

Strategies to Promote Teachers' Knowledge of Mental Health and Reduce Suicide Risk Among College Students in Mexico



Estrategias para promover el conocimiento en profesores sobre salud mental y reducir el riesgo suicida en universitarios en México

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Abstract

This article, derived from empirical research, had as its main objective to propose strategies to promote teachers' knowledge of mental health and reduce suicide risk among college students in Mexico. The methodology employed a qualitative approach with an exploratory action-research design, utilizing inductive and synthesis analysis methods-synthesis. The sample consisted of 14 teachers from a single campus, who were administered a semi-structured interview with 10 open-ended questions. The data were analyzed through a process of coding, categorization, and triangulation, as well as the construction of matrices for the evaluation of internal factors (EFI), external factors (EFI), and SWOT analysis. The results showed that deficiencies were identified in educator training and psychological support, which affect suicide risk prevention.

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Lockdown and social pressure have exacerbated emotional problems, requiring structured support strategies. Emphasis was placed on the urgent need for awareness-raising, safe environments, and ongoing training. The conclusions highlight the importance of mental health in strengthening pedagogical practices. The lack of clear protocols and limited institutional prevention efforts hinder the detection and management of this phenomenon. It is recommended to implement strategies in a structured manner and provide training to improve the university community.

Keywords: Mental health, suicide, strategic planning, university students.

Resumen

Este artículo derivado de una investigación empírica, tuvo como objetivo principal, proponer estrategias para promover el conocimiento en profesores sobre salud mental y reducir el riesgo suicida en universitarios en México. La metodología fue de enfoque cualitativo, diseño de investigación-acción de tipo exploratorio; utilizando los métodos, inductivo y análisis-síntesis, cuya muestra la representaron (14) profesores de un campus, a quienes se les aplicó una entrevista semiestructurada con (10) preguntas abiertas, gestionada por un proceso de codificación, categorización y triangulación, así como también la construcción de las matrices de evaluación de factores internos (EFI), evaluación de factores externos (EFI) y la FODA. Los resultados evidenciaron que, se identificaron deficiencias en capacitación de los educadores y atención psicológica, lo que afecta la prevención del riesgo suicida. El confinamiento y la presión social han exacerbado los problemas emocionales, requiriendo estrategias estructuradas de apoyo. Se hizo hincapié en la necesidad urgente de sensibilización, entornos seguros y formación continua. Las conclusiones resaltan la importancia de la salud mental para fortalecer el accionar pedagógico. La falta de protocolos claros, la limitada prevención institucional afecta la detección y atención de este fenómeno. Se recomienda implementar las estrategias de modo estructurado y adiestramiento para mejorar la comunidad universitaria.

Palabras clave: Salud mental, suicidio, planificación estratégica, universitarios.

Introduction

The abrupt changes the world is experiencing on a global scale—including economic crises, armed conflicts, pandemics that strain healthcare systems, and rapid technological transformations, among others—are creating an ecosystem of upheaval, uncertainty, and risk for many people, leading to mental health issues and, ultimately, loss of life, that is, individuals taking their own lives (McGorry et al., 2025; Guerra & Eboime, 2021).

According to statistical data from the World Health Organization (WHO, 2021), more than 700,000 people take their own lives each year (and many attempt suicide), making it the fourth leading cause of death among people aged 15 to 29. However, at the beginning of 2014, the WHO documented this social phenomenon in the first global report on suicide, with the aim of placing a real problem that threatens life—a genuine expression of humanity—on the global public agenda, as well as raising awareness about this scourge and suicide attempts, and making prevention a priority.

Therefore, in the context of this article, the mental health of higher education students is a critical issue for all stakeholders in the university community, as it impacts not only academic performance but also the general well-being of students, the environment, and the development of teaching, learning, extracurricular activities, and research.

In the undergraduate educational context in Mexico City, a critical issue has been identified regarding the lack of awareness among faculty members regarding signs of suicide risk among students (López et al., 2024). This phenomenon is exacerbated by the lack of safe spaces for emotional expression within university institutions (Barrera et al., 2024). The absence of a deep and empathetic understanding on the part of faculty regarding the emotional difficulties students face, as well as the lack of environments conducive to emotional expression, reflect weaknesses in timely and adequate attention to the risk itself.

A recent study by Aguilar et al. (2023) demonstrated serious problems associated with psychopathology diagnoses among university students at a higher education institution in Mexico City, showing high suicide risk based on the results of the Positive and Negative Suicidal Ideation Inventory (PANSI) test administered; additionally, depression, anxiety, and alcohol and drug use were present. Similarly, Granados et al. (2020) revealed that among Mexican medical students, there are higher prevalences of anxiety,

depression, and suicidal behavior compared to other academic programs, which may be attributed to stress levels, mental disorders, pressure, etc.

Such studies highlight the growing prevalence of this phenomenon, which reflects the weakening of affective social relationships. Furthermore, the consequences arising from various aspects of life—including the paralysis of activities within society’s socio-productive fabric due to pandemic lockdowns—have generated alarming levels of anxiety, exacerbating these behaviors and patterns.

Thus, empirical evidence supports the contextualization of a range of issues currently emerging in various academic programs at higher education institutions in Mexico City—an aspect that should set off alarm bells for government authorities, administrators, coordinators, faculty, and other members of the university community to study this complex, multifactorial situation.

In the context of this study, the situation highlighted in the previously cited research led to an initial field study at a higher education institution (, IES) in Mexico. As a result of this activity, an initial field study was conducted, during which key informants provided formal, albeit preliminary, empirical information on the topic. Specifically, when asked about faculty members’ knowledge and awareness regarding mental health and suicide risk among undergraduate students at a university in Mexico City, Informant A stated that:

Many students find themselves in a state of uncertainty about the present and the future, which leads to pressure from family members, depression, the need to conform to social standards, troubled relationships with partners (toxic environment), and anxiety about the future in the workplace and regarding economic prospects. Additionally, the suicide rate is increasingly being observed at younger ages, a trend that poses a latent risk. [Informal conversation with Reporter A, October 7, 2024].

This pressure students face to achieve results and meet high standards in order to fit into the strata of today’s society aligns with Han’s (2012) on the “society of exhaustion,” whose postulates criticize contemporary society for excessive hyperactivity and productivity, leading to widespread exhaustion in the face of the “performance society,” where the constant pursuit of success generates stress, coercion, demands, depression, and other mental health problems.

Similarly, in the dialogic interaction with Informant B regarding daily work from the perspective of teaching practice, he expressed a more detailed view of the situation: “The latent problem of suicide risk and mental health among university students urgently demands intervention by the authorities to promote the implementation of tools for emotion management (...)” [Informal conversation held at a university, Mexico City, Speaker B, October 9, 2024].

This issue demands urgent and specific intervention that addresses the need to raise awareness among faculty members, who experience heavy academic workloads and are overwhelmed by the burden of additional responsibilities, requiring a reevaluation of core functions to address problems with a more holistic and comprehensive approach (García & Mendoza, 2024); where safe emotional spaces can be created within undergraduate institutions.

The situation regarding mental health and suicide risk among university students requires urgent action within the educational sphere. The lack of teacher preparation to identify warning signs and provide emotional support exacerbates the problem. In this scenario, it becomes essential to propose strategies that strengthen the role of faculty as preventive agents to create safe spaces that promote well-being.

Hence, the central objective of this study was to assess teachers’ knowledge of mental health and propose strategies to reduce suicide risk among university students in Mexico; this was achieved through a qualitative approach, specifically an exploratory action-research design.

Materials and methods

This article highlights the merits of the qualitative approach, with an emphasis on a type of action research, which was used to address real-world problems through a dynamic, participatory, and practical lens focused on the actual circumstances faced by undergraduate students at a university in Mexico City, specifically regarding mental health and suicide risk. It should be noted that the methodological choice also stemmed from the researchers’ involvement in the university context under study.

According to Polonia et al. (2020), the qualitative approach delves into the meanings of human actions and social life using interpretive methodology. By employing this approach, we gained an understanding of the reality faced by college students, based on the worldview of professors as social actors in the teaching and learning

process, where mental and emotional health plays a significant role. Here, the experience cultivated by educators allowed us to gather subjective and intersubjective perspectives to document suicide risk.

The action research design addressed a critical issue present in higher education settings across the country. According to Elliott (2005), the primary purpose of this methodological approach is to optimize practices rather than focus solely on the generation of knowledge. This is consistent with a comprehensive approach to the phenomenon of mental health and suicide risk, aimed at transforming a latent reality through evidence-based decision-making, with the key actors being the faculty members, who address it from a collaborative, participatory, critical, and self-critical perspective.

In this study, action research made it possible to explore the existing situation and then make recommendations. In this regard, there was a substantial exploratory component, which, according to Muñoz (2011), “(...) is aimed at examining a research topic, phenomenon, or problem that has been little studied, is partially unknown, or is approached from a new perspective” (p. 24). In this particular case, the topics examined were rarely studied, such as teachers’ knowledge and awareness of mental health and suicide risk among undergraduate students at a university.

To achieve the research objective, inductive and analysis-synthesis methods were employed. The former is a mode of reasoning that proceeds from knowledge of specific phenomena to generalized knowledge (Rodríguez and Pérez, 2017); where the subjective and intersubjective positions of the research subjects are relevant, in this particular case those of higher education professors and the researcher as the knowing subject. The second method separates the parts of a whole (phenomenon) to study them specifically (analytical quality), identifying the scattered components in order to explore them in depth within the whole (Muñoz, 2011).

The study population consisted of the entire faculty of an undergraduate program at a university in Mexico City, which totals 45 educators, with an active enrollment of 500 students across various degree programs. For the sample, a purposive sampling method was employed to select qualified informants, ensuring the inclusion of faculty members with relevant experience regarding the categories of mental health and suicide risk analysis. Here, Romero

et al. (2021) state that the researcher’s criteria serve as the basis. Thus, the sample consisted of 14 faculty members.

To collect the information, interviews were used as the primary source, conducted using a semi-structured interview guide and supplemented by analysis matrices for relevant data (EFI, EFE, SWOT) regarding institutional conditions. The interview guide was structured around ten (10) items or open-ended questions, each directly aligned with the categories and the objective. As for the matrices, they were designed to document, as previously noted, the institutional conditions. Together, this complementary approach allowed for the construction of a diagnostic analysis that led to the design of essential strategies to address the issue.

Regarding the coding and categorization criteria for the analysis of the interviews, open coding with an inductive approach was applied to identify relevant discursive patterns, while categorization was performed using Atlas.ti software to organize and label the fragments according to frequency, depth, and context.

Results

As a result of the fourteen interviews, following the categorization process carried out by the researcher—who carefully examined the entire content provided by each teacher—similarities in ideas, arguments, and rationales were identified. This led to the emergence of two (2) categories and a total of eight (8) subcategories from the respective discourses of the key informants, as shown in Table 1. In order to document the study during the empirical phase, this primary source of knowledge—referred to as “experience”—was relevant for developing the proposed strategies.

Table 1
 : Categories and Subcategories for Analysis

Categories	Subcategories	Coding
C1. Suicide Risk Prevention (SRP)	S.1 Mental Health (MH)	SRP-NI
	S.2 Information and Training (IT)	SRM-IT
	S.3 Psychological Care (PC)	PRS-PC
	S.4 Suicidal Risk Symptoms (SRS)	PRS-SRS
	S.5 Confinement (CF)	PRS-CF
	S.6 Social Networks (RS)	PRS-RS
	S.7 Social Pressure (PS)	PRS-SP
C2. Teacher Awareness and Training (TAT)	S.8 Professional Development (PD)	SCP-PP

Table 2 below presents a summary of the testimonies provided by key informants, which enabled the identification of essential units of meaning that reveal the complexity of mental health in university settings. Based on the testimonies, relevant findings were grouped into analytical subcategories that highlight educational gaps, institutional tensions, and psycho-emotional challenges. This input forms the basis for designing comprehensive, ethically sensitive strategies that address students’ real needs.

2
Table Summary of interview findings by subcategory

Subcategories	Summary of the most significant aspects
Mental Health (MH)	Mental health is an essential human right that guarantees emotional, psychological, and social well-being. It requires daily care, emotional support tools, and safe spaces for a fulfilling life.
Information and Training (IT)	Most interviewees perceive significant gaps in mental health training, noting that training has been scarce, incomplete, or unrelated to their professional reality.
Psychological Care (PC)	There is institutional disorganization regarding psychological care, marked by the absence of clear protocols and uncertainty about resources. Reactive care based on individual experience predominates.
Suicide Risk Symptoms (SRS)	Factors such as academic stress, low self-esteem, family and relationship problems, bullying, and a lack of psycho-emotional support serve as indicators of suicide risk among college students.
Lockdown (LD)	Lockdown intensified psycho-emotional issues such as isolation, anxiety, and suicide risk among university students, where the breakdown of emotional bonds, difficulty identifying support networks, and the urgent need to strengthen institutional psychological support were highlighted.
Subcategory: Social Media (SM)	Excessive and uncritical use of social media negatively impacts college students’ mental health, fostering comparisons, misinformation, and social pressures; while social media can provide support, it also poses a risk when it shapes decisions and undermines personal identity.
Social Pressure (SP)	They agree that social pressure imposes external standards that affect the emotional well-being of university students, leading them to make poor decisions and pursue goals that are not their own. This pressure can become a source of stress, vocational confusion, and a weakening of identity.
Professional Development (PD)	The interviewees express the urgent need to strengthen professional development through courses, workshops, and clear protocols that enable the identification, management, and prevention of situations of emotional risk among students. They recognize that ongoing training is key to providing psycho-emotional first aid and acting with sensitivity and effectiveness.

Mental health (MH) is perceived as an essential element of holistic well-being, highlighting its emotional, psychological, and social impact. The importance of having emotional tools to cope with daily challenges and prevent potential mental illnesses is emphasized. In this regard, the WHO (2021) and Gautam et al. (2024) state that it

provides individuals with the resources to cope with stressful situations and the ordinary stresses of life. Furthermore, several testimonies position it as a fundamental right, linked to personal stability and the building of healthy relationships.

Regarding the Information and Training (IT) subcategory, mental health training for teachers exhibits structural gaps and limited institutional coordination. Teachers perceive initiatives as isolated and largely irrelevant, lacking a culture of prevention or clear protocols. This hinders the early detection of student risks—findings that align with the research by Sánchez et al. (2014), which indicates that developing social-emotional skills fosters safer educational environments.

Regarding Psychological Care (AP), the testimonies reveal a concerning picture: the absence of clear protocols and the perception that each teacher responds according to personal judgment. While some interviewees mention the existence of institutional psychological counseling, most consider its implementation to be deficient or inconsistent. This is similar to what was documented by Cotonieto et al. (2020): given the high prevalence of anxiety, depression, and suicidal ideation among college students, there is an urgent need to strengthen psychological services as essential for risk prevention and management.

The identified Suicide Risk Symptoms (SRS) encompass aspects of academic stress, interpersonal problems, insecurities, and the lack of a reliable support network, with a strong connection between academic pressure and its emotional impact on students, accompanied by socioeconomic and family factors. Bullying, fear of failure, and a lack of purpose are key determinants of psychological vulnerability; these factors align with the study by Poohongthong et al. (2024), where pressure, depression, feeling overwhelmed by daily difficulties, and emotions are central to addressing this multifactorial scourge.

Within the Confinement (CF) subcategory, there was a profound impact on students' mental health, exacerbating social isolation and anxiety. Teachers agree that the pandemic intensified emotional problems, affecting interpersonal relationships and weakening essential support networks. Some note that suicide risk increased significantly during this period, while others believe the situation has normalized over time. Here, research by the Minnesota Department of Health in the United States (2019), Favril et al. (2022), and Ribeiro et al. (2018) has identified this perception of an inability to

escape as a significant risk factor in the emergence of suicidal thoughts, with an emphasis on contexts of prolonged confinement.

Social media has emerged as an ambivalent factor in students' mental health; while it has the capacity to provide support and disseminate useful information, there is a risk of misinformation, social pressure, and the negative influence of certain content. Constant exposure to unrealistic standards, the search for approval, and comparison with influencers can affect young people's perception of identity and sense of purpose, which warrants conscious and critical digital education.

Social pressure (SP) emerged as a determining factor in students' decision-making, influencing emotional well-being, personal and family expectations, academic demands, and the influence of social media, which generate high levels of stress and anxiety. Some teachers consider it a motivating factor, but most agree that it contributes to depression, low self-esteem, and a lack of spaces for communication and support within the educational environment, which exacerbates the problem. Indeed, according to Poohongthong et al. (2024), it generates anxiety and stress, affecting self-esteem and decision-making, which, in extreme contexts, contributes to the development of emotional problems, reflected in self-harm and a sense of failure.

Finally, professional development (PD) is seen as a crucial tool for addressing mental health challenges in the educational setting. There is a consensus on the need to train teachers in the identification and prevention of suicide risk through courses, workshops, and clear protocols that enable them to respond effectively in crisis situations. Raising awareness among academic staff is essential to strengthen these efforts and provide better support to vulnerable students.

This aspect was documented by García et al. (2022), where teacher training is central to preventing suicide in university settings, as it enables the acquisition of effective resources to identify risks and provide timely support. Through psychoeducational strategies with experiential and didactic approaches, this has proven highly effective in managing knowledge of this topic.

Results of the Diagnosis and Observation

Internal Factors Evaluation Matrix (EFI)

Using this tool, internal factors were identified in the undergraduate programs of a university in Mexico City that are affecting faculty

awareness of mental health and suicide risk among students. Table 3 lists four strengths and weaknesses.

Table 3
 EFI on teachers' awareness of mental health and suicide risk among undergraduate students at a university in Mexico City

Internal factors	Weight	Grade	Score
Strengths			
F1	0.15	4	0.60
F2	0.15	4	0.60
F3	0.10	3	0.30
F4	0.10	3	0.30
Subtotal weighting		0.50	1.80
Weaknesses			
D1	0.12	1	0.12
D2	0.12	1	0.12
D3	0.13	1	0.13
D4	0.13	1	0.13
Subtotal weight		0.50	0.50
Total		1.00	2.30

The analysis using the EFI matrix yielded a score of 2.30, meaning that this university is not in an adequate position to address internal weaknesses related to faculty awareness and knowledge of mental health and suicide risk among undergraduate students, as noted by

David (2017), where weighted totals well below 2.5 characterize organizations that are internally weak.

The results highlight a robust academic structure, with on-campus, executive, and online programs, allowing students with diverse profiles to access education flexibly. Similarly, as part of a network of private universities, it has a presence in various states across Mexico, which contributes to institutional recognition and stability. The presence of tutors and faculty who provide academic support reinforces student learning and contributes to professional success. However, despite these strengths, the institution can still strengthen aspects of educational quality to improve its ranking, as noted by Borah et al. (2024) and Prekumar et al. (2023).

On the other hand, the main weaknesses identified reflect a lack of specific mental health programs for both students and faculty and administrative staff, as supported by Lee et al. (2023). The absence of an emotional emergency protocol at the institution represents a critical area that must be addressed to ensure a safe and supportive environment (Poohongthong et al., 2024).

Furthermore, the current approach to academic support does not sufficiently address mental and emotional health, which could affect the overall well-being of the university community. The persistence of myths and stigmas surrounding suicide and mental health among faculty members is another limitation that hinders prevention and adequate support, suggesting a need for awareness-raising and training strategies to improve the institutional response to these issues.

External Factors Evaluation Matrix (EFE)

Next, a series of external factors were identified that could influence and affect faculty awareness of mental health and suicide risk among undergraduate students. Consequently, a total of 4 opportunities and threats were defined, as presented below.

4

Table: EFE on faculty awareness of mental health and suicide risk among undergraduate students at a university in Mexico City

External Factors	Weight	Rating	Score
Opportunities			

O1	There is an opportunity to offer workshops, courses, and activities that enable faculty and all university staff to promote emotional well-being.	0.10	3	0.30
O2	Professionalize and train faculty members who are in direct contact with students to effectively and efficiently identify at-risk cases and provide emotional first aid.	0.15	4	0.60
O3	The institution can establish partnerships with professionals and organizations specializing in mental health.	0.10	3	0.30
O4	Integrate a proactive psychological support program within the university.	0.15	3	0.45
Subtotal weighting		0.50		1.75
Threats				
A1	Despite the suicide-related incidents that have occurred at the institution, no initiatives have been identified by academic authorities or the faculty community to address this risk.	0.13	1	0.13
A2	Risk factors continue to increase day by day, so we continue to have students experiencing anxiety, depression, and stress.	0.12	1	0.12
A3	If students face serious emotional problems such as suicide risk and do not find adequate support, they may drop out of school, which would directly impact the institution's reputation and sustainability.	0.13	1	0.13
A4	Negative impact on the institutional climate: The persistence of serious emotional problems among students without a clear intervention strategy can create a tense academic environment, affecting the dynamics between students, faculty, and administrative staff.	0.12	2	0.12
Subtotal weighting		0.50		0.50
Total		1.00		2.25

Based on the results of the matrix above, the higher education institution scored 2.25; this indicates that it falls short of a standard strategic position. According to David (2017), the average must be above 2.50 to be considered consistent with faculty awareness of mental health and suicide risk among undergraduate students. The analysis of external factors reveals a combination of strategic opportunities and threats that must be addressed with concrete action plans.

On the opportunities side, the university has an opening to improve emotional well-being within the community through workshops and courses aimed at faculty and staff. As noted in the study by García et al. (2022), psychoeducational strategies with experiential and

didactic components are highly effective in increasing knowledge about suicide and strengthening skills to provide support.

Likewise, specialized training in risk identification and emotional first aid helps strengthen the relationship between faculty and students, creating an environment of trust and support. Furthermore, establishing partnerships with mental health experts offers a solution for developing more effective protocols, thereby avoiding ad-hoc responses to critical situations. In this regard, Bakar et al. (2022) highlight that while students' awareness of mental health may be high, gaps in technical knowledge still exist and must be addressed through intersectoral cooperation.

A complementary strategy that is highlighted is the implementation of a proactive psychological support program, ensuring that students have accessible tools to manage emotions and cope with difficulties with professional support. As revealed by Brann et al. (2021), suicide prevention programs have a greater impact on awareness and helping skills than on suicidal behavior, demonstrating that monitoring must be constant and not merely reactive. These opportunities, when properly developed, can make the institution a leader in managing emotional well-being within the educational sphere.

In contrast, the threats facing the university reflect the urgency of taking concrete measures to prevent internal problems from worsening. As Breet et al. (2021) warn, educational contexts require evidence-based interventions tailored to vulnerable populations, as well as the promotion of clinical trials to validate these actions. The lack of institutional initiatives addressing suicide risk, despite previous incidents, reveals a critical gap in preventive management, reflecting a need for leadership and action on the part of academic authorities.

Added to this is the rise in risk factors such as anxiety, depression, and stress—conditions that affect students and, if left unaddressed, can have negative impacts at the institutional level. Data from Cotonieto et al. (2020) reinforce this warning, revealing that more than half of university students using psychological services in Mexico exhibit suicidal ideation and symptoms of anxiety and depression, representing an urgent health challenge.

Thus, the possibility that students with serious emotional problems will drop out directly affects the university's sustainability and external perception. Consequently, the academic environment is

disrupted by the lack of clear intervention strategies, which can undermine the quality of interaction between faculty and students.

Ultimately, the university under analysis has a clear course of action: to seize opportunities to strengthen emotional well-being while simultaneously developing strategies to mitigate existing risks—an approach proposed by Brann et al. (2021). Through the institutional integration of high-impact programs, this can transform the university's approach to suicide prevention and position it as a leader in mental health.

Discussion

The results obtained show that mental health constitutes a cross-cutting theme in university education, the neglect of which compromises not only academic performance but also human dignity and the emotional fabric that sustains educational bonds. The low level of awareness among faculty, coupled with the absence of clear care protocols, hinders the early detection of suicide risk. Hence the need to recognize that the teaching role transcends the mere transmission of content, positioning the teacher as an ethical agent in the construction of emotionally safe and supportive environments. This institutional responsibility demands a firm commitment to psychoeducational training that is not limited to the technical realm but integrates the affective, philosophical, and humanistic dimensions of care.

Strategic analysis using matrices identified academic strengths that could be integrated with psycho-emotional support practices. However, structural weaknesses persist, especially in day-to-day emotional management, highlighting a critical gap between available resources and an effective response to suicide risk. Consolidating a care system with defined protocols requires not only institutional will but also an ethical reconfiguration of the person-centered university model.

At the same time, it is evident that factors such as academic pressure, digital hyperconnectivity, and the post-pandemic context intensify youth vulnerability, making a pedagogy of care urgent—one that strengthens the teacher-student bond through spaces for genuine dialogue and emotional support. This approach must incorporate an interdisciplinary and multidisciplinary perspective to explore affectivity, the meaning of life, and narratives of suffering. Educating about emotions is not a peripheral task, but a cultural commitment that redefines the university's mission to promote holistic well-being.

Finally, the proposed strategies stand as a concrete response to promote faculty knowledge in mental health and prevent suicide risk among students. By assuming this responsibility from an ethic of care and a culture of prevention, the university has the potential to become a resilient and inclusive model.

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