Chapter 3: The Impact of Self-Fulfillment in Higher Education Institutions

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Summary

Higher education institutions are fundamental for the formation of university students, since they promote the welfare not only of students but also of researchers, teachers and administrative personnel, who are the ones who make up higher education institutions. The objective of this research is: To describe the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala, the methodology used is descriptive, with a mixed, non-experimental and transversal approach, since the characteristics identify the dimensions of the unit of analysis, using the qualitative and quantitative approach, at a given time without manipulating the variables, the contrast instrument of the null hypothesis was a survey of 4 items, with five Likert scale point, with a conventional non-probabilistic sampling, 207 surveys were applied to students of the Autonomous University of Tlaxcala, in the period of autumn 2024, in the Faculties of: 1) Law, 2) Agrobiology, 3)Sociology, Social Work, Psychology and Psychotherapy, 4) Educational Sciences, 5) Economic Administrative Sciences, and 6) Multidisciplinary Academic Unit Campus Calpulalpan, the null hypothesis is rejected which is: self-fulfillment, the fourth substantive, transversal, and articulating axis of the Autonomous University of Tlaxcala, does not contribute to the students' academic trajectory, so the research hypothesis is

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accepted, the results are, the university students of the Autonomous University of Tlaxcala identifies 3 moments in the process of self-realization: self-recognition, self-determination and Self-Realization. The characteristics and profiles of self-realization, which are described below, are that university students display the ability to face the challenges of the future and the adaptation to change, as well as the collaboration of teamwork. As to profiles of self-fulfillment in university students, they show socioemotional skills, such as resilience, empathy and effective communication.

Introduction

Rapid technological progress and globalization have created a work environment characterized by uncertainty and constant change. In the context, self-fulfillment becomes a strategic advantage as it allows individuals to adapt to new circumstances, learn continuously and find meaning in their activities. Thus, self-fulfillment promotes technological advancement and supports globalization within higher education institutions (Arcos, 2022; Hernández-Rivera, 2022; Rentería, 2012).

Higher Education Institutions are privileged spaces for self-fulfillment, as they offer a diverse and stimulating space where students can grow in multiple dimensions. In addition to knowledge, Higher Education Institutions should focus on the development of socioemotional skills, such as resilience, empathy and effective communication. These capabilities are essential to face the challenges of the future, where the ability to adapt to change and collaborate with others is more important than ever. Knowledge management in universities, including models and practices implemented in the current context (García, 2021; López, 2020; Reyes, 2018).

The university stage represents one of the most significant moments in a person's life. It is a period of academic formation and an opportunity for students to develop their full potential. In this sense, the Autonomous University of Tlaxcala provides resources that help students manage emotions and cultivate well-being. Services such as psychological counseling, work-

shops, and mentoring programs are essential to create an environment where students grow not only intellectually but also emotionally. This is how the perception of students and professors on self-fulfillment becomes the substantive, transversal and articulating axis with manifestations such as: university tutoring, the impact on academic performance and its role in improving educational quality (López-Aguado, 2020; González, 2019; García-Valcárcel, 2017).

The student community faces important decisions about their future, which forces them to reflect on their interests, skills, and goals. The diversity of academic and extracurricular experiences offered by higher education institutions makes them a favorable space for students to explore and develop their talents and aspirations. The learning units are a fundamental pillar in the university experience. In a rigorous sense, students acquire the necessary skills to perform in their future professions. True college education is the transmission of knowledge and the fostering of critical thinking, problem solving and the ability to learn autonomously. The learning units are an opportunity for research, interdisciplinary project work and access to practical experiences, such as internships and professional practices. Thus, students acquire specialized knowledge and develop skills applied to real contexts (Guerrero, 2022; Alarcón, 2019).

Theoretical Framework

The Autonomous University of Tlaxcala is an academic training center. It is a space where people can develop their knowledge, personal, social and emotional skills. So, our institution is a space for integral growth where students explore their potential in multiple dimensions, preparing for a competitive labor market for a full and meaningful life (Tlaxcala, 2017).

The growth of this university requires the development of emotional and social skills. Interaction in the university community creates a diverse and enriching environment, which challenges the students themselves to understand perspectives, manage conflicts and build meaningful relationships. In addition to the responsibility to promote the welfare of their community, the UATx makes professionals and responsible citizens so that their

integral growth includes the incorporation of ethical values. The Autonomous University of Tlaxcala analyzes the career paths of its students, focusing on their functions, productivity and mobility in the academic market, which reflects aspects of the institutional and academic growth of the Autonomous University of Tlaxcala (Patiño, 2024; Jiménez-Vásquez, 2014).

UATx fosters self-fulfillment in this context; therefore, individuals invest with the sole aim of achieving success that contributes to the progress of society. In this sense, the true value of university education lies in the ability to transform lives and open paths to full human potential. Thus, aspects related to human potential in the university environment are identified, including talent management, validation of capabilities, learning styles and leadership development in students (Martínez, 2020; Sánchez, 2021; González, 2019; López, 2018).

Self-fulfillment is conceptualized as the full development of a person's abilities and talent, since it is one of the highest objectives in the educational process of the institutions of higher education. Also, self-fulfillment is the ability to reach the maximum development of one's abilities, talents and individual aspirations, as it becomes a crucial objective in the process of higher education. Therefore, self-fulfillment is a process of reaching the maximum development of human potential that emerges as a key strategy to face the challenges of the future. By promoting self-knowledge, emotional well-being and the development of integral skills, UATx transforms students into agents of change capable of leading and adapting to the demands of a globalized and dynamic environment. Moreover, self-fulfillment develops a proactive and solution-oriented mindset by helping them connect their interests and skills to real problems. Thus, interdisciplinary projects and social entrepreneurship initiatives offer opportunities for students to apply their knowledge for the Benefit of their communities, contributing to personal growth (Díaz, 2017; Bornstein, 2010).

In the university framework, conceptualization acquires a particular relevance, since the Autonomous University of Tlaxcala seeks to form trained professionals and human beings aware of themselves, their values and their purpose in society. Therefore, our institution has a fundamental role in providing tools and the necessary environment for students to discover themselves, to overcome their limitations and find a purpose that allows

them to transcend. The UATx environment is designed to be more than a place where specialized knowledge is acquired, since this Maximum House of Studies is a space for social interaction, critical learning and personal exploration, so Self-fulfillment does not occur in insolation, as it is fed by experiences and challenges that students face in this diverse and stimulating environment (López, 2023; Rivera, 2019).

In this way, UATx becomes a springboard that drives professional success, as well as personal growth and the ability to positively influence others. Self-fulfillment at UATx is an integral process that encompasses academic, emotional, ethical and social development. Our institution prioritizes an approach that prepares competent professionals, committed citizens and full human beings. Therefore, learning strategies and their relationships with academic performance in university students are identified, offering perspectives on how to optimize success in the educational environment (Cabello-González, 2025; Cervantes-López, 2020; Gargallo-López, 2007).

Thus, self-fulfillment is a transformative process that enables students to reach their full potential and build meaningful lives. Through an integral approach that combines academic development, self-knowledge and emotional well-being, UATx can become a true engine of human growth. In this instance, self-fulfillment benefits the individual and strengthens society by forming people who are fulfilled, committed and prepared to face the challenges of the present and build a better future. This is how self-fulfillment addresses various perspectives on how educational processes can act as transforming agents in the formation of university students (García-Vera, 2021; Cabrera, 2020; Alvarado, 2017).

So, self-fulfillment is an educational ideal and an indispensable strategy for the future. By promoting the integral development of its university community, it trains competent professionals, conscious citizens committed to social progress. In a world that demands innovation, resilience and collaboration, self-fulfillment is positioned as a key tool to build a more human, sustainable and full of possibilities future. By prioritizing this approach, UATx becomes a true driver of personal and social transformation. Self-fulfillment addresses aspects related to ideals, values and learning processes in university students, offering perspectives on their ethical and professional formation (Islas-Torres, 2017; Barba, 2003; Barba *et al.*, 2003).

In this institution, through discussions, community projects and learning units that address ethical issues, students can reflect on their role in society. The process of self-fulfillment aligns personal goals with a broader purpose, which is key to this process. Higher Education Institutions offer tools to improve the learning strategies of students and teachers, highlighting the importance of self-assessment and realistic goal setting (Calleja, 2024).

The relationship between emotional intelligence and academic performance in university students highlights, as main dimensions, the development of emotional skills as a positive influence on academic performance and overall well-being. The purpose of self-fulfillment is essential for individual and collective well-being, as the Autonomous University of Tlaxcala cultivates an environment that fosters personal, intellectual and emotional growth of the student community. Emotional intelligence influences academic performance in university students in various disciplines and educational modalities (Alchundia-Mendoza, 2024; Gutierrez, 2024; Martinez-Rodríguez, 2023).

A central element of self-fulfillment is self-knowledge. During college life, students face multiple decisions: choosing a career, defining professional goals, and facing the uncertainty of the future. Decisions require Deep reflection on who, what they value and what they want to achieve. The decision-making process in a sample of students at the University of Huelva used the Iowa Gambling Task as a measurement instrument to evaluate the emotional and motivational processes involved. One more dimension to consider is the vocation that influences the choice of university career among students from Portoviejo, Ecuador, highlighting the importance of vocational orientation in academic decision making. The different decision-making styles among university students identify patterns such as evaluative, impulsive, analytical, superficial, autonomous and dependent, and how these influence the success of their interventions (Pin Navarro, 2023; Martínez-García, 2019; Morales, 2011).

Thus, UATx, through its integral humanistic model by capabilities, allows academic activities to foster critical thinking and problem-solving, while extra-curricular activities such as sports, art and volunteering allow exploring hidden skills and talents. The holistic approach helps the student community recognize their strengths and weaknesses, build self-confidence

and broaden their vision in the world. The importance of identifying and managing human talent at UATx, includes university students as a primary element; thus, this dimension contributes to the development of essential skills and abilities (González, 2016).

The mentoring programs, personal development workshops and career guidance activities offered by UATx are fundamental to self-fulfillment. By knowing themselves, students can align their efforts with their true passions and purpose, allowing them to move more confidently and satisfyingly toward their full potential. Self-recognition in undergraduates' career exploration and choice provides a solid foundation for vocational guidance for college students, as it helps them understand their interests, strengths, and values, leading to more informed and meaningful career decisions. The student community has reached such a high degree of self-fulfillment that they are better prepared to face the challenges of the future with the ability to lead change. This leadership is based on capabilities and an integral vision that combines knowledge with ethical values, creativity and empathy. Experts specify that aspects related to the challenges faced by university students, including student dropout, economic factors, academic pressure and organizational behaviors in higher education (Chérrez-Guerrero, 2023; De la Lama, 2019; Pereira, 2018; Berger, 2000).

Furthermore, this institution promotes a culture of care and support, and workshops on stress management as valuable tools for students to balance their responsibilities and take care of their mental health. An emotionally stable university student is likely to take full advantage of the opportunities that UATx offers to grow and self-actualize. Self-fulfillment benefits the individual and has a positive impact on society. Students who have achieved a high level of personal development are more likely to become leaders, innovators and agents of change. Moreover, by understanding and harnessing their unique talents, they can contribute significantly to the collective well-being and progress in their communities. Experts specify that university students' participation in extracurricular activities influences their integral formation and personal development, also considering dimensions such as participation, time available and institutional offerings. Since the relationship between participation in extracurricular activities and the lifestyle of nursing students, they focus on healthy habits, emotional well-

being and academic performance, showing that greater participation must be related to a better lifestyle. The role of extracurricular activities in university education highlights their importance in the development of soft skills, such as leadership, communication and teamwork. It also analyzes how Higher Education Institutions can improve the offer of complementary activities and thus performs a systematic review on the impact of extracurricular activities on the self-fulfillment of medical students. In addition to the fact that these activities contribute to the psychological well-being, motivation and academic performance of future physicians (Gordillo, 2023; Arias, 2022; Font, 2016; Pozón, 2015).

At the end of the university stage, the objective of UATx is not only to obtain a degree, but to go out into the world as a complete person, capable of adapting, innovating and contributing to the collective well-being. Self-fulfillment allows the student community to identify their strengths and use them to overcome challenges, build meaningful relationships and pursue goals that satisfy them (Álvarez-Torres, 2024; Rojas, 2023; Lomelí, 2022; Pedroza, 2021).

The academic programs at the Autonomous University of Tlaxcala allow students to delve deeper into areas of knowledge that interest them, while cultural, sports and social activities provide the opportunity to develop interpersonal and creative skills. This experience enriches students' education and helps them build a clearer and stronger identity. Research by experts shows the relationship between creative thinking and interpersonal relationships in students of the Faculty of Education and Communication Sciences, highlighting the importance of these skills in their academic and personal education (Gamarra-Moscoso, 2020).

The UAtx encourages a full development of skills and talents of a person, since it is one of the highest objectives in the educational process of Higher Education Institutions, so the development of soft skills in the academic performance of university students relate the capabilities in which Self-fulfillment is included as the ability to achieve the maximum development of skills, talents and individual aspirations, as it becomes a crucial objective in the process of Self-Realization, and thus achieve the maximum development of human potential that emerges as a key strategy to meet the challenges of the future and is that the perceptions of university students is intertwined

with critical thinking skills by promoting self-knowledge, emotional well-being and the development of comprehensive skills, the Autonomous University of Tlaxcala transforms students into agents of change capable of leading and adapting to the demands of a globalized and Dynamic environment (Flores de Valgas, 2025; Avila, 2024; Velázquez, 2024).

For this reason, the UATx in this Institutional Plan for Accelerated Improvement (PIMA) specifies objectives, strategies, actions and goals related to self-fulfillment.

Table 1. *PIMA Objectives, Strategies, Actions and Goals*

Objectives	Strategies	Actions	Goals	
7. To increase sports, artistic and promotion activities with the Integral Humanist Model based on Capabilities to influence the Self-fulfillment of university students.	7.1 Promote cultural, artistic and sports events as part of the integral formation of students.	7.2.1 Conduct free cultural activities for the university community and the general public.	**M15*** Visit 100% of the Faculties and Academic Units Multidisciplinary with presentations by UATx artistic groups.	1. University Welcome 2. Cultural Tuesday 3. Film Fridays. Documentary film exhibition circuit Ambulant Presents in coordination with FUATx 4. Plays 5. Health Days

*Meta 15.
Source: PIMA of the UATx .

In Table 1, Objectives, Strategies, Actions and Goals of PIMA, we observe that for UATx, ensuring that the student community experiences self-fulfillment is a key objective; Higher Education Institutions are fundamental initiatives for the welfare of students, teachers and administrative staff. Thus, this research reflects the participation of the student community in the health days, which are events organized to promote physical and mental well-being through activities such as medical check-ups, health education workshops, and wellness campaigns.

Methodology

The methodology used in this research is: descriptive, since this type of research specifically observes, analyzes and describes the characteristics,

dimensions and profiles of the object of research with a mixed approach, which combines quantitative and qualitative methods, non-experimental, transversal, since it allows describing the relationships between variables are a given time without intentionally manipulating the variables, since it refers to the observations of the relationships of the variables and the degrees of association between them. The characteristics of the Methodology used allow temporality, which is an observational, descriptive and efficient research. The method used was deductive, since it determines the dimensions of a previously observed reality and thus appreciates the particular or individual characteristics to reach general conclusions. The instrument used for the collection of information is a survey with a design of multiple-choice questions, a rating scale and simple text in printed form. The characteristics of this survey are versatility, optimization of time to obtain information, costs and convenience of applying the survey (González, M. L., 2022; González, M. A., 2019; Creswell, 2018; Hernández Sampieri, 2014; Ato, 2013).

Problem statement

In a world in constant transformation, higher education institutions have the responsibility to prepare their community to respond to labor demands and build meaningful lives and contribute to social welfare. Adding to this context of global challenges such as climate change, social inequality and technological transformation, higher education institutions have a crucial role in forming leaders who are competent in their areas of specialization and committed to building a more just and sustainable world. Therefore, social responsibility in higher education institutions includes management models, curricular alignment and their role as a common Good (González, 2020; González, 2019; Flores,1981).

Academic pressure, external expectations and the challenges of life at UATx generate stress and anxiety, which affect students' ability to fully develop. Thus, the main causes of academic stress in university students are workload and academic demands, highlighting that students in health-related careers experience higher levels of stress, as the most common consequences include anxiety, depression and concentration difficulties. One

more dimension identified is that the discipline has specific characteristics since nursing and medicine students presented higher levels of academic stress in comparison with other study programs, and women manifested higher stress levels than men (Abarca, 2023; Muñoz, 2013).

The search for self-fulfillment at the Autonomous University of Tlaxcala can be a challenge if the necessary importance is not given to the emotional well-being of the student community. Academic pressure, family expectations and the challenges of independent living generate stress and anxiety, hindering personal growth. Stress is a physiological and psychological response to situations that we perceive as challenging or threatening. In the university context, several factors can contribute to stress in students, including academic load, personal expectations, and social pressures. Recent studies have highlighted the growing concern for mental health in the university setting. For example, a 2023–2024 survey of 60 000 undergraduate and graduate students in Spain revealed that nearly half of the participants showed symptoms of depression and anxiety, with one in four reporting insomnia and one in five having suicidal thoughts (Ministry of Universities & Ministry of Health, Spain, 2023). These data underscore the need for appropriate interventions and resources to address stress and promote emotional well-being among college students. Self-fulfillment is professional or academic success and includes the development of a sense of ethics and responsibility towards others. The Autonomous University of Tlaxcala is an Institution of integral formation with the duty to promote values such as empathy, justice and sustainability. The importance of values in university students allows reflecting bioethics in education and the need to instill moral values from an early age to make informed and responsible decisions (Gracia, 2024; Oliver, 2024).

In a changing and competitive world, the ability to know oneself and act with purpose becomes a crucial advantage. University students go through a period of change as they seek new opportunities, while also facing challenges such as building resilience, adapting to new realities, and finding meaning in their activities. This shows some problematic issues that are identified in the university environment (Pereira, 2019; Banda-Ortíz *et al.*, 2018; Jiménez-Silva, 2017).

Research question

What are the challenges of self-fulfillment as the fourth substantive, transversal and articulating axis at the Autonomous University of Tlaxcala?

General Objective

Describe self-fulfillment as the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala.

Hypothesis

Hi: Self-fulfillment, the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala, contributes to the student's academic trajectory.

H0: Self-fulfillment, the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala, does not contribute to the student's academic trajectory.

H1: The student academic trajectory of university students depends only on the three substantive axes, which are: teaching, research and dissemination of culture.

Analysis Unit

Since 2006, the Autonomous University of Tlaxcala, with its Humanistic Educational Model Integrated by Capabilities (MHIC), has promoted an educational reform that, in addition to enriching and understanding its institutional mission and vision, proposes to participate in the solution of problems of the local, regional, national and international context through skills and abilities, attitudes and values to enhance human and sustainable development.

This MHIC defines capabilities as an orientation to the set of potentialities to be addressed throughout education in a professional form. This approach values each human being as an end in itself, and not as a means to other ends, this model promotes the integral formation of the subject, recognizing their dignity, agency and cultural diversity, as well as to boost productivity at the level that Mexican society demands, always with a social vision focused on social welfare rather than on the individual, so that education from the capabilities requires an ethical commitment to human flourishing and equity (López, 2020; Ortíz, 2018; Nussbaum, 2011).

This model is based on self-fulfillment as a substantive, transversal and articulating axis of the substantive activities of higher education; therefore, the Autonomous University of Tlaxcala assumes the formation in its social, economic, political, cultural and sustainable dimensions of contemporary life.

Mission of the Self-fulfillment Secretariat

The mission of the Secretariat of Self-fulfillment is to contribute transversally and in an articulated manner, in the professional and integral formation of highly competitive men and women who impact the social, cultural, economic, ecological, scientific and human development of the state, the region and the country.

Vision of the Self-fulfillment Secretariat

By the year 2027, the Secretariat will be recognized by the university community, its graduates, the society of Tlaxcala, and the broader region of the country as the entity that effectively integrates the university's core functions—teaching, research, and cultural dissemination—and contributes to the comprehensive development of students. It will emphasize institutional values and guide students toward serving the most vulnerable populations and society at large in addressing its challenges.

Self-fulfillment in the University environment

In a world of constant transformation, higher education institutions have the responsibility to prepare their community to respond to labor demands and to build meaningful lives and contribute to social welfare.

In this context, faced with global challenges such as climate change, social inequality and technological transformation, higher education institutions have a crucial role to play in training leaders who are competent in their areas of specialization and committed to building a more just and sustainable world.

The unit of analysis is the subject of study and is made up of students at the Autonomous University of Tlaxcala, in the fall 2024 period, in the following Faculties and Multidisciplinary Academic Units (UAM), having a total of surveys, 207.

1. At the School of Law, Tlaxcala Campus.
2. Agrobiology, Xalpatlahuaya Campus.
3. Sociology, Social Work, Psychology and Psychotherapy Tlaxcala Campus.
4. Education Sciences, Tlaxcala Campus.
5. Economic and Administrative Sciences, Amaxac Campus.
6. Multidisciplinary Academic Unit Campus Calpulalpan.

The sample is non-probabilistic and based on convenience, meaning that the survey was answered by individuals who were easily accessible and available. The process is random, allows precision and accuracy, as well as a level of confidence. The sample in this research is 207 students from the Faculties and UAM already mentioned (Etikan, 2016).

Survey

The survey is a specialized design that emphasizes the target audience to maximize the response rate and data quality. The survey is a structured instrument, which is commonly a questionnaire with closed, open or mixed

questions, that can be applied to obtain numerical data through frequencies, percentages, averages or descriptions of opinions and perceptions. It is generally applied to a representative sample of a population to make inferences, which can be probabilistic or non-probabilistic. Surveys can be applied in person, by telephone, by mail or online (Revilla, 2017; Dilman, 2014; Toutangeau, 2013).

The survey used is as follows:

<div align="center">

SECRETARY OF SELF-REALIZATION
HEALTH COORDINATION
HEALTH DAYS

</div>

CONFERENCE:_____

DATE: _____

FACULTY: _____

SCHEDULE: _____

Your opinion and suggestions are important to us, since they allow us to know your degree of satisfaction, needs and expectations regarding the service we provide you, so we ask you to be so kind as to carefully and objectively answer the following questions according to the following scale:

No	Item	Excellent 10	Very good 9	Well 8	Bad or less 7
1	To what extent do you consider that the contents of the topic are applicable in your life?				
2	Do you think you can apply the services offered to yourself, your Friends or your family?				
3	Were the audiovisual media and the timing of the conference adequate?				
4	Was the attention and availability of the staff involved in the organization of the event satisfactory?				

Analysis and interpretation of results

The analysis and interpretation of results is a key stage in the research process in which the data obtained are examined and explained to answer re-

search questions and the research hypothesis. This is how the information is organized, the data collected is processed and evaluated to discover trends, relationships or degrees of association between variables, so that the results give meaning to the research. In this way, 207 surveys were applied, and then the data were processed in Excel to determine the percentage of acceptance in each of the items. In terms of descriptive statistics, the mean and standard deviation were applied to test the hypothesis (Salkind, 2010).

Table 2. *Results by item*

Item	10	9	8	7-0	Total
1	87	92*	28	0	207
2	89	91*	26	1	207
3	67	86*	51	3	207
4	95*	74	38	0	207

Source: Own elaboration.

Highest score result

In Table 2, Results by item, we can verify the results obtained by item. Item 1: To what extent do you consider that the contents of the subject are applicable in your life? 92 of the respondents answered very well, 87 of the respondents answered excellent and 28 of the respondents answered well. Item 2: Do you think that the services offered can be applied to your person, with your friends and your family? 91 of the respondents answered very well, 89 of the respondents answered excellent and 26 of the respondents answered good, and 1 of the respondents answered bad. Item 3: The audiovisual media and the time of the conference were… 86 of the respondents answered very well, 67 of the respondents answered excellently and 51 of the respondents answered well, and 3 of the respondents answered poorly. Item 4: The attention and availability of the personnel involved in the organization of the event were excellent. 95 of the respondents answered excellent, 74 of the respondents answered very well, and 38 of the respondents answered well.

Table 3. *Percentage of Acceptance*

Item	% Excellent	% Very good	% Well	% Bad	Total
1	42	**44***	14	0	100
2	43	**44***	13	0	100
3	32	**42***	25	1	100
4	**46***	36	18	0	100

Source: Own elaboration.

Percentage of highest acceptance

In Table 3, the Percentage of acceptance, we can verify the percentages of acceptance per item. Item 1: To what extent do you consider that the contents of the subject are applicable in your life? 44% of the respondents answered very well, 42% of the respondents answered excellent, and 14% of the respondents answered well. Item 2: Do you think that the services offered can be applied to you personally, with your friends and your family? 44% of the respondents answered very well, 43% of the respondents answered excellent, and 13% of the respondents answered well. Item 3 The audiovisual means and the time of the conference were: 42% of the respondents answered excellent and 13% of the respondents answered well, 42% of the respondents answered very well, 32% of the respondents answered excellent, and 25% of the respondents answered well, 1% of the respondents answered poorly. Item 4: The attention and availability of the staff involved in the organization of the event are... 46% of the respondents answered excellent, 36% of the respondents answered very well, and 18% of the respondents answered well.

In Table 4, Descriptive Statistics, we identify by item the statistical data that allow the testing of the null hypothesis. Item 1: To what extent do you consider that the contents of the subject are applicable in your life? The frequency is very well with a score of 92 and 44% the mean is 9, and the standard deviation is 0.6904, in item 2, which is: Do you think that the services offered can be applied to your person, with your friends and your family? The frequency is very good with a score of 91, 44% mean of 9 and standard deviation of 0.7003, in item 3 which is: The audiovisual media

and the time of the conference were: the frequency is very good, with a score of 86, 42% mean of 9 and standard deviation of 0.7901 and item 4 which is: The audiovisual media and the time of the conference was: the frequency is very good, with a score of the 95, 46% mean of the 9 and standard deviation of 0.7546, the average mean is 9 and standard deviation of 0.7339.

Table 4. *Descriptive Statistics*

Item	Frequency	Percentage	Media	Standard deviation
1	92	44	9	0.6904
2	91	44	9	0.7003
3	86	42	9	0.7901
4	95	46	9	0.7546
Average			9	0.7339

Source: Own elaboration with Excel.

Null hypothesis testing

The null hypothesis is the statement to be tested. Usually, the null hypothesis is the statement that there is no effect or no difference. The alternative hypothesis is the statement that you want to conclude is true with the research evidence.

Hi: Self-fulfillment, the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala, contributes to the student's academic trajectory.

H0: Self-fulfillment, the fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala, does not contribute to the student's academic trajectory.

H1: The student academic trajectory of university students depends only on the three substantive axes, which are: teaching, research and dissemination of culture.

Table 5. *Statistical Data for hypothesis testing*

Media	Standard deviation	Minium	Maximum
9	0.7339	8.2661	9.7339

Source: Own elaboration.

In Table 5, Statistical Data for hypothesis testing, we verify testing the value of the mean, which is 9, the value of the Standard Deviation with a value of 0.7339, the value of the minimum of 8.2661 and the value of the maximum of 9.7339.

Figure 1. *Location of the mean relative to the minimum and maximum*
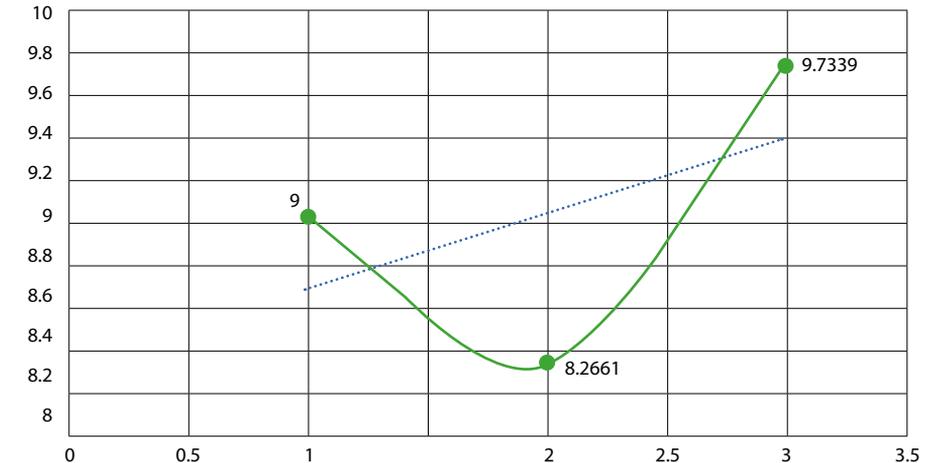
Source: Own elaboration with the Excel statistical package.

In Figure 1, the Location of the mean relative to the minimum and maximum, the value of the mean is 9, the minimum is a value of 8.2661 and the value of the maximum is 9.7339. This figure allows us to verify the normal distribution of the statistical data of the 4 items of the survey.

Conclusions

The fourth cross-cutting substantive axis of the Autonomous University of Tlaxcala, refers to identifying the three moments of self-fulfillment in their student academic career, the first of them, Self-Recognition, when the student upon entering recognizes himself/herself, identifying his/her place of origin and giving answer to the questions that allows him/her to recognize Who am I? The second moment is when the student chooses one of the 46 undergraduate educational programs offered by the Autonomous Univer-

sity of Tlaxcala chooses to study one of them; it is then that they self-determine. The third moment is when students identify the professional role they are developing through their academic training. They become better equipped to address real-world societal challenges. Students report a level of self-fulfillment as they experience a greater sense of life and purpose in their academic career. Therefore, the academic environment, interpersonal relationships and intrinsic motivation are fundamental factors for the development of self-fulfillment in university students.

Through the analysis and interpretation of the results by the students of the Faculties and the Multidisciplinary Academic Unit, the following is listed:

1. The development of this research identifies the challenges of self-fulfillment at the Autonomous University of Tlaxcala, since at the national level it is a higher education institution that identifies the need for this fourth substantive, transversal and articulating axis with a trajectory in its Educational Model of almost two decades, revitalized today by capacities.

2. The general objective was fulfilled by describing the fourth substantive, transversal and articulating axis, which is self-fulfillment at the Autonomous University of Tlaxcala, providing the 3 moments of the self-fulfillment process: self-recognition, self-determination and self-realization. It was identified that university students display the ability to face the challenges of the future and adapt to change, as well as collaborate with others. In terms of profiles, socioemotional skills such as resilience, empathy and effective communication were identified in university students.

3. The contrast of the null hypothesis that specifies that self-realization, fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala does not contribute to the student academic trajectory, which is rejected, so the research hypothesis that specifies that self-realization, fourth substantive, transversal and articulating axis of the Autonomous University of Tlaxcala contributes to the student academic trajectory, since the results of the surveys applied, specify that students consider that the contents of the subjects apply to their lives, that the services offered through the Secretariat

of Self-fulfillment can be applied to them personally, the audiovisual media and the time of the conferences are very good and the attention and availability of the Self-fulfillment Secretariat staff in terms of events was excellent. Thus, through the sample average, it is specified that the answers of the 207 surveys are within the acceptance range, since the minimum level is 8.2661 and the mean is 9, and the maximum is 9.7339.

4. It is recommended to apply the surveys at various times in the academic student trajectory of the university, thus reinforcing the contrast of the research hypothesis.

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