful and that finally is useful to them. (HU, Rural Teacher, XIV Los Ríos)

Thirdly, the life courses of rural teachers show the presence of different elements associated with the development of a potentially generative narrative identity, many of which have intuitively influenced the development of a collaborative, optimistic and creative pedagogical practice, creating conditions conducive to meaningful learning on the part of students thanks to the trust and collaboration provided by teachers (see Figure 4).

FIGURE 4
IDENTITY DIMENSIONS OF A GENERATIVE DEVELOPMENT



Note: In Figure 4, it is possible to describe the different dimensions associated with the identity of rural teachers, which favor generative development. Optimism, genuine collaboration, and creativity are emphasized.

In addition, rural teachers build a close and trusting educational relationship, welcoming and committed to the integral development of students, demonstrating a real interest in doing good to others in a systematic and generous way:

I have heard that empathy of being able to be aware of the situation of each student, of their homes, of being able to share with Pablo, for example, a student who arrived with a record of being kicked out of school and was very conflictive, he went through moments of difficult behavior, but he had something very valuable, a potential... now he is a reference in the theater... my work has always been very welcoming, of empathy, of being able to listen and also to laugh and play with them (the students), to get to know them... always quoting the Little Prince novel, the story of the fox and the Little Prince, that if we get closer one day, the next day a little more and a little more, we create bonds of friendship that will last a lifetime and that is what has happened in the instances in which I have been working. (PI, Rural Teacher, Los Ríos Region)

I think that the first thing we should do is to have high expectations with these children... always raising them up, with high expectations, and it always worked out... we always try to apply this here with our colleagues, to transmit this too, that they should have high expectations of the children... nobody knows what is behind each person, I always tell them, you must realize that you are teaching your children. (PI, Rural Teacher, Metropolitan Region).

The life histories of the rural teachers interviewed show that the experience (personal and pedagogical) accumulated over the years has allowed them to reach a maturity level and critical reflection on their own professional work, advancing in the building and deployment of a potentially generative pedagogical practice. In fact, their stories demonstrate their ability to share their knowledge, learning and significant experiences with their students, having a positive impact on the cognitive and emotional development possibilities of their students. This coincides with Bradley (1997), who proposes the existence of different

styles and expression degrees of generativity. Precisely because of this, it would be possible to infer that rural teaching professionalism demands the exercise of a technical generativity in which a high level of commitment and involvement with the teaching function, the care of others and the transmission of knowledge and practical experiences for life is to be expected (Ball, 2019). In this regard, the stories of the participating teachers show (consciously or not) the development of a technical generativity based on the transmission of the most diverse skills, knowledge and abilities that are significant and relevant for the life of the students, as part of the exercise of their role as rural educators throughout the life cycle. Coincidentally, Kotre (1984, 1999, 2004) as well as Villar & Serrat (2021) point out that generative subjects can share practical and relevant knowledge with younger generations, building positive relational dynamics committed with caring for others.

On the other hand, rural teachers tend to be actively involved in the relational and socio-community dynamics that surround the rural school, showing agreement with what was reported by Cornaccione et al. (2012) regarding that generative individuals tend to be actively and selflessly involved in local and regional community issues, contributing to the development of the society to which they belong (Verma, Seth, & Chadha, 2017). In this sense, teachers showed the development of close links and relational dynamics with students and their families, which is consistent with a generative development, highlighting the optimism and commitment they assume in the teaching and learning processes in rural Chile. Therefore, it could be attributed that the way they perceive themselves (self-concept) and their vision regarding the lifecycle stage they are in (adulthood), would be the reflection of a mature narrative identity, built based on a clear and consistent vision of the Self (Lodi-Smith, Spain, Cologgi & Roberts, 2017).

Likewise, the categories developed from the teachers' histories are consistent with what has been observed in individuals transitioning from middle to late adulthood, where the virtue of caring for others is manifested. In other words, the commitment and responsibility to care for people, as well as the creations and ideas by which people have learned to care throughout their lives (Erikson, 2000), intuitively guide the generative development of rural teachers. Similarly, it could be inferred that the life courses of the Chilean rural teachers interviewed would show that the teaching function, allows them to develop socio-historically a set of potentially generative tasks and actions in their daily professional work, committing themselves to the development and guidance of the younger generations (Malone, Liu, Vaillant, Rentz & Waldinger, 2016). Likewise, actions to promote the development and care of others may be focused on oneself or on other people (children, students, parents, community members, etc.), which favors the construction of cohesive and participatory educational communities, as well as higher levels of well-being and positive social functioning in rural teachers (Kokko, Rantanen & Pulkkinen, 2015).

In another area, the rigorous and ethical commitment with which they describe their pedagogical experiences and practices gathered throughout their lives has allowed them to experience a positive level of life satisfaction that mobilizes them to continuously improve their pedagogical management, sharing their knowledge and skills with their immediate environment (students, families, community organizations, etc.). In this sense, it could be theorized that the internal desire and the historical-cultural demands perceived by the teachers interviewed, would be conducive to a conscious generative interest (McAdams & De St. John Aubin, 1992; McAdams, 2001), which has an impact on a positive attitude towards one's own or other people's efforts for the deployment of generativity (Blatný, Millová, Jelínek, & Romaňáková, 2019). It is important to point out that the generative interest evidenced in the rural teachers would enhance the emergence of a generative commitment, focusing it on the formation of generative goals associated with the generative action demanded by the teaching function in rural Chile, becoming a characteristic aspect of the narratives (personal and professional) of the rural teachers interviewed.

Another relevant dimension that arises from the life histories of rural teachers points to the fact that in different degrees and forms and independently of their contexts of origin (family of origin, geographic sector in which they work, etc.), they show an openness to learning and a friendly treatment in their interpersonal relationships. In this regard, it has been found that kindness, openness to experience and the development of interpersonal skills (assertiveness, empathy, resilience, flexibility, and perseverance) emerge as potentially expected personality traits in generative individuals, particularly when they are in the transition from middle to late adulthood (Peterson & Duncan, 2007). Additionally, Cox, Wilt, Olson, &

McAdams (2010), by further analyzing the relationships between generative concern and generative action with personality traits and features based on Costa & McCrae's (2001) five-factor model, found that generative concern had more significant relationships with personality traits and their features than generative action. In other words, the correlation between personality traits and the generativity composite score (concern and action) would evidence that people with high generativity achieve high scores on most features of extraversion and openness to experience, respectively. However, the available evidence points out that extraversion, although it would facilitate the emergence of potentially generative actions and behaviors, does not mean (by itself) that generative people are necessarily extroverted (Blatný, Millová, Jelínek, & Romaňáková, 2019).

CONCLUSIONS

In conclusion, it is possible to reveal that the rural teachers we interviewed reinforce their educational function by deploying potentially generative behavioral patterns, fostering the students' propensity to learn. In this sense, this research has systematized a set of potentially generative practices and criteria of pedagogical action characterized by their commitment to educational work, positive affection, and flexibility, allowing them to build positive and reciprocal interpersonal relationships with students. In addition, teachers enhance their propensity to teach thanks to the reciprocity shown by their students when they learn to create new and novel relationships based on what they are experiencing, which leads them to inquire whether they are only possibilities, whether they have any probability of occurring or being carried out in the future. When educators teach and students learn, they create feedback loops that reverse the negative effects of proximal determinants and circumvent the limitations of distal determinants (Feuerstein, 1983; Sandoval-Obando & López de Maturana, 2017). This process generates cognitive divergence and increasing complexities that lead them to rediscover territories while avoiding the maps already designed.

The propensity to teach flows naturally, although it is always influenced by historical and cultural patterns, which intertwine to strengthen or inhibit it. If it is encouraged, a generative development in the teaching staff will be fruitful, enriching the professional and inter/intrapersonal skills that guide their pedagogical work. By educating generatively, teachers encourage exploration of uncharted territory rather than rote learning of facts about that territory. These inquiries create iterative processes because teachers must reorganize their knowledge to respond assertively, responsibly, and pertinently to students' questions. The pedagogical dimensions linked to generative development invite them to be autonomous teachers to explore and make decisions (Sandoval-Obando, 2021c); if one is inappropriate, they analyze it to discover what led them to make a mistake. This process promotes optimism, empathy, and high expectations for student development simply because exploring and attending to emergencies that arise inside and outside the school classroom, stimulates and encourages them to continue expanding their experience (personal and professional), thanks to the uncertainty that favors critical reflection on their professional work and the challenge that it entails (Sandoval-Obando et al., 2022).

Finally, the deployment of the generative potential observed in rural teachers is paradoxical; on the one hand, it is simple, since it is enough to let oneself be carried away by curiosity and the propensity to teach, and, on the other hand, it is not because it favors the emergence of growing complexities, which favors the interweaving of complicities between teachers and learners (Sandoval-Obando & Calvo Muñoz, 2022). Therefore, this research would show the existence of potentially generative actions, practices, and behaviors in the participants, thanks to the synergic interaction with their students that help them to avoid the temptation of schooling, establishing challenging and transforming educational goals in rural Chile.

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