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New Realities and Comprehensive Support Strategies for High School and Undergraduate Students

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Abstract

The research analyzes the new realities faced by high school and undergraduate students at a university in central-western Mexico, in a context characterized by rapid social, economic, technological, and cultural transformations. Using a mixed-method approach (quantitative and qualitative), descriptive data and testimonials were collected through questionnaires, focus groups, and interviews with experts and institutional staff from areas such as tutoring, psychological support, family care, and pastoral care.

The analysis was structured into five categories: mental health, coping styles, family, social dimension, and educational environment. The findings reveal problems such as depression, anxiety, substance use, problematic use of technology, gaps in life skills, violence, and post-pandemic effects, but they also identify protective resources such as resilience, sense of purpose, cultural and sports participation, family and peer support networks, and access to institutional support services. It is concluded that, although most students have the skills to face the challenges of their stage of life, it is necessary to strengthen comprehensive support policies and programs that combine prevention, detection, and timely care, as well as strategies that enhance social-emotional, self-care, and communication skills. The proposal derived from the study seeks to influence comprehensive training and student retention, contributing to the development of inclusive and equitable educational environments that promote the well-being and future prospects of new generations.

Keywords: Mental Health; University Youth; Resilience; Student Support; Comprehensive Education.