

ANALYSIS OF THE IMPACT OF MENTORING ON THE SOCIO-EMOTIONAL EDUCATION OF STUDENTS AND ITS INFLUENCE ON COMPREHENSIVE DEVELOPMENT

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Abstract: The purpose of this study, which aims to analyze the impact of mentoring on the socio-emotional education of students and its influence on comprehensive development; It is based on qualitative research that included interviews with student mentors belonging to the Academic Unit of Veterinary Medicine and Zootechnics of the UAZ, yielding results with positive impacts on the comprehensive development of students through mentoring; The analysis examined the effect of mentoring on students' social-emotional education, revealing that these supportive and guiding relationships play a fundamental role. The interviews showed that mentoring helps students develop emotional intelligence skills, manage stress and establish healthy relationships, it was also found that mentoring fosters social connection, improves communication and conflict resolution skills. In addition, it was observed that mentoring promotes academic growth by offering individualized support, motivation to set realistic goals and explore educational options; These results support the positive influence of mentoring on the comprehensive development of students, highlighting its importance in the educational field.

Keywords: students, emotions, mentoring, comprehensive education.

INTRODUCTION

Socio-emotional education has become a fundamental aspect in the comprehensive development of students. The acquisition of socio-emotional skills, such as empathy, emotional self-regulation and resilience, not only promotes greater emotional well-being, but also contributes to academic success and more effective adaptation in different social contexts (Greenberg et al., 2017). In this sense, mentoring has emerged as a promising strategy to strengthen the socio-emotional education of students and their comprehensive

development.

Mentorships offer a space for personalized support and guidance, where a mentor, usually an adult or older student, provides guidance and accompaniment to a student, helping them develop social-emotional skills and face academic and personal challenges (McQuillin et al., 2022). Through this relationship of trust and support, mentoring has the potential to positively impact students' social-emotional development.

Previous research has demonstrated the benefits of mentoring on the socio-emotional development of students. A study by (Poon et al., 2022) found that students who participated in mentoring programs showed significant improvement in their self-esteem, problem-solving skills, and interpersonal relationships. Likewise, a meta-analysis carried out by (Aragón, 2022) revealed that mentoring has a positive impact on the emotional well-being of students, promoting greater satisfaction with life and a reduction in behavioral problems.

However, despite the existing evidence, there are still aspects that require further research. It is necessary to further understand how mentoring influences the comprehensive development of students, considering not only the socio-emotional aspects, but also the academic and personal ones. Furthermore, it is important to explore the underlying mechanisms through which mentoring has an impact on students' socio-emotional education.

The adequate understanding and management of students' emotions in higher education students is essential to promote a positive learning environment; According to a study by (Pekrun et al. 2023), students' emotions have been shown to play a crucial role in their overall well-being and ability to cope with academic challenges. Additionally, recent research has noted that stress and anxiety are significant factors affecting students in higher

education (Bostock, 2019). These factors can have a negative impact on students' academic performance and emotional well-being.

On the other hand, motivation and positive emotions also play an important role in the context of higher education. A study by (Pescador and Macías; 2022) revealed that positive emotions, such as motivation and enthusiasm, can influence students' commitment and academic success. These positive emotions act as drivers for learning and personal development.

INTEGRAL FORMATION

The comprehensive training of higher education students is an educational approach that seeks to develop all dimensions of the person, including academic, social, emotional and ethical aspects. According to Rodríguez (2015), this comprehensive training is essential, since it allows students to acquire skills and competencies that will be useful to them both in their academic and professional lives.

Furthermore, García (2018) highlights that comprehensive education involves providing students with opportunities to participate in extracurricular activities, such as clubs and sports, to promote their personal and social development.

On the other hand, Acosta (2019) points out that comprehensive training is not limited only to the acquisition of knowledge, but also involves promoting values such as responsibility, ethics, and respect for others.

The importance of mentoring in socio-emotional education and the comprehensive training of students has been widely researched and documented in academic literature. Mentoring provides an environment of support and personalized guidance that positively influences the emotional, social and academic development of students.

In terms of social-emotional education,

mentoring helps students develop emotional intelligence skills, such as recognizing and managing their own and others' emotions. Additionally, mentors provide a safe space for students to express their concerns and provide them with strategies to cope with stress and emotional challenges.

In the social sphere, mentoring encourages the construction of positive and supportive relationships. Mentors can act as role models and guides, conveying positive values and teaching effective communication, empathy, and conflict resolution skills. This contributes to the development of social skills and the establishment of meaningful connections with others.

Regarding comprehensive training, mentoring helps students explore their interests, talents, and personal goals. Mentors can offer guidance in making academic and professional decisions by providing relevant information and resources. Likewise, they provide motivation and individualized support, which contributes to the development of a solid identity and the achievement of personal and professional goals.

According to Lobo et al. (2023); Mentoring is a process in which a person with experience and knowledge provides guidance in a specific area to another person called a mentee to help them develop personally and professionally.

For (Medina and Morín; 2022) mentoring for first semester students is an invaluable tool for their adaptation and academic success. These mentorships are led by students from upper semesters who have demonstrated skills and knowledge in their field.

The integration of the mentoring program is a fundamental process to ensure its effectiveness and success. To begin, it is important to establish a clear and well-defined structure for the program, including the objectives and goals that you want to achieve. Selection criteria for mentors must also be

established, ensuring that they are students from higher semesters with outstanding skills and knowledge (Cárdenas, 2023).

Therefore, the objective of this research is to analyze the impact of mentoring on the socio-emotional education of students and its influence on comprehensive development. Through the review of existing literature and conducting interviews with student mentors, we will seek to understand how mentoring can strengthen students' socio-emotional skills and contribute to their comprehensive development in different areas of their lives.

METHOD

The qualitative method was used, it is a research approach used to understand and explore complex and subjective phenomena, such as the perceptions and experiences of students in relation to the importance of socio-emotional education and comprehensive training in higher education.

In the qualitative research process, interviews become a fundamental tool to collect rich and detailed data, the research design begins by establishing the objectives and defining the sample of participants, in this case, an interview designed for 15 student mentors of higher education assigned to the Bachelor of Veterinary Medicine and Zootechnics at ``Universidad Autónoma de Zacatecas``.

Data collection was carried out through individual interviews with student mentors, using a semi-structured approach that allows flexibility in responses. Once the interviews have been carried out, the collected data is analyzed, identifying emerging themes and patterns in the participants' responses using coding and categorization techniques.

The interpretation of the results involves understanding the perspectives and experiences of students in relation to the importance of socio-emotional education and

comprehensive training in higher education, identifying subthemes, common trends and possible implications for educational practice.

It is important to keep in mind that the qualitative method allows for a deeper and more contextualized understanding, focusing on the perspective of the participants and the interpretation of their experiences.

RESULTS

According to the responses of the 15 student mentors interviewed, it was found that the mentoring they provided was received favorably and provided them with benefits both emotionally and in their comprehensive training. Regarding the emotional aspect, the mentors highlighted that mentoring allowed them to provide invaluable emotional support to the students. They expressed that, by having experience and knowledge to share, they were able to provide confidence and security to students in times of difficulty. The mentors acted as confidants and motivators, offering words of encouragement and strategies to overcome emotional obstacles such as stress and anxiety. Students stated that this personalized guidance helped them strengthen their self-esteem and self-confidence, which in turn had a positive impact on their emotional well-being.

Regarding comprehensive training, the mentors highlighted that mentoring allowed them to help students develop essential skills and competencies for their personal and professional growth. They shared their experiences and knowledge, providing practical advice and effective study strategies. Mentors mentioned that this individualized guidance helped students set clear, achievable goals and stay focused and motivated in their educational journey. Furthermore, the mentors highlighted that providing mentoring provided them with additional learning opportunities for their environment

and personal life, in addition to continuing to update themselves with workshops and courses, which allowed them to acquire new skills relevant to their area of study.

DISCUSSION

Recent research has highlighted the importance of mentoring in the socio-emotional education of students and its impact on comprehensive development. For example, according to Sánchez, Domingo, and Fernández (2020), mentoring can promote socio-emotional skills such as empathy, emotional self-regulation, and ethical decision-making.

Additionally, a study conducted by Herrera, Grossman, and McMaken (2019) found that quality mentoring can have a positive impact on students' holistic development, including improvements in self-esteem, intrinsic motivation, and problem-solving skills.

According to Mata in 2019; agrees that mentors, in addition to providing support in the socio-emotional development of students, can provide and acquire leadership skills that are essential so that students can have the initiative, work as a team, and lead projects or initiatives within their school environment.

For (Bernasconi, 2022) mentoring provides students with additional support in their socio-emotional development. Mentors can help students identify and understand their emotions, teach them strategies to manage stress and anxiety to provide them with a safe space to express themselves and talk about their concerns.

On the other hand, research such as that of DuBois, Portillo, and Rhodes (2019) has emphasized that effective mentoring must be long-lasting and supportive relationships, where mentors provide guidance and model healthy social-emotional behaviors for students.

CONCLUSIONS

In conclusion, the results of the interviews revealed that mentoring has a positive impact on the socio-emotional education and comprehensive development of mentor students. During mentoring, experienced mentors shared their knowledge and experiences, providing practical advice and strategies to develop social-emotional skills and transferable competencies. The student mentors gained a greater understanding of the importance of social-emotional education and comprehensive training in their personal and academic growth.

Mentorships provided a safe space for student mentors to share their concerns and emotional challenges. Mentors acted as guides and motivators, providing emotional support and strategies to overcome obstacles. Additionally, mentors helped students set clear, achievable goals and develop practical skills necessary for their overall growth.

These findings support the effectiveness of mentoring in promoting social-emotional education and the comprehensive development of mentor students. Mentoring was revealed as a valuable tool to provide emotional support, guidance and skill development. Therefore, it is recommended that educational institutions implement mentoring programs to support students in their academic and comprehensive training, thus promoting their personal and professional growth.

FUTURE LINES OF RESEARCH

Promising lines of research related to socio-emotional education and comprehensive training can be redefined. These investigations could provide a greater understanding of the effectiveness of mentoring programs, the long-term impact, the most effective mentoring approaches, the specific needs of students, and the impact in different educational contexts.

1. Comparison of mentoring approaches: Different mentoring approaches can be researched and compared, such as one-on-one mentoring, group mentoring, or virtual mentoring. This would allow us to identify the strengths and limitations of each approach and determine which is most effective in terms of socio-emotional development and comprehensive training of students.
2. Student needs assessment: A deeper investigation can be conducted on the specific needs of students in terms of socio-emotional education and comprehensive training. This could include identifying priority development areas and adapting mentoring programs to better meet these needs.
3. Impact in different educational contexts: The impact of socio-emotional education and comprehensive training can be investigated in different educational contexts, such as university institutions, technical institutes. This would provide an understanding of how these approaches can be adapted and applied in various educational settings.

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ANNEX 1

Guided interview through questions for the mentor students belonging to the Academic Unit of Veterinary Medicine and Zootechnics of ``Universidad Autónoma de Zacatecas`` about their emotions and comprehensive training through their participation in the mentoring program and their help to other students:

1. How would you describe your experience as a mentor in the mentoring program?
2. What emotions have you experienced when playing the role of mentor?
3. Have there been times when you felt motivated, satisfied or emotionally challenged?
4. How has your participation as a mentor influenced your own personal development and comprehensive training?
5. What aspects of your comprehensive training do you consider have been positively impacted by your role as a mentor?
6. How has your emotional support and guidance influenced the students you have mentored?
7. Have you noticed any changes in the emotional well-being of the students you have helped through the mentoring program?
8. How has your participation as a mentor influenced the academic, personal, social or ethical development of the students you have mentored?
9. What challenges have you faced in providing emotional support to students and how have you managed to overcome them?
10. Have you made meaningful connections with the students you have mentored?
11. How has this influenced your own university experience and your overall education?
12. What advice or recommendations would you give to other students who are considering becoming mentors to improve their comprehensive training and their ability to emotionally support other students?