REVISTA INVECOM
ISSN en línea: 2739-0063

Mental health and academic performance: an analysis from the perspective of psychological well-being and educational management

Salud mental y rendimiento académico: un análisis desde el bienestar psicológico y la gestión educativa

Received: 18/07/2025 - **Accepted:** 20/11/2025

Evelyn Rosmery Brolrzovich Zuloeta
https://orcid.org/0000-0002-0378-5777
ebrolrzovich@usil.edu.pe
Universidad San Ignacio de Loyola. Lima, Peru

Abstract

This study examines the relationship between psychological well-being and academic performance in technical education students at a Peruvian higher education institute. A non-experimental, correlational, cross-sectional design was used with a sample of 111 students from three technical programs. The Ryff Psychological Well-being Scale, composed of 39 items, was used, while academic performance was measured using the institutional grade point average. The results revealed a positive and significant correlation between overall psychological well-being and academic performance ($\rho = .32$, $p < .01$). Among the dimensions of well-being, particularly relevant associations stood out in purpose in life, self-acceptance, environmental mastery, and positive relationships. These findings suggest that psychological well-being is a key formative component within the field of technical education. Furthermore, it is proposed that its strengthening can be achieved through the implementation of institutional strategies for socio-emotional support, as well as educational management that promotes the student's holistic development.

Keywords: psychological well-being, technical education, educational management, academic performance, mental health.

Resumen

El presente estudio examina la relación entre el bienestar psicológico y el rendimiento académico en estudiantes de educación técnica de un instituto superior peruano. Para ello, se empleó un diseño no experimental, correlacional y de corte transversal, con una muestra de 111 estudiantes pertenecientes a tres carreras técnicas. Se utilizó la Escala de Bienestar Psicológico de Ryff, compuesta por 39 ítems, mientras que el rendimiento académico se midió a través del promedio ponderado institucional. Los resultados revelaron una correlación positiva y significativa entre el bienestar psicológico total y el rendimiento académico ($\rho = .32$, $p < .01$). Entre las dimensiones del bienestar, destacaron asociaciones especialmente relevantes en propósito en la vida, autoaceptación, dominio del entorno y relaciones positivas. Estos hallazgos sugieren que el bienestar psicológico es un componente formativo clave dentro del ámbito de la educación técnica. Asimismo, se propone que su fortalecimiento puede alcanzarse mediante la implementación de estrategias institucionales de acompañamiento socioemocional, así como una gestión educativa que promueva el desarrollo integral del estudiante.

Palabras clave: bienestar psicológico, educación técnica, gestión educativa, rendimiento académico, salud mental.

Introduction

In recent years, psychological well-being has emerged as a crucial topic in educational discourse, particularly within technical education, where the demands of training extend beyond the acquisition of specialized knowledge to encompass the holistic development of students. In this context, academic performance cannot be solely attributed to cognitive skills or the ability to assimilate technical procedures; rather, emotional, motivational, and contextual factors profoundly influence learning experiences.

This necessity to view students as holistic entities is especially pertinent in the Peruvian technical education system, which is undergoing significant transformations. As contemporary literature suggests, this system faces the challenge of integrating the human dimension of learning into programs that have historically focused on instrumental outcomes. Within this framework, exploring the relationship between psychological well-being and academic performance is vital for enhancing educational processes and the management strategies that accompany technical students' educational trajectories.

The analysis is structured around two key concepts: psychological well-being and academic performance. The research draws on well-being models proposed by Ryff and Seligman, linking well-being to indicators of mental health and happiness, which are viewed as essential components of human functioning. Building on these foundations, psychological well-being is examined as a multidimensional construct associated with life satisfaction, emotional balance, and personal development. Conversely, academic performance is assessed through the grades achieved in technical and professional courses. This study also incorporates educational management as a modifying element, emphasizing factors such as classroom social climate, institutional atmosphere, and learning orientation.

In this regard, the study aims to understand how these interacting factors can either facilitate or hinder educational experiences. As Barragán (2023) explains, the investigation simultaneously examines the interplay between mental health and academic performance using data from Goldberg's mental health instrument and students' overall grade averages. This analysis subsequently considers how specific elements of educational management influence these relationships, particularly in relation to psychological well-being across different stages of technical training.

International findings regarding educational well-being support this perspective. When psychological well-being is assessed through the dimensions outlined by Ryff and Seligman, it becomes evident that students' mental health is closely linked to variables such as happiness, overall life satisfaction, personal satisfaction, and academic and professional fulfillment.

Regarding academic performance, it is evaluated based on grades in technical and professional courses, as well as through the perception of the classroom social climate and the educational institution's environment, in accordance with models developed by Cohen and McIllrath, and by de Ruyter and Pannett. This connection is underscored by the work of Navarro-Obeid et al. (2024), who highlight the significant influence of institutional and pedagogical factors on both emotional well-being and academic outcomes.

Specialized literature also suggests that psychological well-being can be understood as a dynamic pattern of human functioning, allowing for the identification of balance between positive and negative life aspects, alongside the presence or absence of psychological disorders. From this perspective, two fundamental components of well-being have been identified: one linked to symptoms of depression and anxiety, associated with impaired mental functioning, and the other related to satisfaction, optimism, and subjective well-being, reflecting enhanced mental health.

Both components hold special significance in the educational domain, where depression and anxiety represent psychological risks that can directly limit the development of competencies and learning skills, impacting concentration, motivation, and social interaction. Casiano et al. (2024) emphasize that in this context, psychological well-being acts as a protective factor that enhances academic performance by providing more stable emotional conditions for managing technical study demands.

Despite its importance, the promotion of psychological well-being within technical educational environments remains an underexplored area, particularly in Peru. Technical education institutes, due to the practical nature of their programs and the necessity for early engagement with the productive sector, face particular demands that place student mental health as a paramount concern. In this educational level, psychological conditions not only affect learning quality but also have repercussions for employment access.

Indeed, in some technical specialties, psychological assessments or prior evaluations are part of admission or hiring requirements. Vidal et al. (2024) note that, in Peru, technical students are educated within a public management model that incorporates differentiated standards, where educational quality, quality management systems, and inclusion of students with disabilities are central to institutional improvement. This complexity adds layers to the analysis of well-being, as students face multiple academic, personal, and social pressures.

Academic performance is understood as the level of achievement attained by students in their educational tasks. It is a multifactorial construct influenced by individual, familial, institutional, and social conditions. Various instruments are employed for its measurement, with grades being the most widely used and recognized indicator within the educational system. Barrera et al. (2022) explain that assessments include tests, exams, projects, assignments, and other academic activities that gauge the attainment of expected learning outcomes. In Peruvian

technical education, performance analysis assumes particular characteristics as it encompasses practical activities, laboratory hours, specialized workshops, and formative experiences in productive environments.

Building upon prior studies, it can be asserted that academic performance in Centers of Productive Technical Education (CETPRO) is conditioned by three general factors: the nature of the activities students engage in within the centers, the amount of study time dedicated outside of academic hours, and the physical and mental health status of the youth. These aspects, thoroughly examined by Unanue-Machaca (2022), are crucial for a more complete understanding of the relationship between mental health and academic performance in the Peruvian context. Cancino et al. (2024) add that the increased practical workload in technical programs necessitates that students effectively manage their personal resources, making psychological well-being an essential element for sustaining commitment to their education.

Technical and productive higher education institutions, as highlighted by Sifuentes (2024), adopt a pedagogical approach centered on experience. This methodology encourages professional practice from the earliest stages, allowing students to develop technical competencies in a continuous and progressive manner. Such orientation responds to the efforts of the Peruvian government to transform technical education and produce professionals capable of meeting both national and international labor market demands. However, this very structure entails a significant level of emotional and physical demands that may jeopardize psychological well-being in the absence of adequate support mechanisms.

Despite normative and academic advancements, studies conducted within the technical education population indicate that although psychological well-being levels tend to improve over time, they do not necessarily translate into optimal academic performance. More than half of the students display signs of emotional distress that can interfere with their academic life. The relationship between well-being and performance continues to be a poorly researched area within this educational modality, which limits institutions' ability to design intervention strategies that effectively address students' real needs. This urgency is echoed in the work of Sinchigalo-Martínez et al. (2022), who advocate for a deeper understanding of this relationship to develop comprehensive programs tailored to the specificities of technical students.

In this context, the present study aims to analyze the relationship between psychological well-being and academic performance among students in a Peruvian technical higher education institute, referencing the theoretical dimensions proposed by Ryff (1989) and their relevance in the national context. In addition to identifying which dimensions of well-being are associated with better performance, the study seeks to determine the relevance of these findings to inform more humane and holistic educational practices. The ultimate goal is to contribute to the development of a conceptual framework that enables technical institutes to design institutional strategies that prioritize mental health as an indispensable component of learning, thereby enhancing the quality of technical education and fostering students' personal development.

Method

A quantitative, observational, analytical design with a cross-sectional approach was employed. The study's scope was correlational, aiming to determine the statistical association between the variables of psychological well-being and academic performance at a single point in time, without deliberate manipulation of the variables by the researcher. This design is suitable for exploring the relationship between the variables within their natural context and for generating hypotheses for future longitudinal or experimental investigations.

The target population consisted of undergraduate students from a private technical higher education institute in Lima, Peru, enrolled during the academic semester of 2023-II. This population is estimated to comprise approximately 800 students across various technical fields.

The sample included 111 students. Participants were selected through non-probability convenience sampling, recruiting those who were available and voluntarily agreed to participate during the data collection weeks.

A priori sample size calculations for correlation analysis were conducted using G*Power version 3.1. Considering a statistical power (1-β) of 80%, a significance level (α) of .05 (two-tailed), and a conservative expected effect size (ρ = .30), based on the final study outcome (ρ = .32) and prior literature, the minimum required sample size was determined to be 84 participants. Therefore, the sample of 111 students is considered adequate to detect the association of interest with sufficient statistical power.

Inclusion criteria were: (a) being a regular student enrolled during the data collection semester, (b) having completed at least one semester to have a weighted average, and (c) consenting to participate voluntarily by signing the informed consent form. Students in their first academic cycle were excluded from the study.

The final sample comprised students from three technical programs: Cooking (n=40, 36%), Electrotechnology (n=37, 33.3%), and Administration (n=34, 30.6%). The average age was 21.5 years (SD = 3.2),

ranging from 18 to 35 years. The sample included 55% male participants and 45% female participants. No significant missing data were recorded for the study's main variables.

Variables and instruments

Psychological well-being (independent variable)

Psychological well-being was defined as the degree of positive psychological functioning of an individual, assessed through six theoretical dimensions. The Ryff Scale of Psychological Well-Being (RSPWB), adapted and validated in Spanish by Díaz et al. (2006), was utilized for measurement. The instrument consists of 39 items rated on a 6-point Likert scale (1 = Strongly Disagree, 6 = Strongly Agree). The scale evaluates six dimensions:

- **Self-acceptance:** positive attitude toward oneself.
- **Positive relationships:** quality of interpersonal connections.
- **Autonomy:** sense of self-determination and independence.
- **Environmental mastery:** ability to manage one's environment effectively.
- **Purpose in life:** goals and sense of direction in life.
- **Personal growth:** feeling of continuous development.

Total scores were obtained by summing the items, with higher scores indicating greater well-being. The adaptation by Díaz et al. (2006) has demonstrated appropriate psychometric properties in Spanish-speaking populations. For this study, internal consistency was calculated using Cronbach's alpha, yielding an excellent value for the total scale ($\alpha = .94$) and acceptable values for the subscales (self-acceptance $\alpha = .84$; positive relationships $\alpha = .81$; autonomy $\alpha = .73$; environmental mastery $\alpha = .82$; purpose in life $\alpha = .85$; personal growth $\alpha = .79$).

Academic performance (dependent variable)

Academic performance was defined as the level of achievement attained by students in their educational activities. It was operationalized through the cumulative weighted average of the last completed academic semester, provided by the institution's academic records office. This indicator is measured on a twenty-point scale (0 to 20), representing an objective and standardized method within the evaluated educational context. For descriptive purposes, averages were categorized into levels: Poor (0-10), Fair (11-13), Good (14-17), and Excellent (18-20).

The collected data were processed and analyzed using IBM SPSS Statistics, version 28.0. The analysis plan included the following steps:

- **Descriptive analysis:** central tendency statistics (mean, median) and dispersion statistics (standard deviation, range) were calculated for quantitative variables (age, well-being scores, academic performance). For categorical variables (program, gender), frequencies and percentages were used**.**
- **Assumption analysis:** the normality of the distribution of the main variables was assessed using the Shapiro-Wilk test, as the sample size was less than 5000. Results indicated that the variables did not follow a normal distribution ($p < .05$), justifying the use of non-parametric tests**.**
- **Correlational analysis:** to address the primary objective, Spearman's rho correlation coefficient (ρ) was employed to examine the relationship between total psychological well-being scores (and its dimensions) and academic performance. A significance level of $p < .05$ was considered. Correlation coefficients, p-values, and 95% confidence intervals were reported**.**
- **Effect size:** correlation coefficients were interpreted according to Cohen's criteria (1988): small ($\rho <$ .30), moderate ($\rho = .30 - .50$), large ($\rho > .50$).
- **Complementary analysis:** differences in the main variables based on technical program and gender were explored using Kruskal-Wallis and Mann-Whitney U tests, respectively.

Results

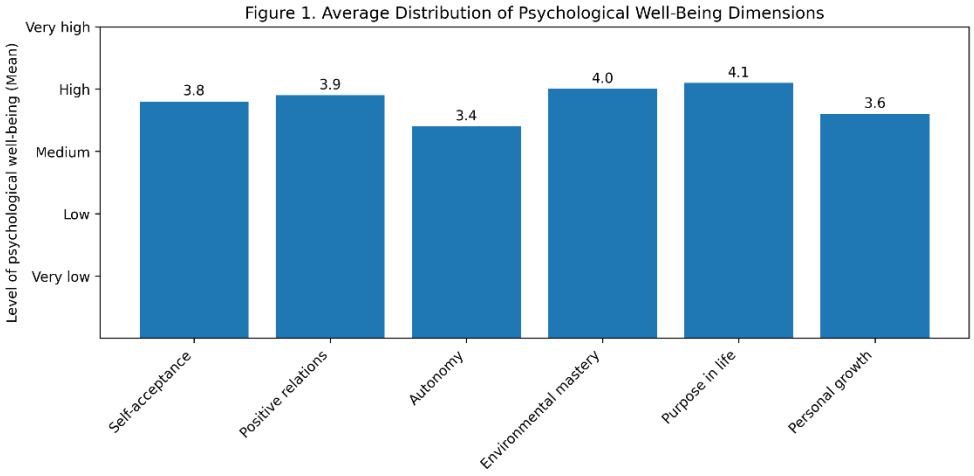
The study findings describe the levels of psychological well-being and academic performance based on the chosen technical program, as well as explore the association between these two main variables. The results are presented below, structured by analytical dimensions, and include graphical and tabular representations.

Overall, students exhibited medium to high levels of psychological well-being. The dimensions of purpose in life (M = 4.1) and environmental mastery (M = 4.0) achieved the highest scores, while autonomy (M = 3.4) and

personal growth (M = 3.6) displayed the lowest scores. This distribution allows for the identification of differentiated patterns of internal and relational perception.

Figure 1

Average psychological well-being by dimension



Note. Data compiled from the original results of the author's master's thesis

Table 1

Distribution of psychological well-being levels by technical program

Technical program	Low (%)	Medium (%)	High (%)
Cooking	5	65	30
Electrotechnology	8	67	25
Administration	4	61	35

Note. Data compiled from the original results of the author's master's thesis

In relation to academic performance, overall weighted averages indicate that students achieve a good level, with minimal variations across programs. This demonstrates a relatively homogeneous distribution of academic performance among technical specialties.

Table 2

Distribution of academic performance levels by technical program

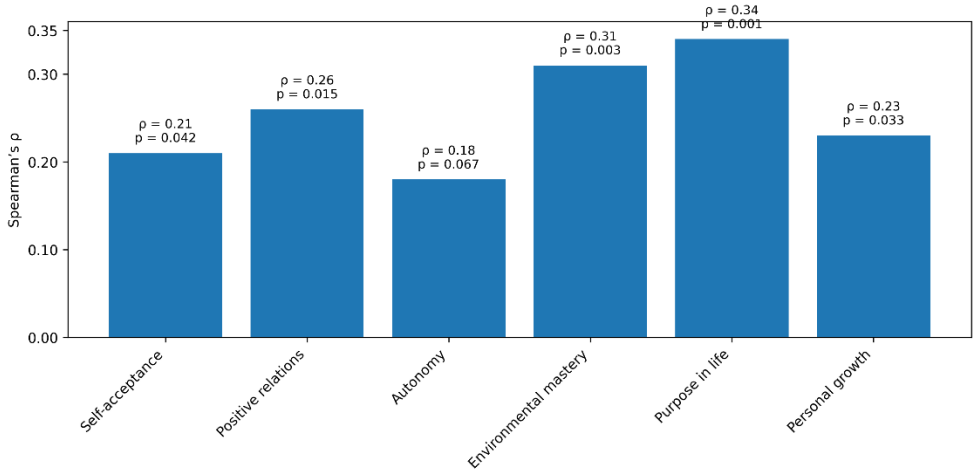
Technical program	Fair (%)	Good (%)	Very Good (%)
Cooking	20	55	25
Electrotechnology	18	60	22
Administration	15	50	35

Note. Data compiled from the original results of the author's master's thesis

Spearman's correlation analysis revealed a positive and statistically significant association between total psychological well-being and academic performance ($\rho = .32$, $p = .001$). The dimensions of purpose in life ($\rho = .34$, $p = .001$) and environmental mastery ($\rho = .31$, $p = .003$) showed the strongest correlations with academic performance. Below, we present a visualization of these specific associations:

Figure 2

Association between dimensions of well-being and academic performance



Note. Data compiled from the original results of the author's master's thesis

Table 3

Spearman correlation coefficients between dimensions of psychological well-being and academic performance

Dimension	Spearman ρ	p	95% CI	Effect Size
Self-acceptance	.21	.042	[.01, .40]	Small
Positive relationships	.26	.015	[.05, .44]	Small
Autonomy	.18	.067	[-.01, .36]	Not significant
Environmental mastery	.31	.003	[.12, .48]	Moderate
Purpose in life	.34	.001	[.15, .50]	Moderate
Personal growth	.23	.033	[.02, .42]	Small
Total well-being	.32	.001	[.14, .48]	Moderate

Note. Data compiled from the original results of the author's master's thesis

Discussion

The study's results provide a clearer understanding of how psychological well-being intertwines with the academic performance of technical education students. The identified positive relationship suggests that the formative process at this level is not solely confined to the acquisition of operational skills or instrumental competencies; it also encompasses deeper dimensions linked to personal development. In this context, self-acceptance, the quality of interpersonal relationships, and a sense of purpose emerge as pillars that directly influence academic achievement, echoing the findings of Arhuis-Inca and Ipanaqué-Zapata (2023) and Cardoso et al. (2020). These elements, beyond being individual attributes, function as internal resources that support students' ability to cope with academic demands and maintain commitment to their educational goals.

A particularly relevant aspect of the analysis is that dimensions related to life purpose, environmental mastery, and positive relationships exhibited more consistent associations with academic performance. This pattern indicates that students who feel capable of influencing their environment, establishing healthy connections, and finding meaning in their academic activities tend to perform better in their technical training. This interpretation aligns with the assertions of González and Téllez (2024), who argue that motivational factors and social adaptation play a crucial role in educational contexts where professional practice and direct experience are central.

Conversely, the lack of significant associations for autonomy and personal growth invites reflection on the particulars of technical education. Unlike more open formative processes, where decision-making is an essential component of academic development, technical education typically features more guided structures and defined training paths. Within this framework, it is understandable that autonomy and personal growth may develop later or become more pronounced once students have acquired basic competencies in their specialty.

From an institutional management and educational psychology perspective, these findings underscore the importance of incorporating well-being as a transversal formative dimension. This reflection aligns with statements from UNESCO (2025), which warns that systematically integrating psychological well-being into higher education programs significantly contributes to reducing dropout rates, strengthening student retention, and developing essential socio-emotional competencies for contemporary professional life. Consequently, Peruvian technical education should not limit its training to the development of practical skills; it must broaden its horizons to adopt a holistic approach that considers the student in their entirety.

The interpretation of the data also reveals that psychological well-being and academic performance vary across educational cycles. Variance analysis shows that both means and dispersion of scores change as students advance in their educational journey. This behavior is consistent with the proposal by Fernández (2024), who asserts that the impact of psychological well-being on performance is significant, although the effects of educational management tend to manifest more strongly in the initial stages of training. This suggests that the early stage constitutes a critical period where students are particularly sensitive to institutional conditions and the socio-emotional climate surrounding them.

Prior scientific evidence has shown that psychological well-being relates to academic performance at various educational levels, including both university and secondary education. However, within the realm of Peruvian technical education, this relationship has been less explored. In this regard, the study contributes relevant information that aligns with the observations of Arhuis-Inca and Ipanaqué-Zapata (2023), who documented that even during the Covid-19 pandemic, technical education students continued to express clear associations between their emotional well-being and academic performance. The health crisis positioned this educational level at the center of regional debate, revealing gaps in both institutional management and the socio-emotional support provided to students.

The findings of the present study also provide insights for educational directors and managers. As noted by Barrera-Herrera and San Martín (2021), students in higher technical education often exhibit fragile mental health patterns and irregular academic outcomes when institutions fail to implement clear support policies. In this case, nearly a third of students demonstrate mental health levels below the minimum expected, while more than half do not achieve satisfactory academic performance. This situation reaffirms the necessity of attending to both personal characteristics and contextual factors that influence well-being and performance.

Educational management factors—including the institutional climate, quality of teacher-student interaction, and pedagogical orientation—significantly influenced mental health and academic performance. This indicates that it is not enough to provide technical content or professional practice programs; a supportive environment that fosters cohesion, emotional support, and effective communication is also required. This interpretation resonates with contributions from Cedeño et al. (2025), who emphasize that promoting student well-being necessitates a structural change in educational management, where mental health is treated not as an adjunct but as an essential component of the formative process.

Finally, the results of this study underscore the urgency of implementing educational policies that incorporate socio-emotional support strategies from the outset of technical training. This entails designing tutoring programs, listening spaces, stress prevention initiatives, and actions that foster healthier interpersonal relationships. It also calls for strengthening teachers' capabilities to identify signs of distress and provide timely support. Simultaneously, this research opens the door to longitudinal studies that allow for a deeper understanding of how well-being dimensions evolve throughout the formative process and how they interact with institutional factors.

Conclusions

The results of this study conclude that psychological well-being represents a relevant formative factor in the context of Peruvian technical education. A positive and significant correlation was evidenced between levels of psychological well-being and academic performance, highlighting the impact of the dimensions of life purpose, environmental mastery, positive relationships, and self-acceptance.

These empirical findings reinforce the need to approach technical learning from a holistic perspective that includes socio-emotional development. Psychological well-being not only enhances student retention and academic performance but also empowers personal resources to meet academic demands autonomously and resiliently.

Despite the limitations inherent in its correlational design, this study provides insights for a deeper understanding of the link between mental health and educational achievements in technical and professional environments.

References

Arhuis-Inca, W., & Ipanaqué-Zapata, M. (2023). The relationship between social skills, psychological well-being, and academic performance in university students in Chimbote, Peru. *Revista Electrónica Educare, 27*(2), 1-14. https://doi.org/10.15359/ree.27-2.15848

Barragán Estrada, A. R. (2023). Bienestar, salud mental óptima y florecimiento: esclareciendo y diferenciando conceptos complejos. *LIBERABIT. Revista Peruana de Psicología, 29*(2), e680.https://doi.org/10.24265/liberabit.2023.v29n2.680

Barrera Arcaya, F., Venegas-Muggli, J. I., & Ibacache Plaza, L. (2022). El efecto del aprendizaje basado en proyectos en el rendimiento académico de los estudiantes. *Revista de Estudios y Experiencias en Educación, 21*(46), 277-291. https://doi.org/10.21703/0718-5162.v21.n46.2022.015

Barrera-Herrera, A., & San Martín, Y. (2021). Prevalencia de sintomatología de salud mental y hábitos de salud en una muestra de universitarios chilenos. *Psykhe*, *30*(1). https://doi.org/10.7764/psykhe.2019.21813

Cancino Cedeño, E. M., Párraga Mendoza, J. H., & Castillo Peña, D. (2024). Revisión sistemática sobre salud mental y rendimiento académico. *Ciencia Latina Revista Científica Multidisciplinar*, *8*(2), 1833-1851. https://doi.org/10.37811/cl_rcm.v8i2.10623

Cardoso, R., Pérez, G., & López, A. (2020). Factores psicoeducativos y rendimiento académico en contextos técnicos. Educación y Desarrollo, 38(1), 89–104.

Casiano Carranza, J. L., Márquez Gómez, J. O., & Cardoso Jiménez, D. (2024). Bienestar psicológico y rendimiento académico en estudiantes universitarios del sur del Estado de México. *RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 15*(29). https://doi.org/10.23913/ride.v15i29.2046

Cedeño Castillo, E. A., Gualpa Alvarez, A., Meza Arguello, D. M., & Moreira Carrasco, M. E. (2025). Salud mental y rendimiento académico en el bachillerato. *Sage Sphere Multidisciplinary Studies*, *2*(1), 1-11. https://doi.org/10.63688/9rks6r25

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2da ed.). Lawrence Erlbaum Associates. https://doi.org/10.4324/9780203771587

Díaz, D., Rodríguez-Carvajal, R., Blanco, A., Moreno-Jiménez, B., Gallardo, I., Valle, C., & van Dierendonck, D. (2006). Adaptación española de las escalas de bienestar psicológico de Ryff. Psicothema, 18(3), 572–577. https://www.redalyc.org/pdf/727/72718337.pdf

Fernández Yana, C. (2024). Salud mental positiva y rendimiento académico de estudiantes de una universidad privada de Lima, 2023. *Revista Científica de Comunicación Social*, (6), 73-85. https://doi.org/10.71187/brc.v0i6.106

González, L., & Téllez, A. (2024). Autonomía y formación técnica: desafíos del aprendizaje guiado. *Revista Colombiana de Educación Técnica, 19*(1), 22–37.

Navarro-Obeid, J., Mercado-Méndez, A., Oviedo-Lidueñas, D., Nagles-Ruíz, C., & Martínez- Gómez, I. (2024). Salud mental positiva y bienestar psicológico en estudiantes universitario. *IPSA Scientia, Revista Científica Multidisciplinaria*, *9*, ev9a4. https://doi.org/10.62580/ipsc.2024.9.172

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Sifuentes Herrera, E. (2024). Brechas entre educación técnico-productiva y principios de sostenibilidad: un desafío para el contexto laboral actual. *Gaceta Científica*, *10*(3). https://doi.org/10.46794/gacien.10.3.2174

Sinchigalo-Martínez, R., Guzmán-Barcenes, B., & Bonilla-Jurado, D. (2022). Bienestar emocional y rendimiento académico en estudiantes universitarios: relación bidimensional y su impacto en las estrategias de apoyo. *Journal of Science and Research, 7*(4), 71–95. https://revistas.utb.edu.ec/index.php/sr/article/view/2898

UNESCO. (2025). Educación superior. *Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura*. https://www.unesco.org/es/higher-education

Vidal Bocanegra, O. R., García Cupil, R., & De la O de la O, T. (2024). La salud mental en universitarios como aspecto determinante en el logro de objetivos académicos. *Ciencia Latina Revista Científica Multidisciplinar, 8*(2), 6227-6240. https://doi.org/10.37811/cl_rcm.v8i2.11044