

Research article

# Talk it: Tutorial support and mental health in higher education students

## Háblalo: acompañamiento tutorial y salud mental en estudiantes universitarios

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### Abstract:

**Introduction** in this article stated that it was born within the framework of the research project where the campaign generated: “Háblalo” for its purposes, as part of the mental health care of the students of the Metropolitan Polytechnic University of Hidalgo. from 2019 to 2023. The **methodology** used was a longitudinal study with an eight-career program generation cohort that was developed over four years. As a **discussion**, part of the campaign, all university staff were instructed to be able to listen to students with their various problems, under the assumption that active listening as first psychological help can prevent risky behaviors and attitudes. As a **result**, the study has shown that listening as a first attention involves providing practical and non-invasive help, in addition to knowing the needs and concerns of the student. Furthermore, its **conclusions** allow us to visualize new lines of research around tutoring and mental health, as well as the tutoring function as a first psychological help with active listening as a prevention and action tool.

**Keywords:** tutorships; tutorial support; mental health; university; active listening; depression; risk behaviors; suicide.

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**Resumen: Introducción:** este artículo expresó que nació en el marco del proyecto de investigación donde generó la campaña: “Háblalo” para sus fines, como parte de la atención de la salud mental de los estudiantes de la Universidad Politécnica Metropolitana de Hidalgo. del 2019 al 2023. La **metodología** utilizada fue un estudio longitudinal con una cohorte de generación de programas de ocho carreras que se desarrolló durante cuatro años. Como **discusión**, parte de la campaña, se instruyó a todo el personal universitario para poder escuchar a los estudiantes con sus diversas problemáticas, bajo el supuesto de que la escucha activa como primera ayuda psicológica puede prevenir conductas y actitudes de riesgo. Como **resultado**, el estudio ha demostrado que escuchar como primera atención implica brindar una ayuda práctica y no invasiva, además de conocer las necesidades e inquietudes del alumno. Además, sus **conclusiones** permiten visualizar nuevas líneas de investigación en torno a la tutoría y la salud mental, así como la función de la tutoría como primera ayuda psicológica con la escucha activa como herramienta de prevención y actuación.

**Palabras clave:** tutoría; acompañamiento tutorial; salud mental; universidad; escucha activa; depresión; conductas de riesgo; suicidio.

## 1. Introduction

Transit through university represents a special moment in the life of students. The repercussions of different psychopathological problems on academic success, acceptance, integration, sources of stress such as exams, lack of personal abilities, and self-perception are significant. In January 2019, derived from various circumstances that were occurring at the national, state, and regional levels in matters of mental health and social decomposition, the University decided to implement a mental health care and promotion campaign that would serve as first aid. posology to the university community; that is, to reduce latent risk behaviors and attitudes such as suicidal behavior, an active campaign until April 2023, which implied being able to offer varied interventions that would allow the university community a real commitment to care, derived from the fact that the presence of a Psychological disorder has a functional impact on work, social and family relationships, as well as the ability to adapt to the university environment, and therefore on academic success.

The objective was to help, through listening, students who found themselves in problematic or adverse situations that led them to minor or major depression or dysthymia, as the first moment of support/attention. The methodology used was a longitudinal study with a cohort generation of eight-degree programs that was developed over four years. As part of the campaign, all university staff were instructed to be able to listen to students with their various problems, under the assumption that active listening as the first psychological help can prevent risky behaviors and attitudes. Once they heard if the staff who cared for them considered that they should be referred, they did so to psychology or psych pedagogy, for primary care, if a specialist was required, the student was guided and made aware of the parents and/or tutors so that they could obtain specialized care.

The study has shown that listening as first attention involved providing practical and non-invasive help, in addition to knowing the needs and concerns of the student, comforting and reassuring, channeling if it was considered that the support provided was not enough, protecting the students of risk behaviors and attitudes, since listening is not an activity exclusive to a psychologist or professional, it does not represent professional therapy, it does not require the story of what happened just listening, there is no pressure, nor advice is given,

similar to the process tutorial support that teachers carry out daily in the competency-based educational model. Furthermore, its conclusions allow us to visualize new lines of research around tutoring and mental health, as well as the tutoring function as the first psychological help with active listening as a prevention and action tool.

According to Benamsili et al. (2023), a study of the mental health of students in terms of academic burnout, they concluded that around 50% of students have a tendency to present academic burnout, and they also believe that the mental health of students is an area of growing concern. Whatever the university system, environments are currently recognized as a source of psychological disorders. In addition to this, Azi et al (2023) agree and point out the high degree of neuroticism is linked to poorer mental health also mentioning that mental health problems are increasing in the student population and neuroticism predisposes these young adults to be more particularly sensitive to minor stressors and the emergence of distress psychological, which can lead students to a high risk of dropping out of university, according to personality profile and continue Azi et al (2023) the resilient, overcontrollers and undercontrollers reveal that students who have high neuroticism scores suffer greater psychological suffering, a greater experience of abandonment and less autonomy. Several studies confirm that people with high levels of neuroticism perceive situations as more stressful than those with a level of low neuroticism. Neuroticism is a personality trait that stands out due to a tendency to perceive the environment as threatening and distressing.

This shows that certain types of personality traits can be related to anxiety, depression, and professional and academic burnout in students, it must be remembered that, in the last university years, the first work approaches to the chosen profession are had, for this reason, the risk doubles derived from the stress of the academic environment to adequately close the university studies with the stress and social pressure of success in joining the workforce or first job. Bergheul et al (2023) identified that young people generally have characteristics of cognitive and psychological development that make them more vulnerable to the repercussions of stress caused by the pandemic. In addition, the female gender has been identified as the strongest predictor of post-traumatic symptoms and stress during the pandemic and they obtained results that also indicate that student status is associated with higher levels of anxiety symptoms, making it very likely that students who study and work full-time have more anxiety than other categories.

To close this section, it is clear that prevention differs from treatment since it is the part where the action is taken and intervention is carried out before the appearance of a disorder, with interventions aimed at prevention by being put into an application like listening to that will be seen later. In other words, the implementation of interventions based on the prevention of risk behaviors and attitudes in students may have the potential for risk reduction. development and its prevalence, thus avoiding consequences associated with this in their transition through university, that is, students with good mental health are destined to have greater academic success and subsequent success in job placement.

### ***1.1. Mental health status***

Before the COVID-19 pandemic, focus interviews were conducted with groups of university students who seemed and appeared relaxed, but were under tremendous pressure. This is caused by multi-causal factors such as obstacles in studies, life, emotions, and employment. In addition to this, the mental health of university students becomes critical because, in the previous year, university students from a university had committed suicide in a private school, later this act began to happen in

public higher education institutions. According to the Ministry of Health, more than 50% of mental disorders begin in childhood and adolescence and, the transition to higher education studies allows the attention of the university high school for adolescents. Medina-Mora (2023) states that approximately 75% of mental disorders, which will occur throughout life, have their onset before the age of 24 and continue: the university years are associated with a significant increase in risk behaviors due to conditions related to excessive alcohol and cannabis consumption, which in turn are linked to an increased risk of suicide, collectively, these disorders and behaviors are associated with poor performance, which adds to the learning not acquired by the pandemic and the consequences of the COVID-19 disease.

The mental health of college students has gradually become the focus of social attention. As more and more university students drop out of school due to psychological problems: in addition to before and during the pandemic, there was a significant increase in requests for psychological care at the university, which demanded attention during the years 2020, 2021, and a part of 2022 for attention 24 hours a day, seven days a week in contrast to the requests for attention that can be classified as “normal” in the years 2018 and 2019 in a relatively similar enrollment (see Table 1).

**Table 1.**

*Care provided in 5 years*

<b>Year/ tuition</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022- april 2023</b>
	<b>2,769</b>	<b>2,971</b>	<b>3,478</b>	<b>3,212</b>	<b>3,336</b>
<b>Attentions psychologica l</b>	532	861	813	944	739
<b>% in attention</b>	19.21%	28.98%	29.13%	29.39%	22.15%

**Source:** Own elaboration (2024).

The students went to the psychology department for consultations every fifteen days, this derived from the fact that the institution only had one head of psycho-pedagogical care. Among the large number of psychological consultations carried out by the institution each year, students in the last grades represent approximately half. Overall, the psychological problems of university students can be broadly divided into two categories: the first is psychological disorders, not primary care medical in school clinics. This is the main psychological problem of university students; problems of various degrees: adaptation problems, learning problems, interpersonal communication, emotional relationships, and sexual behavior. Secondly, serious mental disorders that require referral to a medical unit: suicidal behavior and attempts, depression, eating disorders, bipolar disorder, and schizophrenia, which were referred for proper diagnosis, and the institution offered therapeutic support during their medical process.

For cases of depression and suicide, guardians were notified personally under controlled protocols for supervision at home. The “Talk It Out” campaign arises from

the increase in demand for psychological care, but above all from the causes of this demand: during the pandemic, students' risky behaviors and attitudes were exacerbated due to confinement and coexistence problems that arose in their homes; so, in addition to a comprehensive training program, instruments were designed for the entire community to rule out mental problems. In addition, the campaign was complemented with training for all tutors so that they could actively listen to the students. and channel them promptly.

### *1.1.1. Care and prevention of suicidal behavior*

Suicide as a complex event can include various behaviors, which can give the feeling of ambiguity, for this it is important to define and keep in mind concepts that give us clarity of the nuances of situations with people at risk of suicide. The WHO (2000) defines suicide as “any act by which the individual causes injury to himself, regardless of the degree of lethal intent and true knowledge of the motive.” For Osuna, Antonio, et al. (2010), this behavior is made up of scales that can indicate the severity of the behavior: Completed suicide: Consciously ending one's life, considering one's death as an end.

- Suicide attempt: Behavior carried out by a person to die, but without achieving it.
- For suicide: Self-harming act whose intention is not to end one's life
- Suicidal ideation: Mental representations, desires, or thoughts that precede taking one's own life.

The Puerto Rico Department of Health (2015) proposes four variants of suicidal ideation:

1. Without a specific method: There is a desire to die without a specific method, for example: when asked how a person would commit suicide, they answer that they do not know.
2. With indeterminate method: The desire for suicide is expressed with some methods without preference for any, for example: when asked how you would do it, answer “anyway.”
3. With a specific method: The intentions to take one's life are expressed with a specific method but without an action plan.
4. Planned idea: The person knows how, when, where, why, and why to take their own life. They usually have measures so that it is not revealed.

The Andalusian Health Service (2010) contributes to discerning between the concepts and some erroneous perceptions, regarding suicide, people at risk, and people who have taken their own lives. It is important to resignify and keep in mind these beliefs, as they can interfere with adequate support for people.

## **2. Methodology**

### *2.1. Descriptive Multidimensional Inventory*

The objective of the instrument was: To describe vocational interests, personality traits, and cognitive abilities of the university community, the inventory was made up of 92 items, which provides scores in three areas, of which the background was worked on, tables 2, 3, and 4.

**Table 2.***Care provided in 5 years*

<b>Name</b>	<b>Professional Interests and Preferences - Revised (IPP-R) (De la Cruz, 2015)</b>	<b>Luis Herrera &amp; Montes Interests and Aptitudes Questionnaire (Villegas, 2001)</b>
<b>Population</b>	Adolescents (13 years) and adults	Adolescents and students without an active professional life or specific vocation (12 years and older)
<b>Purpose</b>	Appreciation of people's interests in 15 professional fields, taking into account the most representative professions of each field and the main tasks that comprise them.	Know your occupational interests and how suitable you are for different activities.
<b>No. of items</b>	180 reagents	120 reagents
<b>Dimensions</b>	Scientific, technical, Health, Humanities, Legal, Psychopedagogical, Environmental, Artistic, Sports professional field.	Servicio Social, Ejecutivo Persuasivo, Verbal, Científica, Cálculo, Aire Libre.

Source: Own elaboration (2024).

**Table 3.***Background Cognitive Abilities*

<b>Name</b>	<b>Wechsler Adult Intelligence Scale (WAIS-IV) (Wechsler, 2013)</b>	<b>Non-Verbal Intelligence Assessment (BETA-4) (Kellogg et al, 2017)</b>	<b>OTIS (Seis dedos et al, 1988)</b>	<b>WONDERLIC (Wonderlic, 1981)</b>
<b>Population</b>	Adolescents and adults (16 years to 90 years 11 months)	Individuals 16 to 99+ years of age	High school+	Since primary school
<b>Purpose</b>	Evaluation of general intellectual functioning (disability or intellectual giftedness)	Non-verbal intellectual ability	General Intelligence Assessment	General Intelligence Assessment
<b>No. of items</b>	15 subtests	5 test	80 reagents	50 reagents
<b>Dimensions/ Scales</b>	Verbal comprehension, Perceptual reasoning, Working memory, Processing speed, General cognitive ability	Fluid and spatial intelligence, Non-verbal reasoning, Visual information processing and Processing speed	Meaning of words, verbal analogy, disordered sentences, interpretation of proverbs, logical reasoning, series	Meaning of words, verbal analogy, disordered sentences, interpretation of proverbs, logical



			of numbers and roots. arithmetic.	reasoning, series of numbers and roots. arithmetic.
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Source: Own elaboration (2024).

**Table 4.**  
*Personality Background*

Name	Cornell Index Personality Traits Inventory (Weider, 2014)	Minnesota Multifaceted Personality Inventory-2 MMPI-2 (Butcher et al, 2015)	Adolescent Self-Descriptive Inventory IADA (Lucio et al, 2010)
Population	Adolescents and adults	17 to 36 years...	Adolescents from 13 to 18 years of age.
Purpose	Grossly detect pathological features.	Detection of personality and psychopathologies	Detection of personality and psychopathologies
No. of items	110	567	165
Dimensions	Anxiety, schizoid, depressive, impulsivity, paranoid traits Suicidal risk, Inclination to alcoholism, drug dependence, Femininity-masculinity traits, Difficulty in relationships with authority figures.	Anxiety, Obsessiveness, Depression, Dysphoria, Suicidal ideation	Family Social School Personal Health

Source: Own elaboration (2024).

As a result of the review of the Inventory, the following modifications were made. Version 1 had 176 items grouped into 9 scales: Intelligence, Aptitudes, Personality, Interests, Values, Academic Performance, Study Habits, Speed and Reaction, Logical Thinking. Version 2 has 92 items grouped into 3 scales, which are made up of the scales requested in the Vocational Evaluation Instrument.

Vocational Profile	Personality Profile	Cognitive Skills
Interest		Logical Thinking
Types of Intelligence	Personality Values	Speed and Reaction Academic
		Performance

This was to have specific results related to the person to be evaluated and, in turn, to simplify the application of the test and interpretation of the information obtained. The following section details the areas that make up the test scales, starting with the Vocational Profile scale:

- Executive profile: A liking for planning, organizing, or directing the activities of people or groups. Interpret and solve practical problems in companies, establish growth plans, carry out marketing plans, and carry out administrative procedures, among other activities. Professions: Economics, Political Science, Administration, International Trade, Logistics and Transportation.
- Technical-mechanical profile: Attraction to assemble, know, or discover mechanisms through which a device works, as well as project and build various objects. He is interested in making models, designing buildings and urban areas, and directing their works. Design facilities for communications and energy. Professions like Architecture, Electronic Engineering, Civil, Industrial, Aeronautics, Energy.
- Communication Profile: Good command of language uses words effectively from syntax, phonology, and semantics, and capacity for abstraction. Interest in searching and writing news, designing campaigns, or advertising elements. Professions such as Communication, Journalism, Graphic design, Animation, and visual effects.
- Scientific Profile: Interest in knowing or investigating the reason for phenomena, the causes that cause them, and the principles that explain them. Professions like Geology, Biology, Chemistry, Astronomy, Physics.
- Computer Profile: Interest in the analysis and architecture of computers. Create or manage computer systems in organizations, development of products and services based on information systems and technologies. Production of graphic visualization and digital content, as well as computer applications. Professions such as Computer engineering and information technology engineering.
- Artistic-plastic profile: Ability to make mental models of the world and create from their perceptions, have an interest in knowing and carrying out creative activities such as drawing, painting, sculpture, or illustration with a computer. Professions: Textile Designer, Interior Designer, Draftsman, Illustrator, Graphic Artists.
- Health Profile: Interest in topics related to the health-disease process, diagnosis of various diseases, carrying out rehabilitation treatments, and knowing the uses and effects of medications. Professions such as Doctor, Physiotherapist, Dentist, Nutritionist, Psychiatrist, Clinical Psychologist.
- Humanities Profile: Study human groups and their relationships in different places and moments in time. Professions like Historian, Sociologist, Social worker, Anthropologist.

Regarding the Personality Profile Scale, the interpretation dealt with the following:

1. Anxiety: High scores could show nervousness, apprehension, and fear, as well as little control in emergencies.
2. Isolation: Tendency to isolate oneself and difficulty establishing interpersonal relationships.
3. Depression: Possible feelings of sadness, lack of energy, insecurity, pessimism about your goals and abilities. Decreased interest.
4. Impulsivity: Little ability to postpone satisfying one's impulses, as well as little control over them.
5. Antisocial: Difficulty accepting established norms, leading to antisocial acts. It may present irresponsibility.
6. Suicidal: Predisposition to accidents. Tendency to display self-destructive behaviors. Little tolerant of frustration and not knowing how to handle depression.



7. Alcoholism: Propensity to consume alcoholic beverages excessively.
8. Drug dependence. Permissive attitude towards the consumption of drugs and narcotics (possibly has consumed).
9. Relationships of authority: Poorly disciplined, difficulty submitting to the rules, showing everything from nonconformity to rebellion.
10. Paranoia: Conflict to establish interpersonal relationships. Distrustful, excessively cautious, and tends to misinterpret people's attitudes.

Finally, for the cognitive abilities scale, the factors for its interpretation were the following:

1. Linguistic Capacity. Talent in the use of language and representation systems through articulated sound or writing. Includes: syntax, lexicon, and pragmatics.
2. Capacity for Abstraction. Build or interpret complex systems of signs or mental projections and translate them into concrete operations. Includes: arithmetic reasoning.
3. Deductive Capacity. The ability to deduce or infer events from portions of the total information, to imaginatively complete what is perceived or intuit situations. Includes: Logical reasoning, categorization, similarities and differences, and intuitive reasoning.

## 2.2. *Focal groups*

3 focus groups were **applied**, and a guide was carried out according to the categories of analysis planned. The groups lasted two hours, usually with groups of ten students from different careers and degrees, all with previous experience in being listened to (tutoring). After its expansion, not only were there codes and incidents, but new categories of analysis were added from the perspective of the interpretive approach, it is necessary to start from the conviction that the objective of this research is not the production of nomothetic knowledge, laws, or generalizations independent of the context, but rather the clarification of the human meaning of social life, the search for the meaning of the phenomenon. in the complexity of the natural reality where they occur, in addition to the fact that in this paradigm the social groups are the originators of the problem that must be investigated, the object of the problem is to know the tutoring and understand it through the vision of the subjects.

The hermeneutic paradigm is flexible, open, and emergent, in this paradigm, the choice of the sample is adjusted to the type and amount of information that is required at each moment, usually working with small samples -statistically not representative- For Heidegger (1971) authentic interpretation is not reduced to a mere way of knowing, but to a way of being there in the world; The same author also points out that every interpretation always starts from a prior understanding that defines a certain hermeneutical situation. The interest of This research from this paradigm was focused on understanding active listening to prevent risky attitudes and behaviors.

The construction of categories of analysis can be a way of inquiry, depending on whether the researcher can characterize and give meaning to the categories constructed from the reality that is intended to be studied. It must be remembered that one of the characteristics of the social sciences is the construction of its object of study, for this reason, any type of analysis must be contextualized, the observance of the space, the actors, and their characteristics, among others, will then be central elements. and peripherals of the research but not everything can be covered; The elements must be sought that allow us to apprehend the object of study, make sections of the social reality that interest us, and construct the object and the categories for its analysis, this is the search for understanding the presence of a social subject.

Habermas (1977) starts from the conviction that the possibility of knowledge is based on the interests of everyday life. It is about the interest of the emancipation of the dominated, an emancipation that presupposes a critique of the ideologies that support the dominators: it is necessary to reveal the meaning of these ideologies to enable communication and convergence between the diverse perspectives of each of the everyday worlds. in favor of coexistence, since the criterion of validity of a norm can only be citizen consensus. This consensus is possible if the listener understands the speaker, believes him to be truthful, accepts the truth of the propositional content, and, finally, he considers the approved norm correct.

Phenomenology is a strong philosophical tradition whose aspects and notions have been used as a constant in research; To make introduction to it, one must start from what Van Manen (2003) proposes: the method of phenomenology is that there is no method, that is, not a method in the sense of a set of procedures to investigate, its method is more specific and conventional as through a path, this path supposes a certain intellectual orientation rooted in the hermeneutics addressed in previous paragraphs, in this study the primary interest is in the meaning, in the sense and the importance that they give to it; Therefore, it can be positioned as a fundamental value of phenomenological research, which lies in the ability it provides to access a deep understanding of the human experience investigated from various disciplinary fields, in this case, the sociological and psychological fields in the study of identity, what can be seen in the established and emerging categories of analysis in the next concentration of the analysis and interpretation of the focus groups applied to the students

**Table 5.**

*Distribution of incidents in terms of codes, dimensions and categories*

CATEGORIES	DIMENSION	CODES	INCIDENT
VOCATIONAL PROFILE	Experiential Experiences	● Motivation	13
		● Personality	33
		● Leadership	5
		● Interest	14
		● Types of Intelligence	28
PERSONALITY PROFILE	Self-concept	● Status	15
		● Trust	23
		● Values	16
CCOGNITIVE SKILLS	Social - cultural	● Logical thinking	16
		● Speed and reaction	11
		● Academic Performance	13
		● Aptitudes	17
		● Learning strategies	6
SUBJECTIFICATION	Identification- internalization	● Comparison	13
		● Relationship with others	29
		● Support/help	14
		● Cultura	7

**Source:** Own elaboration (2024).

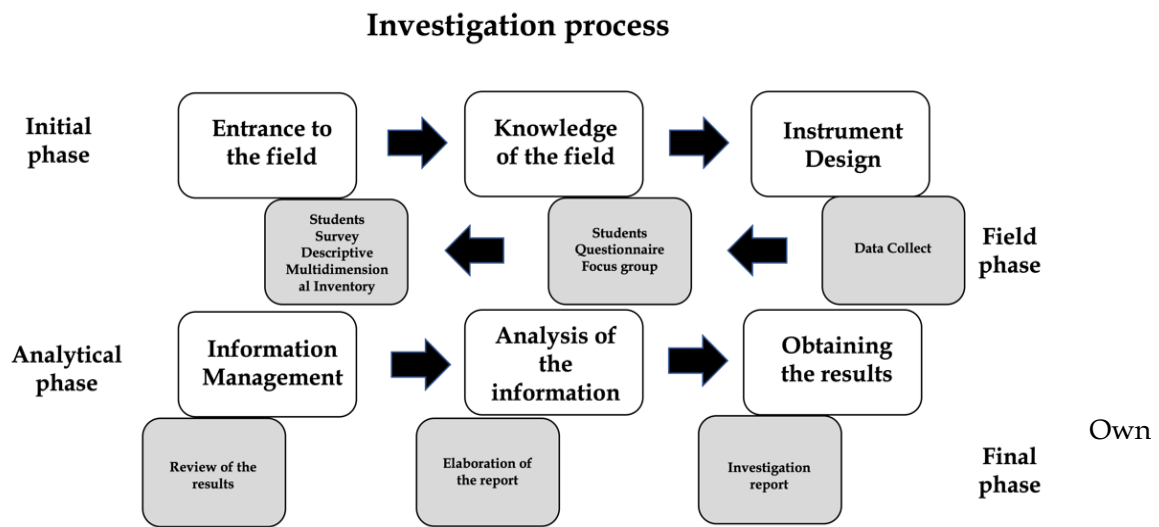
Their research model, based on the notion of lived experience, has provided a basis for educational researchers to reflect on their own experiences as educators, educational theorists, managers, and educational policymakers (Barnacle, 2007). Although, as previously stated, phenomenology does not have a specific method, it develops along a path, in the words of Van Manen (2003) it is inspired by the tradition considered: "a set of knowledge and ideas, a life story of thinkers and authors. which, if taken as an example, constitutes both a source and a methodological basis for presenting research practices in human sciences. Situating then in the methodology that will be followed for this research means talking about the logic that it will have, that is, the principles that will serve as guides, the choice of methodology is conditioned to the research questions and the objectives.

In the objectives, a good work environment is noted within the university, however, the presence of an agent who will carry out an "investigation" is taken with distrust, fear and mistrust. The one who investigates has found herself confronted by teachers, administrators, and directors, about the ideological position they have, among the subjective conditions, the consequences of repression by government institutions and "influential politicians" were found in the tutors.

Entering the field has been full of tension, the tutors' concern was being observed and being questioned about their daily practice in the tutoring area. This is known due to previous friendship ties they have with a tutor. which is considered key to the veracity of the research, a key informant is the one with this tutor. Another advantage that the researcher considered was knowing the university because several problematic points of the previous approach and theoretical framework were strengthened with surveys carried out in various courses, meetings, or recess talks with colleagues, however, the strategy now will be to open the space and trust of the tutors to be observed and interviewed, assuring them that the information collected will be confidential and will only be used for academic reasons. To address this study, we intend to use instruments such as the focus group. Kitzinger in 1995 defined it as a form of group interview that uses communication between the researcher and participants, to obtain information, while for Martínez Miguelez (1999), the group Focal "is a collectivist, rather than individualistic, research method and focuses on the plurality and variety of the attitudes, experiences, and beliefs of the participants, and does so in a relatively short space of time, which is useful for the participants. can freely express their opinion on different aspects of interest."

According to Hamui-Sutton (2012), focus groups are based on qualitative epistemology because they defend the constructive-interpretive nature of knowledge, which implies highlighting that knowledge is a human production, not something that is ready to be identified. ordered according to universal categories of knowledge. In this position, it is assumed that knowledge does not have a linear correspondence with reality but is a construction that is generated by confronting the researcher's thinking with the multiple empirical events that are presented, which allows him to create new constructions and articulations. Reality is an infinite domain of interrelated fields, the approach to this field through scientific research is always partial and limited based on the approach method and approach. The research process will be proposed by reviewing some fundamental themes to understand where university tutoring is located, the complexity of the conceptualization of identity, a general review of the current situation of the university, its purposes and tasks of its two main actors will help to understand the circumstances in which the tutorial action makes sense and is based, figure 1.

**Figure 1.**  
Investigation process.



Source: Own elaboration (2024).

### 3. Results

The methodology used was a longitudinal study with a cohort generation of eight-degree programs that was developed over four years. As part of the campaign, all university staff were instructed to be able to listen to students in their various problems, under the assumption that active listening as the first psychological help can prevent risky behaviors and attitudes. Once they heard if the staff who cared for them considered that they should be referred, they did so to psychology or psychopedagogy, for primary care, if a specialist was required, the student was guided and made aware of the parents and/or or tutors so that they could obtain specialized care. Subjectification: Identification – internalization: the relationship and support/help provided to the tutored students and their identification, profession, and identity as tutor and tutors.

*...talk to them about drugs, alcohol and things like that, it's okay, no, but I think that they are older kids, no, they are not exactly fourteen, fifteen-year-old children, well, obviously at all ages we, need guidance on those types of things. , but I think that generally at that age they already have an established criterion, they already have an intellectual maturity and one can no longer reach it like when they were in kindergarten, primary school, and secondary school, one can no longer reach it like don't do this because it is wrong, but try To explain to them, look, this can happen, these are the consequences of the actions you can do, so I think you have to talk to them like more adult people, more like equals, rather than as if they were a very special person and were nothing more than stupid students. or very young or something like that...(Subjetc F).*

Regarding the above, Dubet and Martucceli (1998) project the socialization process and the individualization process as equal, presenting three logics of interaction, the first the internalization of norms or roles is socialization, it can be seen how the tutors accept the imposition of the label, they assimilate the rules to follow, for example regarding the content of the tutoring, however, their usefulness is questioned, as in the previous case.

*...I'm not always worried about things that happen to them and so, that is to say, one is interested but to a certain degree, right? I'm not too interested in whether they pass or not, if they want to learn then they learn, it's just that I have the conflict that you should be teaching classes at a university where they should worry about learning...(Tutor 1).*

Continuing with Dubet and Martucceli (1998), they propose the development of personal subjectivity in the form of tastes and interests, which leads subjects to establish a gap between their socialization and strategic action, in this case, encrypted by the estimation of the usefulness of the activities they carry out as tutors, the lack of interest on the part of the tutor, for example. For Taylor (1993), if one does not have a stable identity, the subject feels on the verge of crisis, and not only unhappy but also incapable of functioning normally, as can be seen with the tutor awaiting the approval of his tutored students. and this approval is of great weight for the construction of the guardian identity, continuing with Taylor (1993), the moments in which there is a risk of losing the identity are defined as moments of crisis, that is, based on the identity of the guardian.

*...I feel that tutoring for teachers should not be mandatory but rather whoever wants and likes to give it because that's how the results are going to be, there are going to be some teachers who are going to take it as an obligation and who simply take it as an obligation." hour or this as something that will not be productive for the students and the teacher as well...(Subject S)*

Regarding the above, students also express problems or negative situations that they consider to be related to tutoring, such as the breakdown of trust with a tutor due to "airing" personal situations with other students, they also recognize a lack of personal, the imposition of tutoring as a serious impact on the process, which they have noticed when the tutors themselves refer to their dislike for providing tutoring, the use of tutoring hours in aspects of the academic subjects taught by the tutors but, in the same way they recognize that the tutor imposed or not tries to help them, generates confidence in them and they consider being able to approach them and count on them in any eventuality; Although some recognize that only the tutor should address academic problems, several students refer to support in the personal area and consider that some tutors listen to them and guide them.

This subject knows what is truly important to him and, at the same time what is not, what concerns him deeply, and what has a minor significance, in this case, it is evident that the tutor cares about the approval of his work, so the significance of the personal relationship of the tutored students with their tutor and vice versa could also be implicitly read. The qualitative research interview is characterized above all by the fact that the people interviewed respond in their own words and from their own perspectives within the framework of an open interaction, which distinguishes it from the classic research interview with closed questions, the questionnaire and other instruments traditionally used in quantitative research that have as their final objective the validation or invalidation of a research hypothesis, it should be noted that a quantitative instrument (the inventory) was applied, which allowed the triangulation of the information (first the inventory, interviews were carried out and observations were made to all groups from the second to the tenth semester, following up on those students who showed the most impact on their mental health or emotional well-being with personalized service, channeled to medical specialties of the Mexican Social Security Institute (IMSS) to those students who needed urgent specialized help and timely medical follow-up.

As for the analysis, during an inductive process, it is developed throughout the interaction with the data and is designed according to the understanding that it is drawn. Inductive analysis allows you to isolate data and reorganize it into categories that facilitate comparison or development of theoretical concepts. Therefore, all data collected for the research were submitted for inductive analysis using NVivo software. This implies that data analysis was carried out using open, axial, and selective coding. The objective is, based on accumulated empirical data, to carry out a theoretical development that allows the production of a



“grounded theorization” of experiences, which resulted in a proposal to accompany the university student and the timely identification through this accompaniment of students who required support. specialized for your care.

## 4. Discussion

Transit through university represents a special moment in the lives of students. The repercussions of different psychopathological problems on academic success, acceptance, integration, sources of stress such as exams, lack of personal abilities, and self-perception are significant. In January 2019, derived from various circumstances that were occurring at the national, state, and regional levels in matters of mental health and social decomposition, the University decided to implement a mental health care and promotion campaign that would serve as first aid psychological to the university community; that is, to reduce latent risk behaviors and attitudes such as suicidal behavior, an active campaign until April 2023, which implied being able to offer varied interventions that would allow the university community a real commitment to care, derived from the fact that the presence of a Psychological disorder has a functional impact on work, social and family relationships, as well as the ability to adapt to the university environment, and therefore on academic success. The fundamental mission of psychological care is for the person to be recognized and respected in their psychological dimension. His activity focuses on the psychological components of individuals considered individually or collectively and located in their context. At Metropolitan Polytechnic University of Hidalgo, the psychologist refers to his ethical code which offers him essential ethical references for his function. He is involved in care from guidance until a diagnosis with the students, teachers, and support staff who request care. Listening:

- It is not something that only a psychologist or professional can do.
- It is not professional therapy
- IT DOES NOT REQUIRE that what happened to be recounted again, we just listen.
- It is NOT asking you to analyze your crisis.
- There is NO pressure to talk, nor is advice given.

What does listening entail? Provide practical, non-invasive help; know the needs and concerns of our students, comfort and reassure, canalization if we detect that the support provided is not enough and protect students from risky behaviors and attitudes. It is useful for long-term recovery. It allows you to provide emotional, physical, and social support. Promotes feelings of security, calm, accompaniment, and social connection. It allows the person to strengthen their coping skills and abilities. The person only tells what they want and their interlocutor only listens, calms, and comforts.

The practice of listening cannot be limited only to the listening posture. Living and rereading experiences in which I have been listened to, becoming aware of the benefit I obtain from them, will anchor in me the motivation to listen. Letting myself be heard by the other, in my joys or my difficulties, tells me something of the humility to which I am called when I listen to the other.

Psychological care serves patients and their environment individually or collectively according to different therapeutic approaches (psychodynamic, psychocorporeal, analytical, systemic, cognitive-behavioral, art therapy, neuropsychological, and ethnopsychiatric), constantly concerned with adapting and creating therapeutic tools to better satisfy the demand and needs of the patients it serves.



The objective was to help, through listening, students who were in problematic or adverse situations that led them to minor or major depression or dysthymia, as the first moment of support/attention. The study has shown that listening as first attention involved providing practical and non-invasive help, in addition to knowing the needs and concerns of the student, comforting and reassuring, channeling if it was considered that the support provided was not enough, protecting the students of risk behaviors and attitudes, since listening is not an activity exclusive to a psychologist or professional, it does not represent professional therapy, it does not require the story of what happened just listening, there is no pressure, nor advice is given, similar to the process tutorial support that teachers carry out daily in the competency-based educational model.

The perception of psychological difficulties and/or the concern that may be had for the student begins with the meeting with teachers and tutors, the psychologists area work in close collaboration with them as well as with the administrative staff and they are considered the first link of the chain of help to students with psychological difficulties. Because very often these translate very quickly into difficulties in the university career, in particular learning difficulties or absenteeism, it is assumed that educational support allows educational adaptation and therefore the prevention of difficulties, for which of different types of prevention:

- Primary prevention: prevention and care campaigns.
- Secondary prevention: Therapeutic support.
- Tertiary prevention: Recommendation of assistance from neurological or psychiatric services.

One of the primary objectives of the application of the instrument is to help the student in those difficulties and/or problems that prevent or hinder his integral development as a person and about others, so in this case it has been shown that in some things, the objective is not covered, the students seek support, feel closeness and trust with the other, with the one who listens to them, they know what the significance of listening is, they recognize and assign the importance of it, the previous conceptions that the tutor has, also called implicit theories or personal theories, were narrated in broad strokes from the notion of the students, although the vast majority had difficulty establishing how they felt when being listened to, they recognized in the end that they felt comforted and in Some times they stopped the risky behavior or attitude, others more they requested specialized support.

## 5. Conclusions

Furthermore, its conclusions allow us to visualize new lines of research in the area of tutoring and mental health, as well as the function of tutoring as a first psychological help with active listening as a prevention and action tool, considering that it is essential that Higher education institutions have tutors trained in mental health issues and this issue should be taken into account on the public policy agenda in education. The limitations of the study are based on the fact that it was a case, with specific characteristics of a target population, in a period and, coming from a pandemic event, whose stress, grief, longing, and despair opened the light to a socially taboo topic: mental health, talking about mental health and talking about suicide should be done in all educational institutions.

It is also considered and left open that the multidimensional descriptive inventory be completed in the institutions that require it, that the initial status of the students is assessed, and that cases of people who manifest risk behaviors and attitudes are attended to promptly,

although The instrument is designed for adolescents and adults, it can be adapted for children and older adults.

Current empirical data allow us to highlight the role of active listening in university students, especially in tutoring processes, where Low-quality support without detection and care would increase the risk of students developing mental health disorders and adopting risky behaviors and attitudes. during his studies. Active listening involves intervention which would have the potential to protect these students, since by modifying the experience of moments of emotional distress, stress, moments of panic, and depression among others, students would be in better conditions to overcome the factors of environmental stress, thus protecting them from risky behaviors and attitudes that may represent vulnerability. The present proposal for active listening through a campaign before the application of a diagnostic instrument and the application of focus groups for a correct preventive intervention is just an attempt To address the problem of mental health in university students, it is considered necessary that even more future empirical studies should aim to prove the theoretical proposition.

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Metropolitan Polytechnic University of Hidalgo, Research Professor, PhD in Social Sciences Candidate for National Researcher, its main contribution allowed us to thoroughly visualize the tutors' tutorial practice in a university context, through the construction of a gnoseological table of the concept of identity. The gnoseological ordering of the concept of identity occurred when certain authors who developed a concept were studied, which allows these "ideal relations" of an increasingly complicated -concept- and be observed and experienced on the logical operations of the same. , an increasingly ordered process is carried out through "categories", starting from Aristotle's categorical table, but manifested in a process of questioning, since the concept itself has categories, which show a real or material nature. ; which also allows a methodological contribution, the elaboration of the gnoseological table for the analysis of some of the theoretical conceptions of identity through two axes, the first from Popper's worlds (philosophical, perception and abstraction) and from the axes linguistic, semantic, syntactic and pragmatic, from the physicalist to the ontological, placing each concept found in the different boxes, which represents a theoretical and methodological contribution by using a classification scheme, which allowed it to be applied to each concept and visualize the reductions it makes. to the different axes as well as their shortcomings in their extension, identity was studied, in its subjective construction, to then estimate the importance of the role of sociocultural factors in it. The research pays tribute to central elements of the internal and external sociocultural factors that were constitutive of the identity of the tutors.

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