

Sexual health, mental health, gender equality, inclusion, and diversity in the academic training of university students (Mexico)



La salud sexual, salud mental, equidad de género, inclusión y diversidad en la formación académica de los estudiantes universitarios (México)

Gloria Ramírez Elías*

Abstract

In the university context, ensuring the comprehensive well-being of the student community is linked to academic training. Sexual health, mental health, gender equity, inclusion, and diversity are essential components for promoting a healthy, safe, and equitable educational environment. The objective of this research is to correlate sexual health, mental health, gender equity, inclusion, and diversity in the academic training of university students and thus identify the degree of association in the impact on their academic training. The methodology used is descriptive, with a quantitative, non-experimental and cross-sectional approach, with a correlational scope, the null hypothesis testing instrument was a 17-item questionnaire, with five Likert scale points, with a conventional non-probabilistic sample, 98 questionnaires were applied to students of the Autonomous University of Tlaxcala, in the spring 2025 period, in the Faculties of: 1) Agrobiology, 2) Administrative Economic

Doctora en ciencias administrativas, Universidad
Autónoma de Tlaxcala
gramireze@uatx.mx
<https://orcid.org/0000-0002-4895-8424>

Sinergias educativas

January - March Vol. 11 - 1 - 2026

<http://sinergiaseducativas.mx/index.php/revista/>

eISSN: 2661-6661

revistasinergias@soyuo.mx

Page 21-52

Received: September 14, 2025

Approved: December 22, 2025

Sciences and 3) Multidisciplinary Academic Unit Teacalco Campus, a multiple linear correlation was performed using the Pearson correlation statistic, which is a statistic that measures the strength and direction of the linear relationship between two quantitative variables, perfect correlation is represented by unity, so values closer to it describe a greater degree of association, results range from ~ 0.55 to ~ 0.96 , specifying a direct positive correlation. Values close to $+1$ indicate a strong positive association. Values >0.7 are usually interpreted as a strong correlation. For example: Inclusion (I) and Diversity (D) have a degree of association of 0.9586, Gender Equity (EG) and Inclusion (I) have a degree of association of 0.9336, Diversity (D) and Gender Equity (EG) a degree of association of 0.9080, Mental Health (SM) and Gender Equity (EG) a degree of association of 0.8566 and Sexual Health (SS) and Inclusion (I) a degree of association of 0.8305, which reflects a very high correlation. Therefore, it is concluded that the null hypothesis is rejected, which is: Sexual health, mental health, gender equity, inclusion, and diversity are not associated with academic training in university students, and the research hypothesis, which specifies that the variables in this study are associated, is accepted. These results underscore the importance of considering academic training as a factor related to the development of attitudes and knowledge related to sexual and mental health, as well as to values of equity, inclusion, and diversity in the university setting.

Key words: Sexual Health, Mental Health, Gender Equity, Inclusion and Diversity.

Resumen

En el contexto universitario, garantizar el bienestar integral de la comunidad estudiantil va relacionado con la formación académica. La salud sexual, salud mental, equidad de género, la inclusión y la diversidad son componentes esenciales para promover un ambiente educativo sano, seguro y equitativo. El objetivo de la presente investigación es: Correlacionar la salud sexual, salud mental, equidad de género, inclusión y diversidad en la formación académica de los estudiantes universitarios y así identificar el grado de asociación en el impacto en la formación académica de los estudiantes universitarios. La metodología utilizada es descriptiva, con un enfoque cuantitativo, no experimental y trasversal, con un alcance correlacional, el instrumento de contraste de la hipótesis nula fue un cuestionario de 17 ítems, con cinco punto de escala de Likert, con un muestro no probabilístico convencional, se aplicaron 98

cuestionarios a estudiantes de la Universidad Autónoma de Tlaxcala, en el período de primavera 2025, en las Facultades de: 1) Agrobiología, 2) Ciencias Económico Administrativas y 3) Unidad Académica Multidisciplinaria Campus Teacalco, se realizó una correlación lineal múltiple, utilizando el estadístico de Correlación de Pearson, que es un estadístico que mide la fuerza y la dirección de la relación lineal entre dos variables cuantitativas, la correlación perfecta está representada por la unidad, es así que los valores más cercanos, describen mayor grado de asociación, los Resultados oscilan entre ~ 0.55 y ~ 0.96 . Especificando una correlación directa positiva. Los valores cercanos a +1 fuerte asociación positiva. Valores >0.7 suelen interpretarse como correlación fuerte. Por ejemplo: Inclusión (I) y Diversidad (D) presentan un grado de asociación de 0.9586, Equidad de género (EG) e Inclusión (I) tienen un grado de asociación de 0.9336, Diversidad (D) y Equidad de género (EG) un grado de asociación de 0.9080, Salud mental (SM) y Equidad de género (EG) un grado de asociación de 0.8566 y Salud sexual (SS) e Inclusión (I) un grado de asociación de 0.8305, lo que refleja una correlación altísima. Por ello, se concluye que se rechaza la hipótesis nula que es: La salud sexual, salud mental, equidad de género, inclusión y diversidad no están asociadas con la formación académica en los estudiantes universitarios y se acepta la Hipótesis de investigación, que especifica que sí están asociadas las variables de esta investigación. Estos resultados subrayan la importancia de considerar la formación académica como un factor relacionado con el desarrollo de actitudes y conocimientos vinculados a la salud sexual y mental, así como a valores de equidad, inclusión y diversidad en el ámbito universitario.

Palabras Clave: Salud sexual, Salud mental, Equidad de género, Inclusión y Diversidad.

Introduction

Sexual and reproductive health among university students is a key issue that encompasses physical, emotional, and social well-being related to sexuality, emotional relationships, and the ability to exercise sexual and reproductive rights freely and in an informed manner. In the university context, this includes access to reliable information, adequate medical services, contraception, prevention of sexually transmitted infections, unplanned pregnancies, and psychosocial support. Thus, it refers to the condition of

comprehensive well-being in sexual and reproductive aspects, allowing young people to exercise their sexual rights safely, pleurably, and without coercion, with access to adequate health services and comprehensive sex education. At this stage, university students face multiple risks such as unprotected sexual practices, lack of information, and stigmas that affect their decision-making (Sherhatlioglu, 2025, Kwame, 2023, Oonyu, 2019).

According to experts such as Ramírez (2020), sexual and reproductive education for university students is a vulnerable group, as it is at this stage that there are sexual and reproductive risks for different reasons, some of which are listed below: changes in the environment, lack of institutional programs, and cultural taboos. The university stage represents a time of personal and social transition, where autonomy, intimate relationships, and sexual exploration increase. This poses significant challenges for sexual and reproductive health (SRH), as young people face risks such as sexually transmitted infections (STIs), unwanted pregnancies, and barriers to accessing adequate services.

Table 1. *Some statistics on sexual and reproductive health among university students*

ESTUDIO	RESULTADOS	%
Beijing	Conocimiento en anticoncepción y VIH	65.8
Sevilla	Factores que favorecen prácticas seguras como el condón	
Turquía	Inicio de vida sexual, baja confidencialidad y prácticas seguras	17.7
España (Universidad de Sevilla)	Factores vinculados a conductas sexuales responsables	
Sudáfrica (403 estudiantes)	Sexualmente activos con conocimiento de anticonceptivos	65.8
Etiopia (Universidad de Ambo, 400 estudiantes)	Sexualmente activos	29

	Embarazo no deseado	18
	Aborto	14
	Relaciones sexuales	53
Etiopia (Universidad de Ambo, 400 estudiantes)	Contraído enfermedades de infección sexual	22.8
	Embarazo no deseado	5
	Aborto	2.5
América Latina	En sus relaciones sexuales usan condón	56
	Casi siempre usan condón	22.3
	Han tenido un embarazo	11
	Aborto	30
Mujeres	Están vacunadas contra Virus Papiloma Humano	44
	No se hacen citología	52.5
Violencia de género	No han sido afectados en sus relaciones	7.4
	Afectación psicológica	37
	Sufren abuso sexual	26
	Sufren abuso físico	22

Note. Source: Prepared by the author with information from Chen, 2023, Santos, 2022, Zhang, 2022, Du, 2021, and Yared, 2017.

As shown in Table 1, Some Statistics on Sexual and Reproductive Health, most university students are aware of contraceptive methods (condoms, pills), but do not always use them consistently. In Beijing, 65.8% of sexually active students had a high level of knowledge about contraception and HIV, but also used them inconsistently. In Seville, factors that promote safe sexual practices were identified: good communication between partners, negotiation skills, and a positive attitude toward condoms. Risky behavior—such as casual sex, alcohol and drug use, or unprotected sex—is linked to a higher incidence of STIs, pregnancies, and sexual violence. In Turkey, a study found that 17.7% of students had become sexually active, but there was low confidentiality and institutional support for safe practices. A cross-sectional study in university studies specifies that having sex with inconsistent condom use and multiple sexual

partners were factors associated with STI/HIV risk. In Spain, a study with university students at the University of Seville identified factors linked to responsible sexual behavior, contraceptive use, and STI prevention. In South Africa, at the University of Cape Town in the postgraduate area, 403 students were surveyed and the results were as follows: 65.8% were sexually active with a high level of knowledge about contraceptive methods and sexually transmitted infections and low consistent condom use in the sample. In Ethiopia, at Ambo University, 400 students were surveyed, and the results were as follows: 29% of students were sexually active, 18% had had an unwanted pregnancy, and 14% had had an abortion. 53% of university students had had sexual relations, knowledge of sexually transmitted infections ranged from 98%, 22.8% reported having had a sexually transmitted infection in the last year, 5% faced an unwanted pregnancy, and 2.5% resorted to abortion as a solution. In Latin America, male and female university students were surveyed, and the results are as follows: 56% always use condoms during sexual intercourse, 22.3% almost always use condoms, 11% of those who became sexually active have had a pregnancy, and 30% ended up having an abortion.

Specifically for women, the results are as follows: 44% are vaccinated against the Human Papilloma Virus, and 52.5% have not had a Pap smear. In terms of gender-based violence, 7.4% have been affected in their sexual relationships, 37% have psychological effects, 26% suffer from sexual abuse, and 22% suffer from physical abuse.

Mental health

The university stage coincides with a high vulnerability to mental health problems: stress, anxiety, depression, insomnia, and suicidal ideation. Academic pressure, life changes, economic precariousness, and, on occasion, social isolation intensify these risks. Various studies indicate that, although many university students have basic information about sexual and reproductive health, there are significant deficiencies in its practical application. For example, research conducted in Colombia found that, despite having prior knowledge about contraceptive methods and sexually transmitted diseases (STDs), students did not always adopt safe behaviors, such as consistent condom use. Implementing participatory educational strategies adapted to the university context has proven effective in improving students' sexual and reproductive health. Sexual and reproductive health in university students involves acquiring knowledge and adopting safe practices, having an adequate

perception of risk, and accessing support services. It is essential that educational institutions implement comprehensive programs that address these aspects to promote the well-being of their students (Cuadra, 2022, Rodríguez, 2013).

Table 2. *Some statistics on mental health among university students*

ESTUDIO	DEPRESIÓN %	ANSIEDAD %	TRASTORNOS DEL SUEÑO %	ESTRÉS %
Li (2022), 64 estudios con 100,187 universitarios	33.6	39		
África (estudiantes de medicina)	40.1	47.1		
Lapidou (2021), 89 estudios con 1'441,828 universitarios	34	32	33	
En China, Lin (2025), 32 estudios con 93,679 universitarios				
Pre-pandemia	35			
Pandemia	38.7			
Bangladesh	69.5	61		
9 países	40.3	30		61.3
España 60,000 universitarios	50	50	25	
México, 169 universitarios de Medicina	45	58		38
En Zacatecas, México 381 universitarios en tiempo de pandemia	78.9	78.9	50	68.4
En Mérida, México en la Universidad Autónoma de Yucatán, 770 universitarios	16	25		
Hong Kong durante pandemia		52		
Italia 7,432 universitarios	48.9	36		92.7
EEUU	22		36	

Note. Source. - Own elaboration with information from Lin, 2025, Li, 2022, Laspidou, 2021, Torres, 2021, Wathelet, 2020

Table 2, Some statistics on mental health among university students, shows the following: A study by Li (2022) conducted a meta-analysis of 64 studies and 100,187 university students, and the results are as follows: 33.6% prevalence of depressive symptoms, 39% prevalence of anxiety, in Africa among medical students there is a 40.1% prevalence of depression and 47.1% prevalence of anxiety. Experts such as Laspidou (2021) examined 89 studies involving 1,441,828 students, with the following results: 34% suffer from depression, 32% show anxiety, and 33% have sleep disorders. These figures are higher than those observed before the pandemic in comparable populations. In China, a study by Lin (2025) analyzed 32 studies involving 93,679 university students, with the following results: before the pandemic, 35% of students had depression; during the pandemic, there was an increase to 38.7%. In Bangladesh, 69.5% of students experience moderate to severe depression and 61% experience moderate to severe anxiety. A study in nine countries shows the following results: high stress in 61.3%, depression in 40.3%, and anxiety in 30%. In some countries, depression and anxiety rates varied widely. In Spain, a study of 60,000 university students in the 2023-2024 academic year showed the following results: 50% of students have symptoms of depression and anxiety, and 25% suffer from insomnia. In Mexico, a 2024 study of 169 medical students presented the following results: 45% feel depressed, 58% feel anxious, and 38% feel stressed. In Zacatecas, a study conducted on 381 students in 2021 during the pandemic yielded the following results: 78.9% experienced anxiety and depression, 68.4% experienced insomnia, and 50% experienced stress.

A longitudinal study in Mérida at the Autonomous University of Yucatán was conducted on 770 university students, and the results were as follows: 16% of students presented with depression, and 25% with anxiety. In Hong Kong during the pandemic, the following results were obtained: 52% presented with anxiety. In Italy, a systematic review of 7,432 university students from different universities yielded the following results: 92.7% experienced psychological stress, 48.9% experienced depression, and 36% experienced anxiety. In the US, a study of disorders was conducted, and the results are as follows: 22% experienced depression and 36% experienced sleep disorders.

Gender equity

Gender equity in universities refers to equal opportunities, conditions, rights, and treatment between women, men, and people of diverse gender identities within the university environment. It does not mean treating everyone exactly the same, but rather recognizing and correcting the structural inequalities that have historically affected women and other marginalized groups the most.

Gender equality is important because it enables: 1) social justice, as a space that promotes inclusion and justice for all people, regardless of gender; 2) academic and professional development, because when there is equality, the potential of all people is harnessed, which improves the quality of research, teaching, and innovation; and 3) the fulfillment of human rights, as equity is part of international human rights commitments, such as the UN's 2030 Agenda, Goal 5: Gender Equality, which states: “Achieve gender equality and empower all women and girls.”

This goal recognizes that gender equality is a human right and a necessary foundation for a peaceful, prosperous, and sustainable world.

Table 3. Some statistics on gender equity in universities

ESTUDIOS	RESULTADOS	HOMBRES %	MUJERES %
América Latina y el Caribe	Informe UNESCO-IESALC		
	Graduados de pregrado	47	53
	Graduados en Doctorado	56	44
	Estudios de Ingeniería		25
En el STEM (Ciencia, Tecnología, Ingeniería y Matemáticas)		65	35
Niveles Académicos a nivel Global	Rectoría	82	18
Europa	Rectoría	85	15
España	Cátedras académicas	75	25
Chile	Doctor@s	64	36
	Investigador@s	66	34
	Decan@s	52	48

Reino Unido	Beyond Bias and Barriers		
	Profesor@s titulares en ciencias	85	15
Gran Bretaña	24 Universidades del grupo Rusell		
	Profesor@ titular		8.5 años (+)
	Cátedra		6.1 años (+)
EEUU	Universidad Carolina del Norte		6 (-)
	Remuneración económica		
	Autoría científica		Auto representadas por hombres

Note. Source: Prepared by the author with information from Barrera, 2025, Zhang, 2025, Imhoff, 2024, Ordorika, 2015

Table 3, Some statistics on gender equity in universities, shows the following: In Latin America and the Caribbean, a UNESCO-IESALC report reveals that women accounted for 53% of undergraduate and master's graduates in 2014, but only 44% at the doctoral level, and less than 25% of students in engineering or ICT are women. In countries such as Spain, female participation in mathematics, physics, computer science, and robotics ranges from 16% to 25%. Although women dominate in numbers in higher education, their representation in technical and research careers remains limited. In the STEM (Science, Technology, Engineering, and Mathematics) field, only 35% of university researchers are women. The gap widens at the higher levels of academia. Only 18% of rectorships at Latin American public universities are held by women, and in Europe that percentage is barely 15%. In Spain, only 25% of university chairs are held by women. In Chile, female academics represent only 36% of all PhDs and 34% of research staff. Furthermore, in management positions at Chilean universities, the gap in deanships reaches up to 48%. In the United Kingdom, the study “Beyond Bias and Barriers” concludes that less than 15% of tenured professors in science are women, a significant loss at every stage of the educational process. An analysis of 24 British universities in the Russell Group found that women take an average

of 8.5 years longer than men to become full professors and another 6.1 years to become chair professors.

In the United States, research on the University of North Carolina (UNC) system used causal inference methods and confirmed that, after adjusting for discipline, years, and scientific output, female professors earn on average 6% less than their male colleagues. With regard to productivity expectations, a global study on scientific authorship showed that, although women publish as much as men, they are underrepresented as lead authors (first or last author), which influences academic evaluations.

Inclusion

Inclusion in higher education has become a priority issue in educational research and public policy worldwide. Although institutional discourse often highlights a commitment to equity, evidence shows uneven progress, persistent structural barriers, and emerging challenges that demand systematic and sustained attention. Inclusion in higher education has evolved beyond the mere physical integration of historically excluded groups (students with disabilities, ethnic or gender minorities, migrant students, or those in vulnerable socioeconomic situations) to encompass the elimination of barriers to access, retention, learning, and full participation in university life. Studies have shown that, although access to university for students with disabilities has increased, curricular, attitudinal, and organizational barriers persist. Many higher education systems lack mechanisms to ensure reasonable accommodations or universal design for learning (López, 2025; Aguilar, 2023; Ferreira, 2019; Alcántara, 2008).

Inclusion in higher education means guaranteeing equal opportunities and eliminating barriers for students from diverse backgrounds and conditions—such as disability, ethnicity, gender, or socioeconomic status—in order to promote their retention, academic success, and full participation. It is a human right supported by instruments such as Article 26 of the Universal Declaration of Human Rights and Sustainable Development Goals 3, 5, and 10, which state: Goal 3: Ensure healthy lives and promote well-being for all at all ages; Goal 5: Achieve gender equality and empower all women and girls; Goal 10: Reduce inequality within and among countries. It should be noted that these three goals are conditional, for example: Health cannot be conceived without gender equality, there is no gender equality without reducing structural inequalities, and, the issue that concerns us, sustainable

development cannot be achieved without guaranteeing the rights of women with disabilities (Jaegler, 2022).

Table 4. Some statistics on university inclusion

ESTUDIO	RESULTADOS	%
Colombia, 6 Universidades	Discapacidad en mujeres	53.5
	Apoyo universitario	39
	Apoyo del Estado	30
	Registro de discapacidad	35
EEUU, 50 principales universidades	Programas financiados	
	Bajas puntuaciones en discapacidad	Menos del 72
En 2022	Profesorado era blanco, con baja representación de minorías, brecha en admisión, liderazgo y representación institucional	65
Reino Unido, 407 universitarios	Estudiantes negros necesitan inclusión	
	La mayoría rechaza el ceguismo racial	
	Cuerpo académico es mayoritariamente blanco	
Movilidad Erasmus (2008-2013)	Índice de inclusividad	
	Universidad de Oslo fueron inclusivos	
	Universidades españolas mejoraron su inclusión	
España, 201 profesores	Diferencias significativas para el acceso a infraestructura y adaptación curricular por el género, edad y experiencia	
	Disposición para la inclusión de algunos docentes, identificando:	

	falta de formación y apoyo institucional
América Latina	Acceso de estudiantes indígenas y afrodescendientes
	Persisten desigualdades en índices de graduación y representación docente

Note: Source: Prepared by the author with information from Carrillo-Sierra, 2025, Jones, 2025, Barrera, 2023, De Benedictis, 2021, Valle-Flórez, 2021, Cerilli, 2015.

In Table 4, Some statistics on university inclusion, the results are as follows: A study in Colombia of six universities found that 53.5% of students with disabilities are women; 39% receive university support and 30% receive state support; however, only 35% are officially registered as disabled. The perception of support varies according to the type of disability. In the US, the top 50 universities with NIH-funded programs scored low on disability inclusion (less than 72%), with no significant relationship to their size, age, or ranking. In 2022, 65% of faculty were white, with very low representation of minorities. This creates gaps not only in admission but also in leadership and institutional representation.

An article with 407 students in the United Kingdom revealed that, although most reject “racial blindness,” Black students perceive a greater need for racial inclusion in their institution compared to other ethnic groups. Furthermore, although enrollment is more diverse, the academic body remains predominantly white. An analysis of Erasmus mobility (2008–2013) calculated an inclusivity index to measure the extent to which universities welcome students with disabilities. Although most were in line with the national average, some cases, such as the University of Oslo, were highly inclusive; others, such as several Spanish universities, improved their inclusion. A study in Spain with 201 teacher training professors found significant differences in access to infrastructure and curriculum adaptation based on gender, age, and experience. Only some teachers show a high willingness to include, identifying lack of training and institutional support as the main obstacles. In Latin America, access for indigenous and Afro-descendant students has increased thanks to affirmative action policies, but inequalities persist in graduation rates and faculty representation.

Diversity

The issue of diversity in universities has established itself as a field of research that seeks to understand and transform the dynamics of exclusion, discrimination, and inequality in higher education. Diversity is addressed in multiple dimensions: ethnic, cultural, linguistic, gender, sexual orientation, disability, age, and socioeconomic status. Commitment to diversity implies not only equitable access, but also conditions for retention, academic success, and meaningful participation for all groups. (Sánchez-García, 2022, García & Durán, 2020, Cornejo, 2019, De Oliveira, 2018).

Thus, the presence, recognition, and appreciation of differences among members of the university community, including students, faculty, administrative staff, and administrators, are essential. These differences may be related to: 1) Ethnic or racial origin, 2) Gender and gender identity, 3) Sexual orientation, 4) Socioeconomic status, 5) Physical or cognitive abilities, 6) Religion or beliefs, 7) Age, 8) Nationality or culture, 9) Ways of thinking and learning.

The importance of diversity in universities allows for the following points to be fulfilled:

Promotes equity and inclusion: Ensures that all students have equal opportunities for access, participation, and academic success, without discrimination.

Enriches learning: Interaction with people from diverse backgrounds improves critical thinking, empathy, and preparation for a globalized world.

Strengthens innovation and creativity: Diversity of perspectives drives new ideas, approaches, and solutions to problems.

Promotes respect and coexistence: Creates spaces for dialogue, intercultural understanding, and peaceful conflict resolution.

Table 5. Some statistics on diversity in universities

ESTUDIOS	RESULTADOS	%
EEUU	Estudiantes blancos	55
	Estudiantes hispanos	19
	Estudiantes afroamericanos	10
	Estudiantes asiáticos	7
	Profesores afroamericanos	6
	Profesores hispanos	5
Estudio de 12,000 estudiantes LGBTQ+	Hostigamiento frecuente	23

		Hostigamiento en estudiantes heterosexuales	11
Reino Unido		Estudiantes de minorías étnicas	25
		Microagresiones y exclusión en aulas	
		Avance en equidad de género es desigual	
UNESCO (2022)		Mujeres en las universidades a nivel global	54
UNESCO (2019)		826 lenguas indígenas	
		La oferta bilingüe e intercultural es limitada	
		Investigadoras	28
América Latina		Mujeres rectoras	20
		Estudiantes LGBTQ+ experimentan: discriminación y abandono escolar	
		La diversidad cultural y lingüística es un desafío clave	
México, universidades interculturales	11	Matrícula nacional	1
		Barreras para el acceso a estudiantes con discapacidad	
España, docentes	201	Baja accesibilidad curricular	62
		Las diferencias son por género y experiencia docente	
Colombia, universidades	6	Estudiantes con discapacidad registrados formalmente	35
		Dificultad en apoyos	

Note. Source: Prepared by the author with information from González-Ramírez, 2021, Ogunyemi, 2021, Rankin, 2019

Table 5, Some statistics on diversity in universities, presents the following information: In the United States, data from the National Center for Education Statistics (NCES) (2022) show that: 55% of university students are white, 19% Hispanic, 10% African American, and 7% Asian.

Only 6% of university professors are African American and 5% are Hispanic, despite the growth in enrollment. In a study with N = 12,000 students, 23% of LGBTQ+ students reported frequent harassment, compared to 11% of their heterosexual peers. In the United Kingdom, it was found that although 25% of university students identify as part of ethnic minorities, many report

microaggressions and subtle exclusion in the classroom. Progress in gender equity in universities is uneven. According to UNESCO (2022): Women represent 54% of university students globally. Only 28% of researchers are women. According to UNESCO data (2019), more than 826 indigenous languages are spoken in the region, but bilingual or intercultural university offerings remain limited. In Latin America, women hold less than 20% of university rector positions. In addition, research shows that LGBTQ+ students experience higher rates of discrimination and school dropout. Cultural and linguistic diversity is a key challenge. Mexico has 11 intercultural universities, which serve less than 1% of the national enrollment. Access to universities for students with disabilities has increased, but barriers remain. In Spain, a study of 201 teachers found that 62% considered their university to have low or very low levels of curricular accessibility. Furthermore, differences in perception were associated with gender and teaching experience. In Colombia, an assessment of six universities found that only 35% of students with disabilities were formally registered, making it difficult to allocate support.

Materials and methods

This study is classified as descriptive research, as its objective is to characterize and detail the properties, characteristics, and profiles of a specific phenomenon without manipulating variables. This type of research provides an accurate view of the current situation of the object of study. A quantitative approach was adopted, which is based on the collection and analysis of numerical data to establish patterns and test the hypothesis. This research seeks to measure variables and analyze relationships between them objectively. It is based on the application of a standardized instrument (questionnaire) and the numerical analysis of the data collected. The research design is non-experimental and cross-sectional. It is a non-experimental design, the variables are not deliberately manipulated, but are observed as they occur in their natural context. The cross-sectional design involves collecting data at a single point in time, which allows for analysis of the current situation of the phenomenon under study. The technique used is a survey using a structured questionnaire with 17 items on a 5-point Likert scale, applied to 98 participants in three faculties of the Autonomous University of Tlaxcala: the Faculty of Agrobiology (Ixtacuixtla campus), the Faculty of Economic and Administrative Sciences, and the Multidisciplinary Academic Unit (Teacalco campus). A non-probabilistic convenience sample was used, selecting those who were available to respond during the study

period. The questionnaire was developed following technical design criteria with a clear definition of variables and objectives. The selection of items is closed, coded for quantitative analysis, and content validation was performed through expert judgment and a pilot pre-test. The Likert scale allows for the measurement of participants' perceptions. A pilot study was conducted (approximately 10% of the sample, i.e., 10 pilot responses), and Cronbach's alpha was calculated, determining a value of .80, indicating adequate internal consistency. The quantitative data were tabulated and analyzed with statistical software in Excel using descriptive statistics. The scope of this research is correlational, examining the relationship or degree of association between two or more variables without deliberately manipulating them. This research does not establish causal relationships but identifies a significant correlation between the observed phenomena. To this end, Pearson's correlation statistic was used as a technique to examine the relationship between dependent and independent variables, with the aim of explaining or predicting the behavior of the dependent variables. Thus, multiple linear correlation was applied to the variables of sexual health, mental health, gender equality, inclusion, diversity, and the impact of each of these on academic training. The value of this statistic ranges from -1 to +1, indicating the degree of association between the variables. The closer it is to 1, the more perfect the correlation; -1 indicates a perfect negative correlation, and 0 indicates the absence of linear correlation. (LATAM, 2024, Otzen, 2017, Hernández-Sampieri, 2014, Bonilla, 1997)

The lack of comprehensive sex education in universities exposes students to unplanned pregnancies, sexually transmitted infections, and uninformed relationships. This lack also contributes to the reproduction of stigmas and taboos, especially towards LGBTIQ+ people and women with intellectual disabilities, who face greater barriers to accessing adequate information about consent and healthy relationships. The deterioration of mental health among university students has intensified, especially in the wake of the pandemic. However, many educational institutions lack adequate psychological support services. In addition, faculty often feel ill-equipped to address these issues, despite recognizing their importance. Student initiatives, such as the podcast “Magobio” in Spain, have emerged to raise awareness and destigmatize mental disorders, highlighting the need for safe spaces and institutional resources. Although women represent a significant proportion of the student body, their presence decreases significantly in high-level academic positions, such as

professorships and rectorships. This inequality is exacerbated by the lack of effective institutional policies and the persistence of gender stereotypes in curricula. Students belonging to LGBTIQ+ communities and people with disabilities face discrimination and exclusion in university settings. The lack of training for teaching and administrative staff on issues of sexual and functional diversity perpetuates hostile environments and limits equitable access to education. The absence of a gender and diversity perspective in curriculum content reflects institutional resistance to change. This is evident in the lack of compulsory courses addressing these issues and the limited implementation of inclusive policies, which perpetuates the invisibility of key issues such as sexual violence and discrimination. The omission of these issues in university education not only affects the comprehensive development of the student community, but also perpetuates inequalities and vulnerabilities. It is imperative that higher education institutions mainstream sexual health, mental health, gender equity, inclusion, and diversity into their policies, programs, and curricula to foster more just, safe, and equitable educational environments (Bochicchio, 2025, Loverno, 2025, Eleuteri, 2024, Bekman, 2023, Marquez, 2023).

The Autonomous University of Tlaxcala (UATx) was founded in 1976 as a result of a joint effort between the government of the state of Tlaxcala and the National Autonomous University of Mexico (UNAM) to expand higher education coverage in the south-central region of Mexico. Its creation responded to the need to meet the growing demand for professional training, scientific development, and cultural promotion in an entity historically marginalized from the country's major educational centers (UATx, n.d., Morales, 2018).

From its inception, the UATx adopted a humanistic and supportive educational model, with an emphasis on university social responsibility, inclusion, and sustainable regional development. Over more than four decades, it has established itself as the leading institution of higher education in the state, offering nationally and internationally recognized undergraduate and graduate programs and promoting research and social outreach projects aimed at improving the quality of life of the population of Tlaxcala.

Table 6. *The Autonomous University of Tlaxcala*

MISIÓN	Formar talento humano con altos valores, generando ciencia, tecnología y humanidades para el desarrollo local, nacional e internacional.
---------------	--

VISIÓN

Ser impulsora de transformación social, con reconocimiento internacional, basándose en inclusión, innovación y respeto a los derechos humanos.

VALORES

Dignidad, igualdad, libertad, inclusión, democracia, solidaridad, responsabilidad social, autorrealización, justicia social, coexistencia y honestidad.

In a constantly changing world, higher education institutions have a responsibility to prepare their communities to respond to labor demands, build meaningful lives, and contribute to social well-being. In a context marked by global challenges such as climate change, social inequality, and technological transformation, higher education institutions play a crucial role in training leaders who are competent in their specialized areas and committed to building a more just and sustainable world. Higher education institutions are privileged spaces for self-realization, as they offer a diverse and stimulating environment where students can grow in multiple dimensions. Thus, institutions seek to offer pedagogical conditions that allow university students to develop fully at the university, as these spaces propose inclusive support strategies and reasonable adjustments to achieve both personal and professional goals, thereby highlighting the importance of higher education institutions.

Therefore, self-actualization is linked to the ability to manage stress, as methods are identified to strengthen learning processes and emotional connections, which provide stability to university students. In addition to knowledge, higher education institutions should focus on the development of social-emotional skills, such as resilience, empathy, and effective communication. These skills are essential for facing the challenges of the future, where the ability to adapt to change and collaborate with others is more important than ever (Boychuck, 2021, Gevorgyan, 2021).

The mission of the Self-Realization Secretariat of the Autonomous University of Tlaxcala is to contribute in a cross-cutting and coordinated manner to the professional and comprehensive training of highly competitive men and women who have an impact on the social, cultural, economic, ecological, scientific, and human development of the state, the region, and the country.

By 2027, the Secretariat for Self-Realization will be recognized by the university community, its graduates, and the society of Tlaxcala,

the region, and the country as the Secretariat that articulates the substantive functions of teaching, research, Dissemination and Extension of Culture, and contributes to the comprehensive training of university students, emphasizing institutional values and guiding them to serve the most vulnerable and society in general in order to solve their problems.

Therefore, for the Autonomous University of Tlaxcala, the greatest challenge is to offer society, and in particular the most vulnerable people, services that allow them a better quality of life: medical, dental, psychological, therapeutic, and legal, to mention just a few of the 46 educational programs offered at this institution of higher learning.

Table 7. Objective, strategy, action, and goal aligned with the PIMA

OBJETIVO	ESTRATEGIA	ACCION	METAS	ACTIVIDADES
7.Incrementar las actividades deportivas, artísticas y de promoción socio-laboral con el Modelo Humanista Integrador basado en Capacidades para incidir en la Autorrealización de los universitarios.	7.1 Fomentar las jornadas culturales, artísticas y deportivas como parte de la formación integral de los estudiantes.	7.2.1 Realizar actividades culturales gratuitas para la comunidad universitaria y el público general.	Meta 15 Visitar el 100% de las Facultades y Unidades Académicas Multidisciplinarias con presentaciones de los grupos artísticos de la UATx	Bienvenida Universitaria Martes Cultural Circuito de exhibición de cine documental Ambulante Obras de teatro Jornadas de Salud*

Accelerated 2022-2026

*Health Days in the spring 2025 period

Table 7, Objective, strategy, action, and goal aligned with the Institutional Plan for Accelerated Improvement, shows one of the objectives addressed by the Secretariat for Self-Realization.

Results

98 questionnaires were administered to students from three faculties at the Autonomous University of Tlaxcala: the Faculty of Agrobiology (Ixtacuixtla campus), the Faculty of Economic and Administrative Sciences, and the Multidisciplinary Academic Unit (Teacalco campus). The data obtained was coded and processed for analysis in Excel using Pearson's correlation coefficient, and the results are as follows:

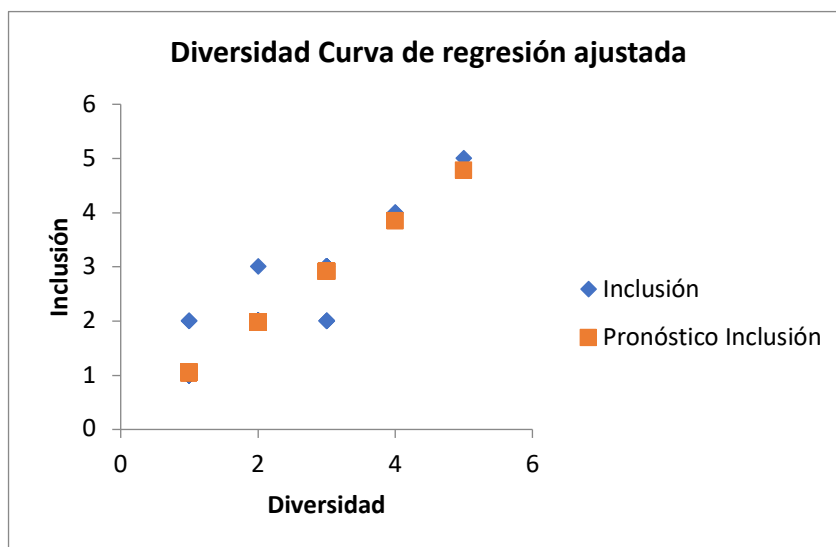
Table 8. *Pearson's correlation*

	SS	SS F	SM	SM F	EG	EG F	I	I F	D	D F
SALUD SEXUAL (SS)	1									
SALUD SEXUAL F(SS F)	0.7128	1								
SALUD MENTAL (SM)	0.7426	0.699	1							
SALUD MENTAL F (SM F)	0.6774	0.828	0.6088	1						
EQUIDAD GENERO (EG)	0.8226	0.775	0.8566	0.693	1					
EQUIDAD GENERO F (EG F)	0.5921	0.687	0.5596	0.724	0.6871	1				
INCLUSIÓN (I)	0.8305	0.758	0.8492	0.671	0.9336	0.673	1			
INCLUSIÓN F (I F)	0.6537	0.722	0.5812	0.851	0.6981	0.895	0.7210	1		
DIVERSIDAD (D)	0.8238	0.697	0.8259	0.610	0.9080	0.618	0.9586	0.662	1	
DIVERSIDAD F (D F)	0.5787	0.703	0.5834	0.683	0.6910	0.861	0.6785	0.803	0.604	1

Note. Source. - Prepared by the author with information from the Excel Data Analysis statistical run. *Very high correlations.

In Table 8 Pearson Correlations, we observe that all values are between ~ 0.55 and ~ 0.96 . Values close to $+1$ represent a perfect positive high correlation. Values >0.7 are usually interpreted as high correlation. For example: Gender Equity (GE) and Inclusion (I) have a degree of association of 0.9336 , and Inclusion and Diversity have a degree of association of 0.9586 , reflecting a very high correlation.

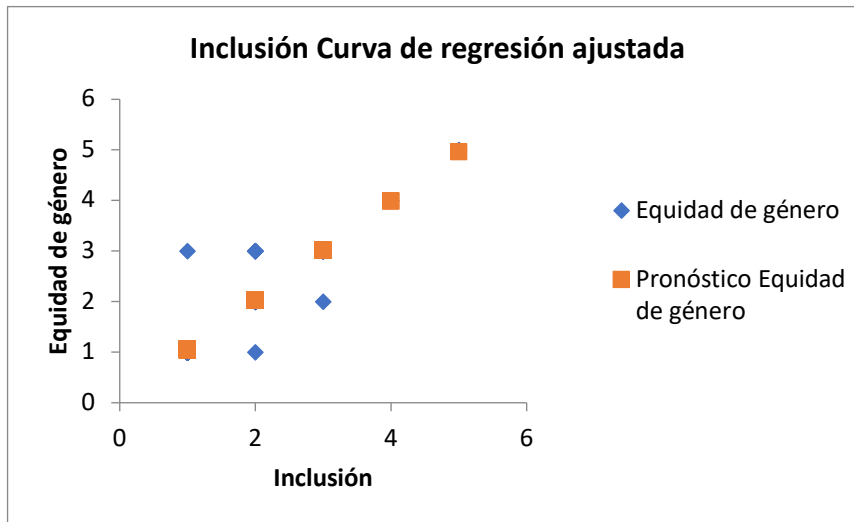
Graph 1. Inclusion and Diversity



Note. Source. - Own elaboration with information from Excel Data Analysis

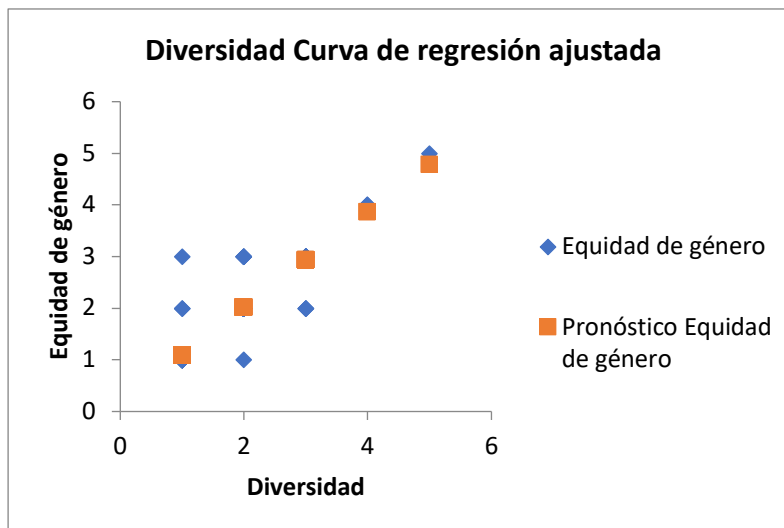
In Graph 1, Inclusion and Diversity, we can verify the points of Inclusion and Diversity and thus verify the degree of association of these variables, in addition to the Inclusion forecast, with a correlation of 0.9586 .

Graph 2. Gender Equity and Inclusion



In Graph 2, Gender Equity and Inclusion, we can verify the points for Gender Equity and Inclusion and verify the degree of association between these variables, in addition to the forecast for Gender Equity, with a correlation of 0.9336.

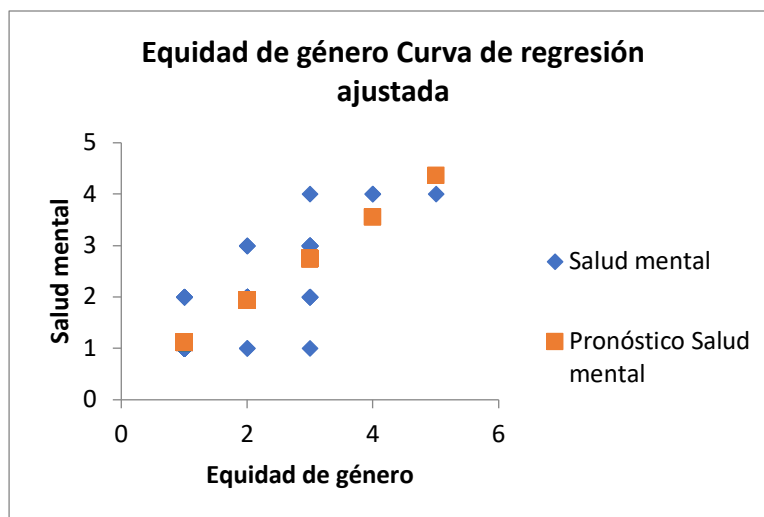
Graph 3. Diversity and Gender Equity



Note. Source. - Own elaboration with information from Excel Data Analysis.

In Graph 3, Diversity and Gender Equity, we can verify the points of Diversity and Gender Equity and thus verify the degree of association of these variables, in addition to the Gender Equity forecast, with a correlation of 0.9080.

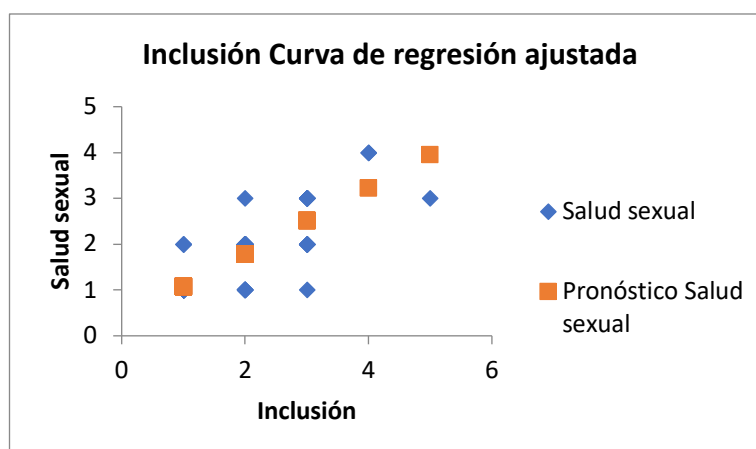
Graph 4. Mental Health and Gender Equality



Note. Source. - Prepared by the author with information from Excel Data Analysis.

In Graph 4, Mental Health and Gender Equality, we can verify the points for Mental Health and Gender Equality and thus verify the degree of association between these variables, in addition to the prognosis for Sexual Health, with a correlation of 0.8566.

Graph 5. Sexual health and inclusion



Note. Source. - Prepared by the author with information from Excel Data Analysis.

In Graph 5, Sexual health and inclusion, we can verify the points for sexual health and inclusion and thus verify the degree of association between these variables, in addition to the prognosis for sexual health, with a correlation of 0.8305.

The above determines the following: Pearson's correlation matrix was calculated between the dimensions of sexual health, mental health, gender equity, inclusion, diversity, and their components associated with academic training. The results showed moderate to high correlations ($r = 0.55$ to 0.96), indicating that academic training has a positive association with these dimensions, as we can see in the corresponding graphs. The highest correlations were observed between Inclusion and Diversity ($r = 0.96$) and between Gender Equality and Inclusion ($r = 0.93$), evidencing a strong interrelationship between these dimensions.

Therefore, the null hypothesis specifying that H_0 : Sexual health, mental health, gender equality, inclusion, and diversity are not highly associated with academic training in university students is rejected, and the research hypothesis H_1 : Sexual health, mental health, gender equality, inclusion, and diversity are highly associated with academic training in university students is accepted.

Discussion

The objective of this research was to correlate sexual health, mental health, gender equality, inclusion, and diversity in the academic training of university students and thus identify the degree of association in the impact on the academic training of university students, complying with and verifying the behavior of the variables in the contrasting hypothesis. The results obtained from Pearson's correlation matrix indicate the existence of moderate to high positive associations between the variables analyzed.

The research question was answered: Is there a degree of association between sexual health, mental health, gender equality, inclusion, and diversity, thus generating an impact on the academic training of university students? The methodology used allowed us to answer the problem statement and the research question.

Regarding the testing of the null hypothesis, which is: Sexual health, mental health, gender equality, inclusion, and diversity are not

associated with the academic education of university students. It can be specified that, in particular, correlation coefficients ranging from approximately 0.55 to 0.96 were found when relating the dimensions linked to academic training with sexual health, mental health, gender equality, inclusion, and diversity. These associations suggest that higher levels or quality of academic training (according to the measurement used) are also associated with higher scores in attitudes or perceptions related to sexual health and mental health, gender equality, inclusion, and diversity among university students. Likewise, particularly high correlations are noted between inclusion and diversity ($r \approx 0.96$) and between gender equality and inclusion ($r \approx 0.93$), evidencing a close interrelationship between these dimensions in the population studied. Taken together, the findings allow us to reject the null hypothesis of no association between academic training and the dimensions evaluated, supporting the research hypothesis that posited the existence of a degree of association between them. These results underscore the importance of considering academic training as a factor related to the development of attitudes and knowledge linked to sexual and mental health, as well as values of equity, inclusion, and diversity in the university setting.

The following is therefore recommended for the variables studied: Sexual health is key for students to make informed and responsible decisions about their bodies and relationships. Promote comprehensive sex education that reduces risks such as unplanned pregnancies, sexually transmitted infections, and gender-based violence. It also strengthens respect for sexual diversity and reproductive rights. Mental health, for its part, is a pillar of academic performance and emotional stability. University life can generate high levels of stress, anxiety, and depression. Providing psychological support and fostering a culture of emotional care improves quality of life, prevents school dropouts, and enhances personal development. Gender equity ensures that all people have the same opportunities and rights, regardless of their gender identity or expression. Addressing structural inequalities in universities helps to eradicate discriminatory practices, harassment, and gender-based violence. Inclusion involves removing barriers that prevent the full participation of students with disabilities, from indigenous communities, migrants, or those in vulnerable situations. Promoting inclusion strengthens the sense of belonging and enriches the educational environment with diverse perspectives. Diversity allows for the recognition and respect of cultural, ethnic, religious, sexual, and ideological differences, broadening the horizons of coexistence

and learning. Thus, diversity promotes tolerance, critical thinking, and innovation. Together, these promote a more just institution of higher education that is committed to the comprehensive development of its student community, thereby creating a more equitable and resilient society.

References

- Aguilar, P. J. (2023). La inclusión educativa en la educación superior: desafíos y perspectivas en Ecuador. *Revista InveCom*, 4(2), 1-13. doi:<https://doi.org/10.5281/zenodo.10558676>
- Alcántara, A. (2008). Exclusión e inclusión en la educación superior: el caso de las universidades interculturales en México. *Revista Inter-Acao*, 33(1), 151-167. doi:<https://doi.org/10.5216/ia.v33i1.4255>
- Barrera, M. &. (2023). Dimensiones de la equidad de género y la inclusión en la educación superior latinoamericana. *Revista Virtual Universidad Católica del Norte*(75), 177-198. doi:<https://doi.org/10.35575/rvucn.n75a9>
- Barrera, M. D. (2025). Dimensiones de la equidad de género en la educación superior y estrategias para su promoción. Una revisión narrativa de la literatura. *Revista Virtual 25 Universidad Católica del Norte*(75). doi:<https://doi.org/10.35575/rvucn.n75a9>
- Bekman, T. N.-K. (2023). Gaps in sexual health content of healthcare professional curriculum: a systematic review of educational interventions. *BMC Medical Education*. doi:<https://doi.org/10.1186/s12909-023-04901-1>
- Bohicchio, L. H. (2025). Toward an understanding of sexual minority women's social stressors and health in post-communist countries in Europe: a scoping review. *BMC Public Health*(25). doi:<https://doi.org/10.1186/s12889-025-22681-9>
- Bonilla, E. &. (1997). *Más allá del dilema de los métodos: la investigación en ciencias sociales*. Bogotá: Norma.

- Boychuck, Y. D.-K. (2021). Conditions of self-actualization of higher education students with special educational needs. *Spiritual and Intellectual Upbringing and Teaching of Youth in the XXI Century*(3), 16-19. doi:<https://doi.org/10.34142/2708-4809.SIUTY.2021.01>
- Carrillo-Sierra, S. P.-O.-P.-P.-P. (2025). Perceptions of Barriers to Inclusion in Students with Disabilities in Higher Education Institutions. *MDPI*, 15(2). doi:<https://doi.org/10.3390/soc15020037>
- Cerilli, C. Z. (2025). Gaps in disability inclusion across universities in the United States. *PMID*, 20(1). doi:[10.1371/journal.pone.0317920](https://doi.org/10.1371/journal.pone.0317920)
- Chen, W. Z. (2023). Correlates of condom use among male university students from eastern China who engage in casual sex. *PLOS ONE*, 18(5). doi:[10.1371/journal.pone.0283970](https://doi.org/10.1371/journal.pone.0283970)
- Cornejo, R. &. (2019). Diversidad e inclusión en la educación superior: tensiones, desafíos y posibilidades. *Revista Brasileira de Educacao*(24). doi:<https://doi.org/10.1590/S1413-2478201924008>
- Cuadra, M. M. (2022). Nivel de conocimientos y prácticas sobre salud sexual y reproductiva en estudiantes universitarios de Trujillo. *Revista de Investigación Estadística*, 4(1), 57-65.
- De Benedictis, L. L. (2021). Inclusive universities: evidence from the Erasmus program. *Appl Netw Sci*, 6(83). doi:<https://doi.org/10.1007/s41109-021-00419-x>
- De Oliveira, A. L. (2018). Intercultural higher education and critical cosmopolitanism: Fostering critical thinking through diversity. *Teaching in Higher Education*, 23(6), 747-763. doi:<https://doi.org/10.1080/13562517.2018.1449749>
- Du, X. Z. (2021). Factors associated with risk sexual behaviours of HIV/STDs infection among university students in Henan, China: a cross-sectional study. *Reproductive Health*. doi:[10.1186/s12978-021-01219-3](https://doi.org/10.1186/s12978-021-01219-3)
- Eleuteri, S. G. (2024). Inclusion Goals: what sex education for LGBTQIA+ adolescents? *Children*, 11(8). doi:<https://doi.org/10.3390/children11080966>

- Ferreira, J. M. (2019). Inclusive education at university level: A systematic review. *International Journal of Disability, Development and Education*, 66(3), 237-254. doi:<https://doi.org/10.1080/1034912X.2018.1430681>
- Gevorgyan, S. B. (2021). Self-Actualization and Stress Resistance: Methodological and Practical Aspects of Studying the Personality of Students in the Process of Distance Learning. *WISDOM*, 21(1). doi:<https://doi.org/10.24231/wisdom.v21i1.621>
- González-Ramírez, L. e. (2021). Apoyos para la inclusión educativa universitaria en estudiantes con capacidad. *Revista Latinoamericana de Educación Inclusiva*, 15(1), 33-53. doi:<https://doi.org/10.4067/S0718-73782021000100033>
- Hernández-Sampieri, R. F.-C.-L. (2014). *Metodología de la investigación*. México: McGraw-Hill.
- Imhoff, D. S.-C. (2024). Desigualdades de género y trabajo universitario: indagación de la segregación vertical en una universidad argentina. *Diálogos sobre Educación*, 29(15). doi:<https://doi.org/10.32870/dse.v0i29.1408>
- Jaegler, A. (2022). How to Measure Inclusion in Higher Education: An Inclusive Rating. *MDPI*, 14(14). doi:<https://doi.org/10.3390/su14148278>
- Jones, C. B. (2025). Students' Perceptions of Racial Diversity and Inclusion in UK Universities. *MDPI*, 14(2). doi:<https://doi.org/10.3390/socsci14020084>
- Kwame, A. L. (2023). Sexual and reproductive health experiences of international students studying in universities of Western countries: A critical literature review. *Journal of International Students*, 14(3). doi:<https://doi.org/10.32674/jis.v14i3.6011>
- Laspidou, C. K. (2021). Mental health impacts of COVID-19 on students and the academic community: A systematic review. *International Journal of Environmental Research and Public Health*, 18(19). doi:<https://doi.org/10.3390/ijerph181910471>
- LATAM. (2024). Tipos y clasificación de las investigaciones. *LATAM Revista Latinoamericana de Ciencias Sociales y*

Humanidades, 5(2), 956-966.
doi:<https://doi.org/10.56712/latam.v5i2.1927>

- Li, Y. Z. (2022). Prevalence and risk factors of depression, anxiety, and stress among university students in China: A meta-analysis. *Frontiers in Public Health*, 10. doi:<https://doi.org/10.3389/fpubh.2022.850186>
- Lin, X. Z. (2025). Changes in depression prevalence among Chinese university students before and during the COVID-19 pandemic: A meta-analysis.
- López, M. C. (2025). Aprendizaje cooperativo para la inclusión de estudiantes con necesidades educativas especiales en las universidades: revisión sistemática. *Revista InveCom*, 6(1), 1-9. doi:<https://doi.org/10.5281/zenodo.15320662>
- Loverno, S. S. (2025). Linking inclusive school practices and mental health in sexual and gender minority youth in Europe. *European Child & Adolescent Psychiatry*. doi:<https://doi.org/10.1007/s00787-025-02733-6>
- Marquez, J. H. (2023). Gender and sexual identity-based inequalities in adolescent wellbeing: findings from the #BeeWell Study. *BMC Public Health*, 23. doi:<https://doi.org/10.1186/s12889-023-16992-y>
- Morales, A. &. (2018). La educación superior en Tlaxcala: desarrollo histórico y perspectivas. *Revista Iberoamericana de Educación Superior*, 9(24), 115-132. doi:<https://doi.org/10.22201/iisue.20072872e.2018.24.626>
- Ogunyemi, D. &. (2021). Racial diversity and inclusion in higher education: A critical review. *Journal of Diversity in Higher Education*, 14(2), 77-88. doi:<https://doi.org/10.1037/dhe0000180>
- Oonyu, J. (2019). Is sexual reproductive health education for university students necessary? The case of undergraduate female students at Makerere University, Uganda. *Ethiopian Journal of Reproductive Health*, 11(2), 1-9. doi:<https://doi.org/10.69614/ejrh.v11i2.266>

- Ordorika, I. (2015). Equidad de género en la Educación Superior. *Revista de la Educación Superior*, 7-18. doi:10.1016/j.resu.2015.06.001
- Otzen, T. &. (2017). Estudio de confianza Alfa de Cronbach. *Revista ESPACIOS*, 39(43).
- Ramírez-Correa, P. A.-G.-C. (2020). Factores asociados al comportamiento sexual responsable en estudiantes universitarios latinoamericanos. *Revista de Salud Pública*, 22(1), 44-53. doi:10.15446/rsap.V22n1.81245
- Rankin, S. W. (2019). 2019 LGBTQ+ National College Climate Survey. *Journal of LGBT Youth*, 16(1-2), 90-103. doi:<https://doi.org/10.1080/19361653.2018.1543034>
- Rodríguez, C. A. (2013). Estrategia educativa sobre promoción en salud sexual y reproductiva para adolescentes y jóvenes universitarios. *Revista Cubana de Salud Pública*, 39(1).
- Sánchez-García, J. &.-G. (2022). La inclusión en la educación superior: políticas instituciones y retos en América Latina. *Revista Iberoamericana de Educación Superior*, 13(36), 3-22. doi:<https://doi.org/10.22201/iisue.2007287e.2022.36.913>
- Santos, M. J. (2022). Sexual and reproductive health risk behaviours... higher education students' perceptions. *Rev Bras Enferm*, 75(6). doi:10.1590/0034-7167-2021-0712
- Sherhatlioglu, S. G. (2025). Analysis of sexual health knowledge and influencing factors among health sciences students: A case study of a private university. *European Journal of Health Sciences*, 34(1), 78-85. doi:<https://doi.org/10.34108/eujhs.1560885>
- Torres, P. D. (2021). Ansiedad, estrés, depresión e insomnio... estudiantes de Zacatecas. *Enfermería, Innovación y Ciencia*, 3(1). doi:10.60568/eic.v2i2.1322
- UATx. (s.f.). *Universidad Autónoma de Tlaxcala*. Obtenido de Historia: <https://uatx.mx/universidad/historia>
- Valle-Flórez, R. D.-M. (2021). Faculty of Education Professors' Perception about the Inclusion of University

Students with Disabilities. *MDPI*, 18(21).
doi:<https://doi.org/10.3390/ijerph182111667>

Wathelet, M. D. (2020). Factors associated with mental health disorders among university students in France confined during the COVID-19 pandemic. *JAMA Network Open*, 3(10).
doi:<https://doi.org/10.1001/jamanetworkopen.2020.25591>

Yared, A. S. (2017). Sexual and reproductive health experience, knowledge and problems among university students in Ambo, central Ethiopia. *Reproductive Health*.
doi:10.1186/s12978-017-0302-9

Zhang, L. F. (2022). Prevalence of and factors associated with unintended pregnancies among sexually active undergraduates in mainland China. *Reproductive Health*.
doi:10.1186/s12978-022-01461-3

Zhang, Z. H. (2025). Estimation of Gender Wage Gap in the University of North Carolina System. *Arxiv*, 1-32.
doi:<https://doi.org/10.48550/arXiv.2505.24078>