Students' Perceptions of Teaching Practices and School Violence in Initial Teacher Education: A Quantitative Study Using CUVE3

Lynda Salinas Cervantes
https://orcid.org/0000-0003-4701-9828
lynda.salinas@cid.edu.mx
Centro de Investigación y Docencia, Chihuahua, México

María Guadalupe Solís Villalobos
https://orcid.org/0009-0003-9001-6507
mg.solis@ibycenech.edu.mx
Institución Benemérita y Centenaria Escuela Normal del Estado de Chihuahua "Profr. Luis Urías Belderráin"
Chihuahua, México.

Osvaldo Ortiz Jaramillo
https://orcid.org/0009-0004-8744-9229
osvaldo.ortiz@enmfm.edu.mx
Escuela Normal Miguel F. Martínez, Nuevo León, México

Sergio Antonio Rivera Rascón
https://orcid.org/0000-0002-2677-0340
s.rivera@ibycenech.edu.mx
Institución Benemérita y Centenaria Escuela Normal del Estado de Chihuahua "Profr. Luis Urías Belderráin"
Chihuahua, México.

Everardo Ortiz Jaramillo
https://orcid.org/0009-0007-6685-3793
everardo.ortiz@enmfm.edu.mx
Escuela Normal Miguel F. Martínez, Nuevo León, México

Abstract

School violence has been recognized as a phenomenon that affects coexistence, pedagogical relationships, and the educational climate across different levels of the educational system. In the context of initial teacher education, its study is particularly relevant, as the experiences lived during this process influence how future teachers understand educational practice. The aim of this study was to analyze the perceptions of students from a teacher education institution in Mexico regarding pedagogical practices and experiences associated with school violence. The research was conducted using a quantitative approach with a

descriptive scope, through the application of the CUVE3 questionnaire to a sample of 558 undergraduate students in education programs. The results show that the most frequent manifestations are related to student dynamics, particularly the spread of rumors and negative comments among peers. In contrast, explicitly violent teaching practices are perceived less frequently; however, situations related to a lack of listening and differential treatment toward students were identified. These findings highlight that school violence is not limited to visible forms, but also manifests through everyday interactions that impact the educational climate. Based on this, the need to strengthen educational environments grounded in respect, dialogue, and democratic coexistence in teacher education is emphasized.

INTRODUCTION

School violence constitutes one of the educational problems that has awakened the greatest interest in educational research during recent decades due to its implications for student well-being, the institutional climate, and teaching and learning processes. Traditionally, the phenomenon has been associated with aggressive behaviors among students, particularly with situations of school harassment or bullying. Nonetheless, recent research has shown that school violence can manifest in multiple forms, including relational, symbolic, and institutional dynamics that influence pedagogical relationships and the organization of school life (Debarbieux, 2002; Ortega Ruiz, 2010). From a broader approach, school violence is not limited to physical aggression, but also includes forms of interaction such as disqualification, social exclusion, humiliation, or unequal treatment within educational institutions. These dynamics affect the perception of safety, trust, and respect in school spaces, which can negatively impact learning and coexistence.

In the international arena, the study of school violence has evolved toward approaches that recognize its multidimensional nature and its presence at different educational levels, including higher education. Recent research has indicated that, although manifestations of violence at this level tend to be less visible than in basic education, relational and symbolic dynamics persist that affect the coexistence and well-being of the student body. These forms of interaction, associated with processes of exclusion, disqualification, or unequal treatment, affect the construction of educational environments and the way in which subjects interpret pedagogical relationships within formative institutions.

In the case of teacher education institutions, the analysis of these dynamics acquires a particular relevance. Normal schools and other teacher-training institutions not only transmit pedagogical and disciplinary knowledge, but also constitute spaces where future teachers construct references regarding educational practice and the forms of interaction that they will subsequently reproduce in their professional exercise. In this sense, the experiences of coexistence lived during initial training influence the construction of teaching identity and the conceptions that future teachers develop regarding pedagogical authority, school discipline, and the relationship with the student body.

Various studies have pointed out that the school climate plays a fundamental role in the configuration of these experiences. School climate refers to the shared perceptions of the norms, interpersonal relationships, institutional practices, and values that characterize daily life in an educational institution (Cohen et al., 2009). When the school climate is characterized by respectful and participatory relationships, it favors the development of positive educational environments. On the contrary, when dynamics of disqualification or unequal treatment predominate, experiences can be generated that the student body interprets as manifestations of school violence.

From a sociological perspective, Bourdieu (1999) proposes the concept of symbolic violence to refer to those forms of domination that are exercised in a subtle manner and that are legitimized within social and institutional structures. In the educational context, these forms of violence can manifest through pedagogical practices that reproduce rigid hierarchical relationships or that limit student participation in educational processes. In the Latin American context, various investigations have evidenced that the most frequent manifestations of school violence tend to be associated with relational or symbolic forms, such as rumors, disqualifying comments, or social exclusion among students, while forms of physical violence tend to occur with less frequency (Ortega Ruiz, 2010).

In this framework, analyzing student perceptions regarding coexistence experiences within teacher-training institutions is fundamental to understanding the dynamics that configure the formative process and to promoting more democratic and respectful educational environments. Therefore, the objective of the present study is to analyze the perception of initial teacher education students regarding pedagogical practices and experiences associated with school violence in a teacher-training institution in Mexico.

Under this approach, school violence is addressed from different theoretical perspectives that allow for an understanding of its complexity. Traditionally, the phenomenon is linked to bullying as a form of systematic peer aggression (Olweus, 1993; Smith and Sharp, 1994). Nonetheless, more recent perspectives highlight the importance of the school climate as a key element in the prevention of violence and in the configuration of safe and respectful educational environments (Thapa et al., 2013; Cornell and Mayer, 2010). Likewise, from an ecological approach, school violence is understood as the result of the interaction between individual, social, and institutional factors, which implies considering the role of all educational actors in its reproduction or prevention (Espelage and Swearer, 2011).

Despite the progress in research on school violence, there is still a limited production of studies focused on the analysis of this phenomenon in the context of initial teacher education, particularly from the perspective of the student body. This absence is relevant, since teacher-training institutions constitute key spaces where not only pedagogical knowledge is configured, but also forms of relationship, the exercise of authority, and practices of coexistence that may be reproduced in professional exercise. In this sense, analyzing student perceptions allows for the provision of empirical evidence to understand how these dynamics are constructed in specific formative contexts and to orient strategies for the strengthening of more democratic and respectful educational environments.

MATERIALS AND METHODS

Research Approach and Design

The research was developed from a quantitative approach with a descriptive scope. This approach allowed for the analysis and description of student perceptions regarding different manifestations of school violence within the context of initial teacher education. The descriptive design proved pertinent as it facilitated the identification of trends, frequencies, and patterns in the coexistence experiences reported by the participants, without the manipulation of variables or direct intervention in the studied context. In this way, it was possible to obtain a systematic approximation of the manner in which the student body perceived certain interaction dynamics within the institution, especially in relation to pedagogical practices and interpersonal relationships between students and faculty.

Participants

The selection of the sample was carried out through non-probabilistic convenience sampling, considering student availability and voluntary participation during the instrument application period. The sample consisted of 558 students belonging to a public teacher-training institution in Mexico.

The participants were enrolled in the various initial teacher education programs offered by the institution: 217 from the Bachelor's in Pre-school Education, 269 from the Bachelor's in Primary Education, and 72 from the Bachelor's in Educational Inclusion, distributed across the third, fifth, and seventh semesters, corresponding to the odd-numbered semester of the school cycle. This decision allowed for the characterization of a heterogeneous sample in terms of academic progress, which is relevant for understanding the diversity of formative experiences within the study and their relationship with the subject matter studied herein.

Table 1.

Distribution of students by degree program and semester

Degree Program	1st	3rd	5th	7th	Unregistered	Total
Pre-school Education	89	21	65	42	0	217
Primary Education	76	84	45	64	0	269
Educational Inclusion	5	22	12	32	1	72
Total	170	127	122	138	1	558

Source: Own elaboration (2026).

Regarding gender, the majority of participants identified as female, with 494 cases, followed by males, with 57; likewise, one non-binary person was recorded, five who preferred not to specify their gender, and one in the "other" category. This distribution reflects the historical trend in teacher education in Mexico, particularly in basic education, where the profession has been highly feminized. Regarding age, 438 of those who participated in this research are between 17 and 22 years old, while 110 are in the range of 23 to 26 years. Less frequently, three are between 27 and 31 years of age, five between 32 and 36, and only two reported being 37 years or older. This distribution shows a predominance of students moving through continuous educational trajectories consistent with the normative age for pursuing higher education. Nevertheless, the presence of a distinct second group suggests the coexistence of diverse trajectories, which could imply late entry, interruptions in training, or non-linear paths within the

educational system.

Instrument

The School Violence Questionnaire CUVE3, developed by Álvarez-García et al. (2013), has been widely used in educational research to analyze different manifestations of violence in school contexts. The CUVE3 instrument has been validated in various educational contexts, reporting adequate levels of internal reliability (Cronbach's α above .80), which supports its consistency for the analysis of school violence. For the data collection of this research, the adaptation by Conde Vélez and Delgado-García (2020) was used, developed from the authors' interest in characterizing the presence of this phenomenon in university contexts.

The questionnaire was composed of 33 Likert-type items, which evaluated factors related to school violence: 1. Students' verbal violence toward students, 2. Students' verbal violence toward teachers, 3. Direct and indirect physical violence among students, 4. Social exclusion, 5. Violence through ICT, 6. Classroom disruption, and 7. Teachers' violence toward students.

While the adaptation of the instrument proposed its relevance to the higher education level, it was necessary to adapt the descriptions provided in the items so that the situations related to school interactions were assessed by those who participated in this research without interference from the country of origin's context; for example, words like *mote* were changed to *apodo* [nickname] or *antipatía* to *tirria* [grudge]. The analysis focuses on the CUVE3 items related to violence among students and teaching practices perceived by the student body.

Procedure

The application of the instrument was carried out during the corresponding school cycle through a form addressed to the institution's student body. Participation was conducted individually, with an estimated response time of between 10 and 15 minutes. Subsequently, the responses were organized and systematized in a database for statistical analysis.

Ethical Considerations

During the development of the research, efforts were made to respect the basic ethical principles linked to the participation of individuals in educational studies. The student body was informed about the general purpose of the study and the voluntary nature of their participation. Anonymity and confidentiality of the information provided were guaranteed, specifying that the data obtained would be used exclusively for academic and research purposes. Likewise, the identity of the participants was protected at all times, and a responsible use of the information collected was promoted.

Data Analysis

The data obtained were analyzed using descriptive statistics, based on the calculation of frequencies and percentages. This procedure allowed for the organization of the information collected and the identification of trends in the student body's perception regarding the different manifestations of school violence present in the context of initial teacher education. The analysis focused on recognizing those situations that presented the greatest recurrence within the experiences reported by the participants, as well as distinguishing the differences between manifestations of relational violence among students and the pedagogical practices associated with the faculty. Through this, the most relevant perception patterns regarding school violence were identified, and a general characterization of the dynamics of coexistence in the institution was

established.

RESULTS

In general terms, the results evidenced that manifestations of school violence occurred more frequently in relational forms among students, while teaching practices associated with violence were perceived to a lesser extent and primarily through indirect pedagogical interactions. The findings of the study allowed for the identification of student perceptions regarding different manifestations of school violence within the context of initial teacher education, as well as the recognition of those situations that appeared with the greatest recurrence within institutional coexistence.

Firstly, the data showed that the most frequent manifestations corresponded to relational dynamics among students. In particular, 54.6% of the student body indicated that students spoke ill of one another with some frequency, representing the most recurrent situation identified in the study. Likewise, 48% pointed out that the spread of negative rumors among peers occurred at least occasionally, which highlighted the presence of daily practices of social disqualification among peers. In general, these results suggested that school violence did not manifest primarily through visible physical expressions, but rather through relational interactions that deteriorated the climate of coexistence and affected the quality of relationships among students.

Table 2.

Most frequently perceived manifestations of school violence

Perceived Manifestation	Percentage
Students speak ill of one another	54.6%
Faculty antipathy toward some students	48.6%
Spread of rumors among students	48.0%
Faculty does not listen to the student body	44.0%

Source: Own elaboration (2026).

Note. Own elaboration based on the results obtained through the application of the CUVE3 questionnaire.

These findings allowed for the recognition that relational violence dynamics constituted the predominant form of conflictive interaction in the analyzed context. The fact that more than half of the student body perceived that students spoke ill of one another, coupled with the recurrence of rumors and negative comments, evidenced the existence of forms of coexistence marked by disqualification, symbolic exclusion, and the erosion of peer bonds. In this sense, the results showed that the most frequent manifestations of school violence were found in daily practices that, although not always visible as direct aggressions, influenced the students' formative experience and the configuration of the institutional environment.

In contrast, forms of physical violence presented a considerably lower frequency. 87.2% of the participants indicated that they had never observed physical aggressions among students within the institution, suggesting that this type of violence did not constitute a predominant manifestation in the analyzed context. This datum proved relevant because it allowed for a nuanced understanding of the phenomenon: the school violence identified in this research was not concentrated in overt physical acts, but rather in

relational forms and interactions of a symbolic and everyday nature.

Regarding the perception of teaching practices associated with experiences of school violence, the results indicated that the majority of the student body did not frequently perceive explicitly aggressive pedagogical practices. For example, 81.9% of students pointed out that they had never observed the faculty insulting the student body, while 73.8% indicated they never perceived unfair punishments, and 64.7% noted they never observed certain students being ignored. Similarly, 61.5% expressed that they never perceived the ridicule of students. These data allowed for the observation that the most overt forms of teacher violence presented a low frequency within the institution.

Table 3

Frequency of teaching practices associated with school violence perceived by the student body

Perceived teaching practice	Never	Rarely	Sometimes	Often	Always
Faculty ridicules the student body	61.5%	21.5%	13.1%	3.2%	0.7%
Faculty ignores some students	64.7%	21.3%	9.7%	3.2%	1.1%
Faculty punishes unfairly	73.8%	17.9%	5.6%	2.3%	0.4%
Faculty insults the student body	81.9%	12.2%	4.8%	0.5%	0.5%

Source: Own elaboration (2026).

Note. Own elaboration based on the results obtained through the application of the CUVE3 questionnaire.

Even though the general results showed low frequency, a more detailed analysis allowed for a closer identification of the student body's responses; occasional perceptions linked to pedagogical dynamics that could be interpreted as subtle forms of unequal interaction were identified. In particular, 48.6% of the student body indicated that they had perceived, at least occasionally, attitudes of Antipathy from the faculty toward certain students, while 44% noted that they sometimes perceived that the faculty did not listen to the students. To this was added that a sector of the student body reported, also with occasional frequencies, practices such as the ridicule of students, indifference toward some students, and the perception of unfair punishments.

Specifically, responses associated with the ridicule of students showed that, although 61.5% noted they had never observed this situation, 21.5% indicated it occurred rarely and 13.1% noted it happened sometimes. Regarding the perception that the faculty ignored some students, 64.7% responded they had never observed it; however, 21.3% indicated this occurred rarely and 9.7% reported it happened sometimes. In relation to unfair punishment, 73.8% responded they never perceived it, but 17.9% noted it occurred rarely and 5.6% sometimes. Finally, although insulting students appeared as one of the least frequent practices, 12.2% indicated it occurred rarely and 4.8% sometimes. These data showed that, while explicit manifestations of teacher violence were not predominant, occasional experiences did persist that revealed tensions in the pedagogical relationship.

Based on the set of findings, it was possible to identify that the results showed that the most frequent manifestations of school violence corresponded to relational dynamics among students, while forms of teacher violence were perceived mainly in terms of

indirect pedagogical interactions, such as a lack of listening, antipathy toward certain students, ridicule, or differentiated treatment. In this way, the findings allowed for the recognition that coexistence in initial teacher education was not only affected by conflictive relationships among peers but also by certain pedagogical practices that, although less frequent, influenced the students' perception of the formative environment and relationships within the institution.

DISCUSSION

The results obtained are consistent with previous research indicating that the most frequent manifestations of school violence are associated with relational dynamics among students, such as rumors, social disqualification, and negative comments among peers (Ortega Ruiz, 2010). These forms of violence, recognized as relational violence, affect the school climate by generating environments characterized by interpersonal tensions, distancing between classmates, and processes of social exclusion which—although not always expressed through overt aggression—do significantly impact the quality of coexistence (convivencia). In this sense, the school climate is configured as a key element for understanding the formative experiences of the student body, as it directly influences the way pedagogical relationships are constructed and the conditions that make possible, or limit, the configuration of safe, respectful, and democratic educational environments (Cohen et al., 2009).

Based on the analysis of the selected items from the CUVE3, the findings can be organized into two major types of school violence manifestations: those related to student interaction and those associated with the faculty's pedagogical practices. In the first case, the results evidence that relational dynamics among peers constitute the most frequent form of violence, particularly through negative comments, rumors, and social disqualification. This situation allows for the recognition that school coexistence is traversed by daily practices that, even when they may seem of low intensity, produce cumulative effects on the student experience and the perception of the institutional environment. In the second case, although explicitly aggressive teaching practices show a low frequency, perceptions linked to subtle forms of pedagogical interaction are identified, such as a lack of listening, antipathy toward certain students, occasional ridicule, and differentiated treatment. This organization of the results allows for a more comprehensive understanding of the phenomenon, evidencing that school violence is not limited to visible or overtly aggressive behaviors, but is also configured through relational and pedagogical dynamics that affect the educational climate and the formative experience.

These findings can be interpreted through the notion of symbolic violence proposed by Bourdieu (1999), insofar as certain normalized pedagogical practices—such as the lack of listening, indifference, or differentiated treatment—operate as subtle mechanisms for the reproduction of power relations within the educational space. From this perspective, violence does not always manifest in an explicit or recognizable way; rather, it is reproduced in forms of interaction that tend to be presented as natural, legitimate, or even inherent to the exercise of pedagogical authority. In the context of initial teacher education, this interpretation acquires particular relevance, as the experiences lived by the student body not only shape the school climate but also contribute to the internalization of models of authority, forms of relating, and styles of pedagogical intervention that may subsequently be adopted as valid benchmarks in professional practice.

In this sense, the study's results not only allow for an understanding of school violence dynamics in the context of initial teacher education but also highlight the need to problematize those pedagogical practices that, even without being explicitly violent, can reproduce forms of inequality within the classroom. In the case of teacher-training institutions, these findings are especially significant because the coexistence experiences lived during training influence how future teachers conceive of pedagogical authority, the treatment of students, and the management of coexistence in their professional practice. In other words, initial training transmits not only didactic and disciplinary knowledge but also forms of relationship, modes of exercising authority, and interpretive frameworks regarding what is considered acceptable or legitimate within the school space.

While the results align with previous studies identifying the predominance of relational violence, it is also relevant to problematize the apparent low frequency of explicitly violent teaching practices. This trend does not necessarily reflect the absence of such practices; instead, it may be linked to processes of normalization or naturalization within the formative context. In other words, certain forms of unequal interaction may not have been immediately recognized as violent by the student body precisely because they are embedded in institutional frameworks where specific expressions of authority, emotional distance, or differentiated treatment are assumed to be a habitual part of school dynamics. From this perspective, the low perception of teacher violence may be related to processes of legitimizing certain forms of pedagogical authority that are not always questioned, even when they produce discomfort, exclusion, or the weakening of the pedagogical bond.

This reading allows for an expanded interpretation of the findings, moving the discussion beyond the identification of overtly aggressive behaviors. School violence, in the analyzed context, appears to also be configured through more subtle, intermittent, and normalized experiences, whose importance lies precisely in their capacity to go unnoticed or be minimized. The lack of listening, antipathy toward certain students, or occasional ridicule do not necessarily constitute constant practices, but they do reveal tensions in the pedagogical relationship and show that school coexistence can be affected by forms of interaction that erode recognition, participation, and the students' sense of belonging within the formative space.

In this framework, it is pertinent to consider that school violence in initial teacher education cannot be analyzed solely as an isolated phenomenon or restricted to specific episodes between students or teachers, but rather as part of a broader web of pedagogical relationships that shape the formative experience. The normalization of certain practices, especially those associated with subtle forms of unequal interaction, poses the challenge of critically rethinking the teaching models, forms of authority, and styles of coexistence that are legitimized within teacher-training institutions. This reflection is particularly necessary considering that these institutions not only train education professionals but also model the ethical, relational, and pedagogical dispositions through which future teachers will connect with their own students.

Therefore, the discussion of these findings leads to the recognition that addressing school violence in initial teacher education should not focus exclusively on the prevention of direct or visible manifestations, but also on the review of those daily practices that configure asymmetrical relationships, experiences of exclusion, or

coexistence climates unfavorable to professional training. From this perspective, strengthening formative environments based on respect, listening, pedagogical dialogue, and democratic coexistence is not merely an institutional aspiration but a fundamental condition for the construction of pedagogical benchmarks that are more just, inclusive, and congruent with the educational task that future teachers will perform.

CONCLUSIONS

The analysis of student perceptions regarding school violence experiences in initial teacher education allows for the identification that the most frequent manifestations are linked to dynamics among students, particularly through rumors, negative comments, and peer disqualification. In contrast, explicit forms of teacher violence appear less frequently; nevertheless, perceptions associated with practices such as a lack of listening, antipathy toward certain students, and differentiated treatment within the classroom are also recorded. These findings allow for the recognition that school violence does not always manifest in an evident or direct manner, but is also configured through daily interactions that affect the formative environment and the way in which relationships are constructed within the institution.

The results show that, in the context of initial teacher education, school violence cannot be understood solely as a set of visible episodes of aggression, but also as a series of more subtle relational and pedagogical practices. This reading is significant because it evidences that institutional coexistence can be affected not only by conflicts between students but also by normalized forms of interaction that influence the perception of treatment, participation, and recognition within the educational space. From this perspective, it becomes necessary to broaden the understanding of the phenomenon to include those interactions that, even without being immediately identified as violent, do leave a mark on the formative experience.

In the field of teacher education, these findings acquire special relevance, as the experiences lived by the student body during this process shape their way of understanding educational practice, pedagogical authority, and the management of coexistence. Initial training does not only constitute a space for the appropriation of theoretical and methodological knowledge; it is also a setting in which concrete benchmarks are constructed regarding how to relate to students, how to exercise authority, and how to face the tensions inherent to school life. Therefore, the experiences of coexistence within the institution acquire a formative weight that transcends the immediate moment and can be projected into future professional practice.

In many cases, these dynamics may subsequently be transferred to teaching practice. That is, future teachers may reproduce forms of relationship that have been part of their own training, even without being fully aware of it. This possibility is especially relevant, as it serves as a warning that teacher-training institutions do not only transmit curricular content but also styles of interaction, models of authority, and forms of coexistence susceptible to being perpetuated in other school contexts. From this viewpoint, addressing school violence in initial teacher education implies not only identifying its most visible manifestations but also critically reflecting on those daily practices that, by becoming normalized, can consolidate as legitimate benchmarks for pedagogical action.

Hence, it is necessary to pay attention not only to the most evident expressions of

violence but also to those subtle practices that are naturalized within institutional life and that can affect classroom coexistence. The lack of listening, differentiated treatment, occasional ridicule, and peer disqualification show that school violence can be configured from apparently minor actions, yet with significant effects on the way students experience their formative process. Recognizing these forms of interaction constitutes a fundamental step toward problematizing school coexistence from a broader, more critical, and inclusive perspective.

Under this logic, it becomes fundamental for teacher-training institutions to promote formative spaces centered on dialogue, respect, listening, and participation. This implies generating institutional and pedagogical conditions that favor more equitable, conscious, and democratic relationships, as well as critically reviewing those forms of authority that, under a guise of normality, may reproduce inequalities or weaken the pedagogical bond. Strengthening school coexistence in these spaces not only responds to an immediate need for institutional improvement but also constitutes an indispensable condition for future teachers to construct educational practices oriented toward inclusion, the recognition of the other, and the creation of more just and humanizing learning environments.

According to the findings of the study, it can be concluded that school violence in initial teacher education is expressed mainly in relational dynamics among students and, to a lesser extent, in subtle pedagogical practices associated with the faculty. Both dimensions are relevant to understanding the formative experience of the student body and to recognizing that school coexistence constitutes a central component in the construction of the professional teaching identity. Consequently, addressing this phenomenon from teacher-training institutions represents not only a diagnostic task but also an opportunity to strengthen formative processes more congruent with the principles of respect, equity, inclusion, and democratic coexistence that should guide the professional practice of future educators.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the development or disclosure of the research results.

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