

# Editorial

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I am pleased to present this volume composed of seven papers that are the product of research developed in the field of psychological health at the university. The ambitious objective was to create a space for different authors to converge and provide different visions of the phenomenon with the purpose of promoting and facilitating communication among those interested and knowledgeable on the subject, showing some advances made in the aforementioned field.

This monographic issue of *Mental Health at University* is the result of the work of a group of specialists from public and private Higher Education Institutions in Argentina, Brazil, Colombia, Spain, Mexico, and Peru.

These are works with different methodologies, but all of them stress the importance of reconsidering the student as an integral being, where not only the cognitive aspects traditionally emphasized in university education are highlighted, but also experiences of individual and social transformation, which entail the recognition of affective-emotional aspects. In the same manner, these works stress the importance of designing curricular programs of studies that support, foster, and promote socio-emotional learning.

Thus, in the first paper entitled “Relationships between University Students’ Temporal Perceptions on Affective and Cognitive Attributes of Academic Performance” by Sandra Castañeda Figueiras, Rodrigo Peña Durán, and Iván Leonardo Pérez Cabrera, they identify structural relationships between affective and cognitive attributes at different times of performance in two academic tasks. They propose and validate some theoretical models underlying academic performance, identifying differential influences in the affective and cognitive aspects. They also suggest, based on these findings, that different forms of evaluation and intervention programs can be designed.

In the following work, “Voice and Silence Behaviors of University Students in Curricular Internships,” Fabíola Marinho Costa, Roberval Passos de Oliveira, and Antonio Virgílio Bittencourt Bastos approach the experiences during university internships with multidisciplinary teams and analyze in this environment the factors that motivate or inhibit the expression (voice) or retention (silence) of ideas and opinions related to the work developed in the curricular internship. They identify five factors that favor these two behaviors and discuss the importance of fostering work in collective and interprofessional environments.

The third research entitled “Stay or Go Back? The Satisfaction and Motivations of Chinese Students Studying Abroad” by Paloma Valdivia, Xinzhe Xu, Carlos Silva-Ríos, and Karla Villaseñor aims to identify the motivations that lead some students to make the decision to study abroad.

The authors also inquire about the reasons that lead these students, once they graduate, to remain in the country where they have been trained or to return to their country of origin, as well as their satisfaction with their studies. Based on a detailed analysis, the authors underline the importance of cultural factors in making these decisions.

In the following article, "Intervention in a Case of Test Anxiety, Maladaptive Perfectionism, and Procrastination" by Gonzalo Martínez Santos and Luis Alberto Furlán, they present an interesting intervention in a case of test anxiety, showing that difficulties in regulating emotions in test situations can manifest themselves in anxious symptoms and avoidance behaviors. Based on this, they show a cognitive behavioral treatment of six sessions, aimed at reducing anxiety caused by academic assessment, maladaptive aspects of perfectionism, and some procrastination behaviors. They show how at the end of the six-month treatment there are qualitative changes and discuss the clinical aspects and associated symptomatology.

To continue, in the work "Socioemotional Processes during the COVID-19 Pandemic in Graduate Students," Oliva López Sánchez, Xamanek Cortijo Palacios, Patricia Eugenia Sandoval Guzmán, Edith González Carrada, and Alba Luz Robles Mendoza explore the complex socioemotional processes generated in graduate students because of the pandemic. The authors propose to show, according to the field and sex, the differences in these processes before and during the period of confinement. They identify differences in prosocial emotions and mood affectations, highlighting the aspects in which women were most affected.

In the following paper entitled "Academic Engagement in Peruvian Amazonian University Students during the post-Pandemic Context," Edwin Gustavo Estrada Araoz and Jimmy Nelson Paricahua Peralta analyze the construct of academic engagement, which is manifested through the students' connection with academic activities, considered as a positive challenge. They review this concept in three universities in the Peruvian Amazon during the post-pandemic context, commenting on the levels of academic commitment and its associations with attributive variables and the modality of study. They also discuss the importance of universities promoting cognitive, affective, and attitudinal aspects of their enrollment to strengthen their academic commitment.

This thematic issue closes with a detailed analysis by José Isaías Salas Hernández, Claudia Guarnizo Vargas Luz Salazar Serrano, and Stefany Murillo Rozo in their work "Integration of Socioemotional Learning in the University Curriculum: A Challenge for Innovation." The authors expose the importance of integrating socioemotional learning in the development of engineering curricula, an area of knowledge where traditionally this aspect is not taken into account. They also state that the lack of knowledge about socioemotional learning and the little participation of the actors in the curricular structuring impede the integration of these elements. They discuss the importance of deliberation, design, testing, and evaluation of meaningful practices based on action research.

In addition, as part of our regular articles, we present a review entitled "Post-pandemic Digital University: Theory and Application to Two Economic Subjects" by Roberto Fernández Llera, in which he theoretically analyzes the transformation process of the post-pandemic digital university. The premise is that the will of the student body and faculty, as well as third parties, continues to be the determining factor for the success of digital education as teaching and non-face-to-face learning.

Finally, we include an instrumental study entitled “Spanish Adaptation and Validation of the UGEQ Questionnaire to Assess Group Cohesion in University Students,” developed by Natalia Albaladejo Blázquez and collaborators. The authors carry out the adaptation and validation of the *University Group Environment Questionnaire* (UGEQ) to assess group cohesion in the Spanish population. The results suggest that this instrument is valid and reliable for the measurement of this attribute in the Spanish population.

**Good reading!**

*Mexico City on December 26, 2022*