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THE JOURNEY FOR A DREAM: PSYCHIC SUFFERING AND PSYCHOSOCIAL CHALLENGES FACED BY STUDENTS IN COMMUTING MIGRATION

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ABSTRACT

The text addresses the struggles and demands of the population for access to higher education in Brazil, highlighting public policies such as REUNI, ENEM, FIES, and PROUNI, which promoted the democratization of education and changed the profile of university students, increasing the flow of student migration. The study focuses on the analysis of social inequalities and psychological distress of students who undertake commuting to study in Campo Grande/MS. It uses bibliographic and qualitative research to apply a data collection instrument to students who live in cities surrounding the capital of the state of Mato Grosso do Sul. The results indicate that migration can affect the education of students, considering that they face difficulties in the daily commute, such as fatigue and lack of motivation that are reflected in the university environment and manifested by absenteeism, anxiety, and psychological distress.

Keywords: Psychological Distress. Commuting. Higher Education.

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INTRODUCTION

The new millennium brought significant struggles and demands from the population regarding access to higher education in Brazil, conditioned on the implementation of public policies, such as the Federal Universities Restructuring and Expansion Program (REUNI), the National High School Exam (ENEM), FIES and PROUNI.

These policies enabled the democratization of education and promoted a progressive change in the profile of university students in Brazil, especially those who migrate to study, and increased the student migration flow, which, despite not being a recent phenomenon, has gained notoriety in social research and led to several reflections on the relationship between individuals and society, notably on the subjective aspect of students about academia.

Therefore, this study aims to analyze the context of social inequalities and the psychological suffering of higher education students in a situation of commuting to the city of Campo Grande/MS. We understand that in the field of work training, these discussions become significant, since the university institution, in addition to being a producer and disseminator of knowledge, is also a challenging space for all professionals who work there.

From this perspective, the question is: how can the process of commuting affect the training of university students who commute daily from their places of origin to the University located in neighboring cities? It is considered that this phenomenon of commuting is a social and material condition that alters the relationships between individuals and the society in which they are inserted.

As an institutional space, the academic environment can cause psychological suffering and this can manifest itself in different ways, such as absenteeism, depression, drug addiction, anxiety, phobias, and isolation. This picture is expanded upon by a closer look at the daily lives of students, in the classroom, in the hallways, on the migratory route to get to university, in academic training, in the process of school retention, and even in the subjectivity of the student. Graner and Ramos (2019) report that psychological distress in university students is often associated with psychological, biological, and social changes to which they are subject during their academic years. Sahão and Kienen (2021) explain that, upon entering university, students find themselves facing a new stage in their lives that will bring with it several routine situations and adaptation to the new context, which they will have to face: interpersonal relationships, teachers with a higher level of demand, an overload of teaching activities, all quite different from what they were used to in high school and elementary school.

Current studies have shown that student's perception of the educational environment and its association with psychological distress has been the subject of investigation through standardized instruments. These studies enable the implementation of welcoming policies that culminate in the exercise of autonomy and conscious and critical decision-making, in addition to also enabling students to face moments of crisis caused by stressful situations. Given these factors, to understand the implications that commuting has on psychological aspects, such as psychological and/or psychosocial suffering in the face of social inequalities, we propose to present below data from the bibliographic review and field research carried out through structured interviews with students in this condition at the Universidade Católica Dom Bosco – UCDB.

The option to investigate the daily migratory movements of these students arose during the mandatory internship in psychology, in the Academic Health Care (ASA) program. The reality experienced by hundreds of students who travel from neighboring cities, communities, settlements, and villages, daily, to the city of Campo Grande, caused concern. These individuals face two to three hours of travel to and from, fatigue, lack of motivation, fear, and even so they do not give up on their life projects, in search of knowledge and higher education. The first section discusses the field of student migration in context and public policies for access to higher education. Next, the study discusses commuting migration and describes the profile of the migrant subject who is the object of this study, their strengths and weaknesses, and factors that hinder and facilitate their educational path.

METHODOLOGY

The research method included Marxist historical and dialectical materialism and its contribution to the study of subjectivity. The philosophy of materialism conceives matter as a substance and universal phenomenon that encompasses the complexity of “being” in its emotions and consciousness. In the Marxist conception, the materialist method this study aims to think about the economic and social transformations that are determined by the evolution of the means of production (QUADROS; PINHO, 2022).

According to Alves (2010), Marx constructed materialist dialectics as a theoretical body that considers the science of history. Its fundamental principles are subdivided into four strands, which include:

> The history of philosophy, which appears as a succession of contradictory philosophical doctrines, conceals a process in which the idealist principle and the materialist principle confront each other; (2) being determines consciousness and not vice versa; (3) all matter is essentially dialectical, and the opposite of dialectics is

> metaphysics, which understands matter as static and ahistorical; (4) dialectics is the study of contradiction in the very essence of things (ALVES, 2010 p. 1).

Therefore, materialist dialectics gives rise to a philosophy that not only thinks about the development of the world but also seeks to transform it. His method proposes the analysis of the crisis in the productive base of society; thus, there are no transformations if there are no changes in social relations.

In psychology, the historical and dialectical materialist method was constructed based on the principle of activity; the way to research it, for Vygotsky (1996), follows the proposal on the relationship between psychology and society, in which, according to the author, “Being the owners of the truth about the person and of the person himself is impossible as long as humanity does not own the truth about society and of society itself”. The author refers to the study of subjectivity when proposing the analysis through the sign, as a mediator of human activity and language as the main system of signs (QUADROS; PINHO, 2022 p. 126). Thus, based on a concrete dimension of existence, the materialist basis in psychology trusts that the subjective dimensions in the subject introduce a humanist and existential logic centered on the ethical commitment to overcoming the conditions of exploitation, discrimination, and domination to which social relations are subjected in the capitalist mode of production (QUADROS; PINHO, 2022 p. 127).

This study also has a qualitative approach. According to Silva et al. (2018), in the health area, this research approach appeared after receiving prominence in the social environment since its results contemplated a greater degree of assertiveness. The literature reinforces that, by listening to the voices of those involved in the interview process, contributions are made to the understanding of the phenomenon of commuting studied.

Within the qualitative approach, the elements under study were the subjects' discourses and the analysis and interpretation of the statements identified in the interviews conducted. In this sense, the uniqueness of the subjects in question was considered, since their subjectivity is a manifestation of the fullness of their lives (SILVA et al., 2018).

Data collection began through semi-structured interviews, which were recorded and transcribed; however, to obtain a more expressive sample, it was necessary to change the method to a structured questionnaire applied through Google Forms, distributed through the WhatsApp communication platform. Subsequently, these documents were analyzed and discussed in light of the listed theorists. The collection of testimonies was carried out in the city of Campo Grande - Mato Grosso do Sul, and the interviewees were higher education students from different areas of study at the Universidade Católica Dom Bosco - UCDB, who came from neighboring cities.

BRIEF CONTEXTUALIZATION ABOUT STUDENT MIGRATION

Mobility is part of the vital process of living beings, especially among humans, and is related to the subjectivity of individuals such as needs, motivations, limitations, or impositions. For Cavalcante, Ferreira, and Mourão (2018), the concept of mobility is polysemic and can be understood and presented in different ways, depending on the context in which it is applied. For the authors,

> Mobility is an integral part of life. Man is a mobile being. He moves without leaving his place, as well as makes movements that displace him. He moves, either with an intention towards a goal or apparently at random, without there being a necessary determination of his movements. In both cases, the person discovers, explores, shares, builds, and names the lived space (CAVALCANTE; FERREIRA; MOURÃO, 2018 p. 142).

In a social context, mobility constitutes a means of transition from traditional to modern society; according to Brito (2009), “this process of social mobilization of migrants towards modern society is what defines migration and makes it a process that extends from the place of origin to the integration of the migrant in the place of destination”. This integration is seen geographically as a force of spatial transformation that involves the territorial scenario and organizes flows of origin and is subsequently absorbed by their places of destination; that is to say, they highlight the importance of geographic origin in the schooling process (MARANDOLA, 2011).

In the field of Sociology of Education, student migration was driven by a strong development process triggered in the years following the end of the Second World War, between the late 1950s and early 1960s (LOPES, 2008). When reconstructing the social history of the Sociology of Education, Lopes (2008, p. 23) explains:

> The 1950s and 1960s witnessed the establishment of the Sociology of Education as a field of research and its affirmation as one of the main branches of Sociology in developed industrialized countries. The most general reasons for this phenomenon are common to the Western countries that became the centers of research production: France, England, and the United States.

The post-war period marked the main countries producing sociological research. The 1950s and 1960s were characterized as a period of great economic and social development in these countries. In this context, their governments implemented public policies aimed at social welfare and programs to combat social inequalities, in addition to consolidating a broad public education system (LOPES, 2008). During this period, processes of economic development and technological modernization generated a growing need for qualified labor, causing a considerable increase in the demand for an educated

population. This made it necessary to modernize and expand education systems to meet the demands of a technological society. These two factors, combined with the large increase in the school-age population (resulting from the post-war baby boom), explain the changes that occurred in education systems, mainly with the entry and extension of the time spent in education of a population that had previously been excluded from this cultural asset. This was the process of "democratizing" access to education (LOPES, 2008). Since the 1950s, sociological studies have demonstrated the disparities in educational opportunities among different social groups. Forquin (1995) points out that there is inequality in access to education, since "geographical origin" is a factor that impacts students' academic trajectory; it therefore constitutes a reference for the analysis of the "migratory process" of students in Higher Education.

According to Lopes (2008), in a study carried out by the Institut National d'Études Démographiques, in France, from 1962 to 1972 - which constitutes one of the most relevant sources for sociologically studying the processes of school migration -, "the geographical environment plays a strong role in terms of continuing studies [...]. It is therefore evident that young people who live in large urban centers benefit, at least in terms of continuing their studies".

The same author also describes a study by Bourdieu on the French education system, described in the text "The conservative school: inequalities about School and Culture", in which the author states that.

> (...) the place of residence is an indicator that makes it possible to determine the family's cultural level and is therefore also associated with cultural advantages and disadvantages. The effects of these advantages and disadvantages are observed in several instances, whether in academic results, cultural practices, and knowledge in terms of music, cinema, theater, or even in the linguistic domain. It is thus confirmed that geographic origin is a variable that interferes with academic success, even when we are within the same social group (BOURDIEU apud LOPES, 2008, p. 25).

These studies show that geographic origin constitutes a relevant factor influencing the academic trajectory of students, both in terms of the probability of permanence and academic success, as well as in changes in behavior, the individual's maturity, and in the translation of lifestyles into cultural patterns and/or differentiated future perspectives.

In this sense, when dealing with the student migration process, the object of study is the young migrant subject, given that they, in comparison with adults, have greater ease in migrating. This fact is mainly due to public policies for access to education in the country, which have been implemented in recent years, such as the Federal Universities Restructuring and Expansion Program (REUNI), which made it possible to adopt ethnic and

racial quotas, as well as quotas for young people leaving public high schools. The program also made it possible to implement the National High School Exam (ENEM), as a form of admission to a growing number of public higher education institutions; it thus expanded the Unified Selection System (SUSU) at a national level; it multiplied, in the interior of the country, and not only in the large regional capitals, the number of institutions offering higher education. r, either through the creation of new universities or through the creation of new campuses of existing institutions.

In the private sector, the democratization of education also led to an increase in the number of places available, and access now includes programs such as Student Financing – FIES and the University for All Program – PROUNI. The combination of these policies has produced a progressive change in the profile of university students in Brazil, especially those who migrate to study and has led to the emergence of student migration due to the popularization of places throughout the country.

PENDULUM MIGRATION, CHARACTERISTICS AND DEFINITIONS

Pendulum movement is a phenomenon of spatial mobility of the population and is so called because it is a movement back and forth with a certain frequency, similar to a pendulum. This movement occurs due to the need for individuals to seek goods and services outside their city, with the main factor being the demand for work and/or study, that is, it is characterized by the movement of individuals from their place of residence to the place where they study or work (LOBO; CARVALHO, 2016, p. 4).

According to Golgher (2004), migration is one of the three components of population dynamics, in addition to fertility and mortality. Of the three, migration is the most difficult to define, because, although it may seem simple, its study is complex, and its related terms open up spaces for great discussions, including the notions of space and time that are considered central to its definition (FRANCELLINO, 2020, p. 140).

For this author, commuting is an old concept in geography and has been redefined in the current context, due to the alternative needs of searching for jobs, training, and regional interfaces resulting from intra-regional rearrangements resulting from economic and population dynamics (FRANCELLINO, 2020, p. 140).

Considering that commuting is of great relevance to understanding socioeconomic transformations, one must consider the diversity of uses of the term that appears in academic works, such as commuting mobility, commuting movement, or commuting displacement.

In this article, the term commuting migration is considered, because it is understood that this process is presented in the form of daily commuting, in which the migrant (student) alternates his/her daily life between his/her residence and the place where he/she seeks academic training; therefore, it does not require the migrant to permanently transfer to another place.

It is understood that discussing these migratory flows focused on education allows us to understand the conditions that influence, positive or negative, the living conditions of individuals who commute daily due to the need to study. It is understood that migrating every day from the cities surrounding the university presupposes investments of various kinds on the part of all those involved (family members/young migrants).

The predominance of emotional costs, due to distance, maintenance of course costs, work, concerns about road accidents, and transportation are the main descriptors discussed both in the literature on student commuting to date, and in the analysis of data obtained in interviews with migrant students who commute daily to study an undergraduate course at Universidade Católica Dom Bosco – UCDB. These factors can trigger psychological distress, as can be seen below.

PSYCHIC SUFFERING IN THE FORMATION OF MIGRANT SUBJECTS AT UNIVERSITY

Graner and Ramos (2019) report that psychological distress among university students has been the focus of health literature. Approximately 30% of Brazilian adults have common mental disorders (CMD), as found in research on adolescents. According to the authors, the prevalence of this distress varies according to the population studied and the methods used in the research.

In this same study, the authors point out that research conducted with Brazilian university students, especially those in the health field, indicates a variation in (CMD) from 18.5% to 44.9%. Common Mental Disorders, in this sense, are mixed states of depression and anxiety, characterized by the presence of symptoms such as insomnia, fatigue, irritability, forgetfulness, difficulty concentrating, and somatic complaints, and can be investigated by screening instruments. Although these symptoms do not meet the requirements to be considered psychiatric disorders (DSM-V; ICD-10), they negatively affect the lives of individuals (GRANER; RAMOS, 2019, p. 1328).

As already considered in this study, the academic environment can promote situations of psychological suffering that can manifest themselves in different ways. It has also been mentioned, based on the study by Sahão and Kienen (2021), that academics, upon entering university, will have to face new challenges ios, several situations that will

cause changes in their lives, and that may make it difficult, such as leaving home, new responsibilities, overload of activities, organization of studies, management of emotions, interpersonal relationships and unique personality characteristics and cognitive level.

The factors that can act as facilitators are the provision of information, support network, social integration, characteristics of the institution, contact with the profession, expectations regarding the transition, extracurricular activities, and physical activities and doing (SAHÃO; KIENEN, 2021).

Some symptoms may indicate a lack of adaptation to this new reality and condition: stress, difficulty concentrating and sleeping or unregulated eating, suicidal ideation, anxiety, and depressive symptoms. These symptoms result in low academic performance, mental health, low intellectual, professional, and personal development, frustrations, and low commitment. In this sense, the student will need to invest in their autonomy, discipline in studies, adjustment, resilience, psychological flexibility, and exploratory vocational behavior (SAHÃO; KIENEN, 2021). Based on the collection of bibliographic data for this research, it was noted that the university appears as a space for social practice and constitutes a facilitator for the phenomenon of student migration to occur daily, as it enables feelings, relationships between students, professors, and staff, the formation of bonds and allows individuals to feel that they belong to this space that is the University.

Furthermore, as students live together and strengthen bonds, they identify with each other and form a network of meanings and senses that are woven by history and culture, which allows them to remain at the university and graduate in full, reducing absenteeism and dropout rates.

Given these factors, many reasons favor the increase in commuting of people who wish to take a university course. This factor is responsible for the considerable flow of young people and adults who commute daily to university, facing everything from simple obstacles to major challenges, which are associated with other factors of daily mobility, and can cause great harm to their personal and educational lives.

According to the Brazilian Institute of Geography and Statistics (IBGE, 2015), 7.4 million people in Brazil travel to neighboring cities to work or study, corresponding to 6.7% of the population that studies and/or works. This information is based on the 2010 Census on urban concentrations and population arrangements. This percentage rises to 10.6% when metropolitan regions are considered, since, in general, the flows associated with this type of travel are concentrated in the country's main urban agglomerations.

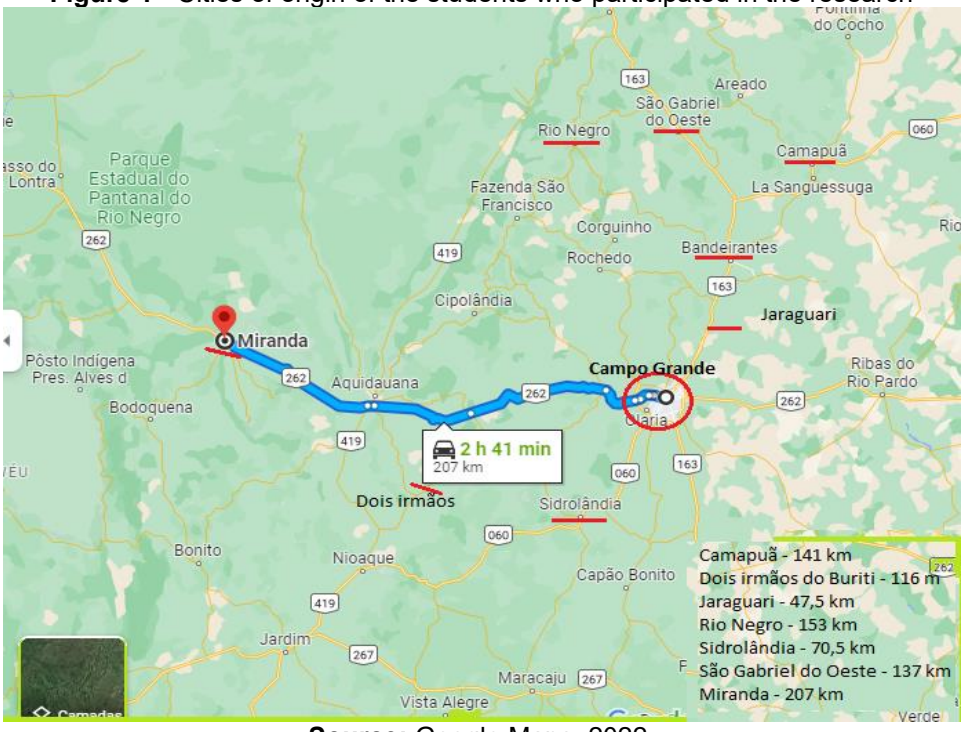
COMMUTER MIGRATION – TOWARDS DOM BOSCO CATHOLIC UNIVERSITY/UCDB

For the analysis of the data obtained in the interviews, the factors associated with commuting student migration were grouped into four dimensions: family/social (family support, financial support, work and study, transportation incentives), academic/education (reason for choosing the university, academic performance, facilitators and hindrances to learning, impacts and belonging to the university), mobility and psychological distress (difficulties faced so far, positive aspects felt during this period, improvements that could be made).

The sociodemographic profile of the interviewees corresponded to a percentage of 57% female and 42% male. Ages ranged from 17 to 50 years. Regarding marital status, the majority of subjects were single and without children, who lived with family members; 96% of these worked during the day and studied at night. Regarding the provision and incentive for transportation to the university, nine students reported that they do not have any type of transportation assistance, and 10 reported receiving assistance from the city hall of their municipalities.

The mapping of the cities of origin showed that these students come from the cities of Camapuã (141km), Dois Irmãos do Buriti (116km), Jaraguari (47.5km), Rio Negro (153km), Sidrolandia (70.5km), São Gabriel do Oeste (137km) and Miranda (207km), whose route is defined in the map in Figure 1 below:

Figure 1 - Cities of origin of the students who participated in the research



Source: Google Maps, 2022.

Regarding how students get to university, most use buses provided by the city government or private transportation. The average time spent by students is two hours and thirty minutes to three hours, for the round trip (city of origin – UCDB/Campo Grande/MS). This is a factor that is pointed out as a hindrance to the learning process, as well as a cause of psychological distress.

Below are testimonies from the students interviewed, which highlight the difficulties they face in the daily commute from their homes to the university.

> "The exhausting routine was the biggest difficulty, I started getting organized to leave home at 2 pm, catch the bus at 3:20 pm, and only get home at 12:30 am. In the first few days, my body felt a sudden change in routine. Due to some problems, I started having insomnia, and my biological clock forces me to wake up every day at 6 or 7 in the morning, so I usually get 4 or 5 hours of sleep per night." (A.1)
>
> "The biggest difficulty was the time spent on the road, which is only possible since I live 70 km from UCDB." (A.2)
>
> "One of the main difficulties is that I have to leave my city for Campo Grande, and during this journey, I lose two hours of my day, which I could be using to do my college work and study for a test." (A.3)

On their daily journey, these students face frequent difficulties such as tiredness, and bus delays, as can be seen in the previous speech, especially when it rains, because the roads are bad, full of potholes, there are mechanical problems with the buses causing classes, tests, seminars to be missed, and many students fail if the professors do not take these unforeseen events into account. In addition to these difficulties, there are also dangers along the way, because they travel on highways where they may encounter animals on the road, stretches without shoulders, and traffic of cargo trucks and private cars at high speeds.

Regarding the motivation for choosing the university (UCDB), in a conversation with the students, the following factors were identified:

> "Because of the excellence of the University, because of the humanitarian and professional curriculum that it has"; "I chose UCDB because of its good reputation for providing good education".
>
> "I was accepted to other universities, but because of the distance I had to choose UCDB"; "It is the only city where the transportation from here takes the students"; "It is the closest city to where I live, and I chose UCDB as a university because of its reputation and qualifications".

Regarding academic performance, most of the students interviewed considered it "good, relatively good, could improve, and average." The following variables were also mentioned as interfering with their performance: 1) work routine: "Lately I feel completely

exhausted, tired, working the next day.”; “Weak, my work routine is very busy”; "Sometimes due to tiredness I don't perform very well"; "I was average in the morning, due to intense sleep, because I had to wake up at 4 am to catch transport at 5 am [...]"; 2) migration: "due to the daily travel"; 3) symptoms of anxiety: "due to anxiety I end up having crises and feeling unwell and my performance decreases considerably. I am currently undergoing treatment and I am gradually recovering"; 4) lack of time to study and participate in extracurricular activities: "I don't have time to research other things and deepen my knowledge, in addition to not having the possibility of participating in events and projects provided by the university". In this sense, the student needs to have contact with professional theory and practice through extracurricular activities, as considered by Sahão and Kienen (2021), to explore the job market and existing professional alternatives for the student in their area of knowledge. This articulation is important so as not to frustrate the expectations that the student has related to the area and also about the impacts on the mental health of these students brought about by adapting to the academic environment.

About the learning processes, academics point out the need to pay full attention to the teacher's speech in the classroom: “My learning method is based on paying maximum attention in class, without taking any notes, and then studying slides and books at home”; being communicative: “I am a good communicator and I deal well with people and speak in public”.

Sahão and Kienen (2021) state that the social integration of academics with peers and support networks allows the exchange of experiences and difficulties. It makes it possible to understand and seek help when they feel the need and know where to look for it; thus, they feel welcomed in challenging situations. Seeking help increases the likelihood of coping and solving problems, so the student must interact with different peers, colleagues, leaders, teachers, and coordinators, for example. These factors are considered facilitators and impact the student's mental health, as well as their adaptation (SAHÃO; KIENEN, 2021).

The obstacles and causes of psychological suffering appeared, again, about the time available to study and deal with the fatigue of the movement routine, which requires daily planning to keep up with the content. See these reports:

> “My biggest difficulty is having to deal with the fatigue of working all day and having to go to Campo Grande every day”; “The biggest difficulty is planning a time to study, which I only have on weekends”;
>
> “The difficulty is the distance between my city and the college (I arrive late every day because of this)”;
>
> “My difficulties are keeping up with the content and especially with the readings”;

> “I have difficulty making decisions during classes.”

Given these statements, it is understood that the results obtained in this study corroborate the study by Francellino (2020), since students in commuting experience significant losses in the area of learning, tend not to participate in extracurricular activities due to fatigue, and have low academic performance due to limited time and lack of financial resources. Mobility, as Francellino (2020) points out, can bring about changes, depending on interactions with different cultures and customs; the experiences can be satisfactory or also cause significant losses both in the educational sphere and in the personal life and quality of life of those who go through this process.

When speaking about the feeling of belonging to the university, all respondents mentioned positive feelings - pride in their journey, and gratitude for the opportunity, as can be seen in these reports:

> “Despite everything, I feel proud to have come this far. I feel like I am one step closer to my dream of graduating as a psychologist”;
>
> “I always dreamed of going to college, I feel fulfilled despite everything”; “It’s a good feeling, it has a big impact on the development of my professional and personal character”;
>
> “Belonging to a university has a positive impact on me because I’m already 50 years old and that makes me very proud! After all, I’m fulfilling an old dream that I was only able to fulfill now. I’m grateful.”;
>
> “I’m happy and grateful to have this privilege. It has a big impact on the social sphere, mainly.”;
>
> “I think it’s incredible to have the opportunity to strive for the best of myself, to be able to fulfill a dream of mine and possibly have a better life, stable conditions, making it possible to give back everything my mother did for me.”;
>
> “A feeling of gratitude, mainly, because I’m aware that countless people would give anything to be in my place. It has a direct impact on the issue of taking things more seriously, of having to commit myself and my loved ones.”

The students’ speeches show a sense of belonging to a group. In this sense, and according to the authors mentioned, it is understood as a positive aspect that commuting tends to allow individuals to share feelings, experiences, and difficulties in transit. The discourses of these academics also point to the construction of bonds between them as a motivating factor, making them feel part of a whole, given that they feel committed, identify with some teachers, and value the institution.

Furthermore, it was noted, based on the crossing of the theoretical framework with the testimonies of the young academics, that the motivation that leads them to commute is different and varies from region to region, from place to place, and, in the specific case of

this study, is related to the completion of professional training, seeking, above all, to improve living conditions. It is understood that, given so many challenges, it is also necessary for the institution to implement extension programs and projects aimed at these academics, to minimize the difficulties faced during their training.

FINAL CONSIDERATIONS

Discussing the migratory flows in education allowed us to understand the conditions that influence, positive or negative, the living conditions of individuals who move due to the need to study. It is understood that coming to university presupposes investments of various kinds on the part of all those involved (family members/young migrants). Several factors are relevant for the student to be able to develop academically in a typical way, especially for those students who migrate daily and are included in the list of social inequalities that harm their integral education, since they are taken to the abs entrism and, often, to dropping out of college.

It is possible to identify that several factors of commuting interfere with the integration of students into the job market related to their field of study and performance. In addition, commuting takes up most of the student's daily time and is characterized as a process that involves several dimensions such as studying, organizing, interning, carrying out extracurricular activities, and participating in workshops and training courses, among others. These activities are important for the student's adaptation to this new stage of their life, however, they can have an impact on their mental health and their permanence in the field of learning.

There was difficulty in accessing information at the educational institution regarding the number and location of migrant students, as well as how they arrive at the university since there is no program that controls this data at UCDB.

It is considered that, when entering a higher education course, the student must present a repertoire of skills that range from social skills, adaptive skills, self-regulation, resilience, autonomy, and commitment to studies.

Based on the testimonies collected in the interviews with the students, a high level of anxiety, low self-esteem, and low feelings were identified, which were evident, such as the difficulty in adapting to the new, distance from the support network, high expectations and self-demand, factors that indicate a need for training in skills such as autonomy, resilience, problem-solving, identification of dysfunctional thoughts as well as welcoming and empathetic listening.

It is clear that commuting is much more than the act of people coming and going, but involves access to the right to education, coexistence and living with other individuals and, with them, sharing feelings, expectations, interests and needs, to build one's own story.

It is hoped that this study will add knowledge and importance to the subjective psychic phenomena that affect individuals in the movement of coming and going, especially those students who are experiencing the moment of training for the world of work, given that training critical and autonomous individuals, who are masters of their own stories, is one of the main roles of a higher education institution.

Finally, it is understood, linked to everything that was considered in this study, that the role of psychology within educational institutions goes beyond institutional planning. It needs to permeate daily life, foresee the day-to-day running of classes, question and listen to suffering, and promote and care for health, considering that psychology promotes the capacity for autonomy and subjectivity of individuals. Without professionals in this area within educational institutions, policies, including revolutionary ones, become mere abstraction and instrumentalization.

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