



Digital literary readings for the promotion of gender and affective-sexual diversity: Predictors of its didactic recommendation in secondary education

Delfín Ortega-Sánchez ^{1*}

 0000-0002-0988-4821

¹ Department of Specific Didactics, Faculty of Education, University of Burgos, Burgos, SPAIN

* Corresponding author: dosanchez@ubu.es

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ABSTRACT

This study analyses the frequencies of inclusion of digital literary-educational proposals on the diversification of sex/gender/sexuality expectations by in-service Spanish teachers of secondary education ($n=436$), and the predictors that determine this inclusion. Based on the application of the instrument *Digital Literary Education and the Construction of Gender Identities* (DLECGI), the study is developed in non-experimental designs of a cross-sectional nature, and at the relational, explanatory and predictive levels of research, insofar as it seeks to reveal the socio-demographic, formative and didactic causes of the phenomenon or event of interest, and its degree of occurrence. The results obtained indicate the existence of a profile of teachers who promote the recommendation of this type of digital reading based on their belonging to non-binary gender groups with previous training in co-education and equality, and with explicit didactic stances on controversial issues. Likewise, the relationship between socio-demographic variables and the didactic positioning of teachers on the recommendation of digital readings on affective-sexual diversity shows that initial and/or ongoing specific training in co-education and equality is a key predictor of this relationship. These findings attest to the fact that the visibility and recognition of identity plurality in literary education necessarily involves the proposal of counter-hegemonic models regarding gender and affective-sexual identity. In this regard, teacher training must continue to progress towards the adoption of inclusive didactic approaches within the framework of educational principles for democratic citizenship, regardless of the gender or personal and social identity that defines these teachers.

Keywords: digital literary, gender and affective-sexual diversity, gender identities, secondary education

INTRODUCTION

Social interaction is a fundamental factor in the holistic development of children and adolescents. In this social process, storytelling, particularly in its contemporary digital forms, is one of the most important vehicles for constructing and sharing meanings, understanding the world and adapting to it (Bruner, 2008). In this direction, numerous studies have argued that literature acts as an agent of socio-cultural transformation and, consequently, a first-order educational resource (Jaramillo, 2012; Tamayo & León, 2017). Indeed, the literary text stimulates comprehension and the construction of ideas and interpretations through the constant elements that structure the narrative. Its participation in the cognitive development of children and young people is based on a logical order of events and occurrences (Aguirre, 2012) capable of facilitating didactic transposition. It also favors the development of emotional intelligence (Ibarrola, 2014) in several directions (Cruz, 2014): helping to identify and understand one's own and other people's feelings, inviting to put oneself in the place of the characters, stimulating the exercise of empathy, offering different strategies for the resolution of the conflicts in the plot, and releasing frustrations and anxieties.

There is no doubt that children's and young people's literature contributes, in a specific way, to the development of narrative competence from the earliest reading ages, acquiring a prominent role in the teaching-learning process in any area of knowledge. In the development and didactic treatment of this competence, it is necessary to analyze the curricular approach that guides the design of materials and teaching practices, in order to promote a true education *in and for* equality (Ortega-Sánchez & Pagès, 2018).

The study of the degree of presence/absence of female characters in children's and young adult literature, and in curricular materials, has a relatively extensive history in Spain (Ortega-Sánchez & Juez, 2021; San Martín & Ortega-Sánchez, 2022). However, those dedicated to the analysis and treatment of gender and affective-sexual diversity in this educational field are less frequent (Torres et al., 2021). This type of literature can mediate gender equality education (Selfa, 2015), understood in its broadest sense. Literary education constitutes an appropriate sphere for questioning and discussing gender stereotypes and prejudices by promoting the concept of diversity and equality in its narratives (del Moreno et al., 2017), and the specific analysis of the literary permanence, both textual and iconographic, of hegemonic attributions in the definitions of the gender concept (Canett et al., 2021; Ortega-Sánchez & Juez, 2021). In this analysis, the deconstruction of literary texts for the rescue and visibility of plural identities has been driven by feminist literary criticism and queer theory from which broad, realistic, and diverse models of narrative identification are suggested (Hernández, 2020). However, it is confirmed that children's and young people's literature is an instrument at the service of the reproduction of gender identities (Arranz, 2015). According to Shahnaz et al. (2020), these narrative expressions contain marked ideological discourses, often hidden in which gender bias stands out, in this case, to the detriment of female textual and iconographic representation. This bias extends to the diversity of the gender concept and affective-sexual identities. Sexual diversity and gender, as problematized in this research, are presented as categories of an analytical and intersectional perspective different from the traditionally contemplated duality attributed to the heteronormative gender concept.

The spatial settings, the type of tasks performed, and the social roles assigned to men and women in children's narratives contribute to the psychological and social characterization of their characters and plots. Despite the imaginative and creative skills promoted by children's and young adult literature, and the scientific advancements made, the concept of gender still maintains a dichotomous, antagonistic, and hierarchical character, far removed from its inherent diversity (Verdú & Briones, 2016).

The study by Garrido-Hernansaiz et al. (2017) already demonstrated that the perception of efforts by educational institutions to provide training on affective-sexual diversity was related to more favorable attitudes towards it. Similarly, the recent research by Ullman et al. (2021) shows that over 80% of Australian parents support the inclusion of gender and sexuality diversity in public primary and secondary schools, while the analysis by Francis (2012) identified the presence of avoidance attitudes or the absence of teacher training on sexual diversity in South Africa. Likewise, the conclusions of Puttick et al. (2020) point out that teacher training is crucial in understanding and addressing comprehensive diversity. Finally, in this regard, the research by Soler-Quílez et al. (2022) has already proposed the introduction of texts on family diversity in language and literature classes in Spain. Through a quasi-experimental design, it was demonstrated that students who worked with these texts indeed showed a greater propensity for accepting affective, sexual, and gender diversity.

Assuming the interdependence between environment and identity, or the operative functionality of the environment as a builder of identities, we start from the assumption that children's and young people's literature recommended at the different educational stages conditions the subjectivity and self-concept of the pupils through the appropriation of certain socio-cultural meanings and social representations transmitted in their narratives. In this sense, it does not seem to be questioned that this literature has the capacity to contribute to the construction of socio-cultural meanings related to gender, and to the personal and social identities of pupils.

Children's and young people's literature is, in fact, one of the most appropriate resources for approaching knowledge and appropriation of social and cultural realities. Literary expression, sometimes combined with textual, iconographic or multimodal narratives, awakens motivation and stimulates the ability to understand phenomena, often abstract or complex, associated with other space-time frameworks or references. Likewise, children's and young people's literature helps to acquire a critical social perspective, facilitating the

exploration in the classroom of issues related to power, tyranny and justice (Delgado et al., 2016). It has also been shown how young people use narrative construction to make sense of gender categorizations (Earles, 2017), the foundations of their personal and social identities (Shahnaz et al., 2020), and the justification of certain naturalized archetypes.

In this context, the promotion of gender and affective-sexual diversity constitutes one of the nuclear axes of education for social justice. In this context, literary education is presented as an ideal curricular framework for its understanding, the development of empathetic skills aimed at questioning gender stereotypes and prejudices (Ortega-Sánchez & Juez, 2021), and education in and for comprehensive equality. Literary education must assume the responsibility of educating to engage with the work, but also to contemplate other identity models in which the reader can recognize themselves. In this regard, we agree with Hernández (2020) that 'advocating for an inclusive and de-normalizing pedagogy requires teacher training and awareness, as well as the implementation of non-exclusionary pedagogical models' (p. 104). Along these lines, the researcher offers two excellent didactic proposals for working on gender equality and sexual diversity in primary and secondary education. These proposals aim to promote critical thinking through the visibility of alternative identity references in literary education and to develop empathy and respect towards sexual diversity. For example, the first proposal suggests the selection of readings such as the book *King and King* (de Hann & Nijland, 2004) to dismantle the gender and sexual orientation imperatives underlying traditional stories (Núñez, 2012). In this area, the digital era has led to the consolidation of a multimodality of information, the accessibility of which has made people and groups visible and has favored knowledge of their realities and experiences in relation to gender diversity and identities.

The didactic-critical treatment of digital literary readings should be aimed at revealing literature's deconstructive capacity of discriminatory attitudes and behaviors based on gender diversity and identity; the transmission of values of equality through the plural inclusion of perspectives, experiences, voices and themes; the proposal of diverse references, including those coming from people of non-binary gender; the activation of processes of reader-literary text identification oriented towards social empathy; and the normalization of diversity in naturally plural and inclusive democratic contexts. Likewise, this type of reading should allow for the critical-literary analysis of the socially and culturally constructed and, therefore, permanently under construction, representations of gender in the literature classroom (Figure 1).

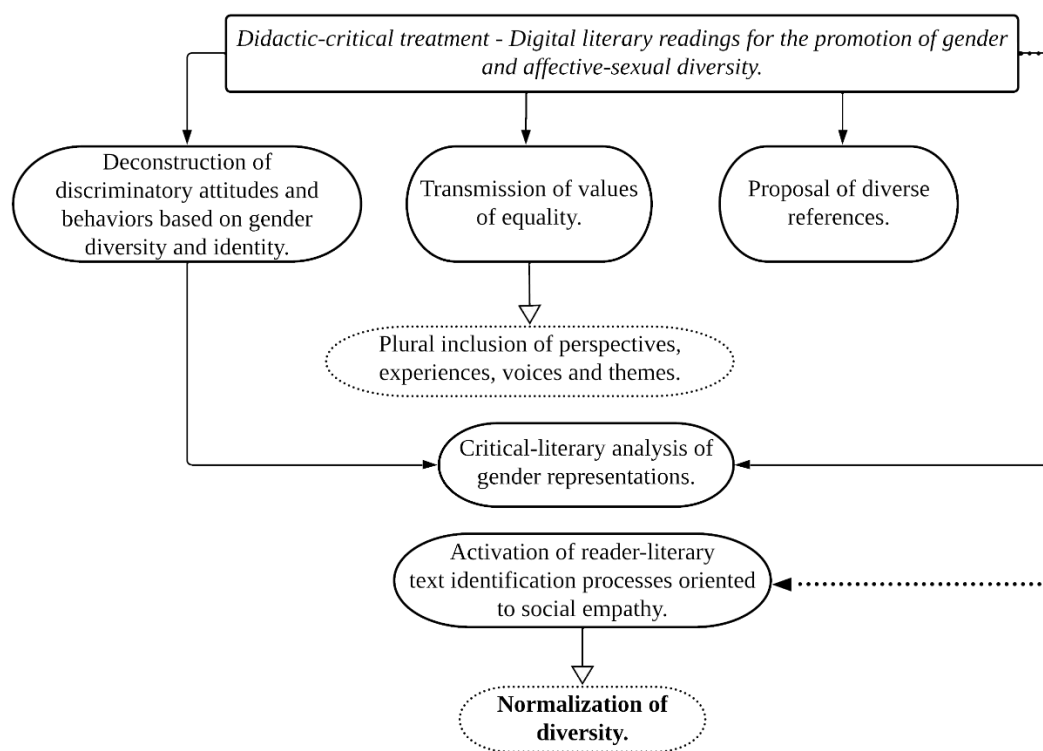


Figure 1. Procedural model of didactic-critical treatment of digital literary readings for promotion of gender & affective-sexual diversity (Source: Author)

Table 1. Socio-demographic characteristics

	Gender [<i>f</i> , (<i>p</i>)]		Total
	Binary	Non-binary	
Under or equal to 45 years of age	121 (27.8)	54 (12.4)	175 (40.1)
46 years of age or older	166 (38.1)	95 (21.8)	261 (59.9)
Total	287 (65.8)	149 (34.2)	436 (100.0)

Research Questions and Objectives

This study analyses the frequencies of inclusion of digital educational-literary proposals on the diversification of sex/gender/sexuality expectations by in-service secondary education teachers, and the predictive factors that determine this inclusion. The reasons for selecting secondary education teachers as the target population in this research are, as follows:

1. The lack of previous studies with Spanish teachers belonging to this educational stage and
2. Scientific literature demonstrates the particular incidence of school bullying based on sexual orientation, identity, and/or gender expression during adolescence, associated with self-sexual exploration in this vital stage (Cifuentes et al., 2020). Its objectives are, as follows:
 - a. **Objective 1.** To describe the frequencies of differential gender construction/socialization in the digital recommended reading in compulsory secondary education of Spanish in-service teachers, according to their socio-demographic, training and didactic characteristics.
 - i. **Research question 1.** Do Spanish literature teachers consider gender diversity and affective-sexual identity as a selection criterion for recommended readings in secondary education?
 - b. **Objective 2.** To reveal the specific influence of socio-demographic and formative factors of teachers in the recommendation of readings capable of contributing to the construction and understanding of diverse gender and affective-sexual identities.
 - ii. **Research question 2.** What factors predict these recommendations based on the promotion of plural and diverse identities related to gender and affective-sexual identity?

METHOD

Participants

Based on a non-probabilistic convenience sample, a total of 436 Spanish secondary school teachers with the following socio-demographic characteristics agreed to participate (Table 1).

Instrument

The research applies the instrument, designed *ad hoc*, 'digital literary education and the construction of gender identities' (DLECGI). This instrument is constructed on the basis of a statement on the curricular relevance of recommending digital literary readings for the treatment of gender and affective-sexual diversity in secondary education. This question is accompanied by four socio-demographic variables (age [≤ 45 years - ≥ 46 years], educational level [undergraduate-postgraduate], gender [binary-non-binary] and existence-inexistence of initial and/or ongoing training in co-education and equality, and a variable linked to the presence or absence of specific and recognizable didactic positions in teaching programs on controversial issues. Therefore, the instrument is constructed based on one endogenous variable (curricular relevance of digital literary readings regarding the mentioned type of diversity) and five exogenous variables referring to the sociodemographic, educational, and didactic characteristics of the participating teachers. The six variables assume a nominal dichotomous nature (*dummy* variables).

The acquisition of empirical evidence of content validity was conducted through inter-rater agreement among five experts regarding the relevance, sufficiency, appropriateness, coherence, and clarity of the six proposed variables (1 endogenous and 5 exogenous). The dimensions and rating scales (ranging from 1 to 4) were adapted from those defined by Escobar-Pérez and Cuervo-Martínez (2008), where 1 indicates non-compliance with the criterion and 4 indicates excellent compliance. To assess the level of agreement among

the experts, Fleiss' Kappa coefficient (Fleiss et al., 2003) was calculated, a statistical analysis tool used to evaluate the agreement among three or more evaluators regarding their independent assessment of measurement criteria. The results obtained indicate an excellent level of inter-rater agreement in the five dimensions of analysis, with optimal agreement strength ($K \geq 0.87$) and an appropriate level of criterion fulfillment ($M_o = 3-4$).

Design and Procedure

The study is developed in non-experimental designs of a cross-sectional nature, and at the relational, explanatory and predictive levels of research, insofar as it seeks to reveal the socio-demographic, formative and didactic causes of the phenomenon or event of interest, and its degree of occurrence.

The questionnaire was administered by email and hosted on the free *Google Forms* application. Teachers received the questionnaire in their institutional email and were informed of the purpose of the research study and the confidentiality with which their responses would be treated. They were also asked for their consent to use their answers in the study. The questionnaire was administered in July 2022. However, the forms remained open until December 2022. The quality of the collected responses was ensured by requiring that each response be submitted from an official educational institutional email domain. This requirement aimed to reduce arbitrariness. Additionally, incomplete forms for any of the items comprising the applied instrument were excluded from the study.

All the procedures applied complied with the ethical standards of the institutional and/or national research committee and with the 1964 Declaration of Helsinki and its subsequent amendments or comparable ethical standards, as well as with the ethical research criteria standards of the University of Burgos (Spain). Bioethics Commission of this institution approved the research project, guaranteeing the ethical-philosophical commitment and unwavering respect for human dignity, privacy, physical and moral integrity, as well as the protection of personal data in the treatment of the data obtained and throughout the research.

Data Analysis

In order to establish the existence of associations between the variables under study, the χ^2 test of independence was applied, aimed at identifying the association between two categorical variables, in this study of a dichotomous nominal nature. Assuming a significance level (α) or error rate of 5% (.05), these associations were sought to be recognized based on the observed numerical differences (relative frequencies). Additionally, the measurement of the strength or intensity of association between the variables (effect sizes) was calculated using Cramer's phi coefficient (ϕ_c).

To identify predictive relationships between the independent variables (age, educational level, gender, previous training, and didactic stance of teachers in relation to controversial topics) and the curricular relevance of recommending digital literary readings for addressing affective-sexual diversity in secondary education, a binary logistic regression analysis was conducted. This technique involves predicting the values of a dichotomous categorical variable (endogenous variable, variable to be predicted or supervised) based on a set of predictors (exogenous variables or predictors). Through the predictor variables, of a dichotomous nominal nature (*dummy* variables) with values (presence/absence) in sociodemographic and didactic conditions favorable for recommending diversity-oriented digital literary readings, the aim was to construct a predictive mathematical model that would allow the calculation of the probability of belonging to the category we want to know (curricular relevance of digital literary recommendation in secondary education). Thus, after verifying the fulfillment of the assumptions of logistic regression (absence of linearity assumption, independence of error, and absence of multicollinearity among variables), the goal is to reveal the predictive capacity of sociodemographic predictor variables and the didactic stances of teachers regarding the variable of interest (contribution to the understanding and promotion of gender and affective-sexual diversity through the recommendation of digital literary readings).

Table 2. Crosstab age, educational level, & curricular relevance

	PC _n [<i>f_i</i> (<i>p_i</i>)]	PC _a [<i>f_i</i> (<i>p_i</i>)]	Total [<i>f_i</i> (<i>p_i</i>)]
Under or equal to 45 years of age	85 (19.5)	90 (20.6)	175 (40.1)
46 years of age or older	124 (28.4)	137 (31.4)	261 (59.9)
NF _g	154 (35.3)	171 (39.2)	325 (74.5)
NF _p	55 (12.6)	56 (12.8)	111 (25.5)
Total	209 (47.9)	227 (52.1)	436 (100.0)

Note. PC_n: Denial of curricular relevance of recommending digital literary readings for treatment of gender & affective-sexual diversity in secondary education; PC_a: Affirmation of curricular relevance of recommending digital literary readings for treatment of gender & affective-sexual diversity in secondary education; NF_g: Level of education at undergraduate level; & NF_p: Postgraduate level of education

Table 3. Crosstab gender, previous training, & didactic positioning

	PC _n [<i>f_i</i> (<i>p_i</i>)]	PC _a [<i>f_i</i> (<i>p_i</i>)]	Total [<i>f_i</i> (<i>p_i</i>)]	χ^2	<i>p</i>	φ_c
Binary	94 (21.6)	55 (12.6)	149 (34.2)	20.821	<.001	0.219
Non-binary	115 (26.4)	172 (39.4)	287 (65.8)			
FP _a	95 (21.8)	177 (40.6)	272 (62.4)	49.037	<.001	0.335
FP _b	114 (26.1)	50 (11.5)	164 (37.6)			
PD _a	74 (17.0)	148 (33.9)	222 (50.9)	38.644	<.001	0.298
PD _b	135 (31.0)	79 (18.1)	214 (49.1)			
Total	209 (47.9)	227 (52.1)	436 (100.0)			

Note. FP_a: Pre-training and/or ongoing training in coeducation & equality; FP_b: No pre-training in coeducation & equality; PD_a: Didactic positions on controversial issues as an effective part of teaching programs; & PD_b: Absence of didactic positions on controversial issues as an effective part of teaching programs

RESULTS

Descriptive-Relational Results

The descriptive results obtained report absolute and relative majority frequencies of teachers aged 46 years or older, with a degree level of education, who consider the curricular relevance of recommending digital literary readings for the treatment of gender and affective-sexual diversity in secondary education. However, these trends do not provide empirical evidence that confirms the existence of an association between the variables age ($\chi^2_{[1, n=436]}=0.047, p=.828$) and educational level ($\chi^2_{[1, n=436]}=0.155, p=.693$), and the variable curricular relevance (Table 2).

Profile of teachers promoting suggestions of this type of digital reading is completed by their belonging to non-binary gender groups with previous training in coeducation and equality, and with explicit didactic positions on controversial issues as an effective part of their teaching programs. The trends confirm existence of bivariate associations between variables gender ($\chi^2_{[1, n=436]}=20.821, p\leq.001$), initial and/or ongoing prior training ($\chi^2_{[1, n=436]}=49.037, p\leq.001$) and didactic stances on contemporary controversial issues ($\chi^2_{[1, n=436]}=38.644, p\leq.001$), and variable curricular relevance. The associations receive low to medium effect sizes (Table 3).

Explanatory-Predictive Results

The omnibus test reports a Chi-square significance of less than .05 ($\chi^2_{[5, n=436]}=143.718, p\leq.001$), evidence that the model constructed can explain the relevance of the recommended digital readings on gender and affective-sexual diversity. The assessment of the model's usefulness, evidenced in Cox and Snell's and Nagelkerke's R^2 , report the extent to which sociodemographic variables and didactic positioning predict this bias by 0.281 (28.1%) and 0.375 (37.5%), respectively. The coefficients of determination R^2 are close to the one obtained by Cohen's Kappa index, obtained from the ratio between the real response values (variable to be predicted) and the values corresponding to its prediction=.30 ($p<.001$) (30%). The evaluation of the model's usefulness was completed by its predictive capacity, whose values were as follows: precision=64.9%, error=35.1%. Indeed, the percentage of the number of cases that the model is able to predict correctly or the overall percentage correctly classified exceeds 50% of the cases (64.9%), a circumstance that proves an optimal explanatory capacity of the model and, therefore, its acceptance.

Table 4. Equation variables, regression coefficients, Wald statistic, & OR value= $\exp(\beta_i)$

	β_i	ET	Wald	gl	p	$\exp(\beta_i)$	95% CI for $\exp(\beta_i)$	
							Lower	Upper
Age	.220	.231	.905	1	.341	1.246	.792	1.958
NF	.196	.247	.627	1	.429	1.216	.749	1.974
Gender	.020	.255	.006	1	.937	1.020	.619	1.683
FP	2.800	.346	65.649	1	.000	16.446	8.354	32.377
PD	-2.625	.345	57.810	1	.000	.072	.037	.142
Constant	-.520	.255	4.145	1	.042	.595		

Equation of constructed logistic regression model

$$y = \frac{1}{1 + e^{-(-.52 + .22Age + -.19NF + .02Gender + 2.80FP + -2.62PD)}}$$

$$f(x) = -.52 + .22Age + -.19NF + .02Gender + 2.80FP + -2.62PD$$

Note. ET: Standard error; NF: Level of education; FP: Pre-training; & PD: Didactic positioning

Relationship between socio-demographic variables and their inclination towards recommending digital reading on gender and affective-sexual diversity suggests that initial and/or ongoing specific training in co-education and equality, and didactic positioning in relation to controversial topics are two predictors of this relationship (0≠Wald statistic, $p \leq .001$). Therefore, teacher training is proposed as one of the most significant factors in the inclusion of digital reading proposals with diversity-promoting narratives and, consequently, of specific curricular resources for education for democratic citizenship. At the multivariate level, age, gender and educational level do not, however, constitute predictors of this inclusion. These results are concomitant with those obtained in other diagnostic studies, carried out by the DHISO group at the University of Burgos, on the transversal and transdisciplinary curricular inclusion of human rights education in secondary education (Ortega-Sánchez, 2023) in which previous training and the didactic positions of in-service teachers also appear as two significant predictors of the variable of interest.

Relationship established is positive, i.e., formative and didactic-teaching factors motivate greater probabilities of considering these proposals in literature classroom. Likewise, in these variables, $\exp(\beta_i)$ is far from one, in previous training variable, so its strength in explaining event of interest is adequate (Table 4).

DISCUSSION

According to the research by Aguirre et al. (2020) on the analysis of teachers' perceptions of LGBTphobia, experience and intervention in secondary education, and the need for training and education in this area, schools and their communities continue to present themselves as hostile places for LGBT students. In this sense, the recommendation for further teacher training and careful educational reflection from a *queer* perspective is consistent with the results of our research. The identification of the absence of clearly majority literary contributions to gender and affective-sexual diversities distributed, in this research, in 47.9% and 52.1%, points to the urgency of promoting educational and curricular policies capable of directing their aims towards a counter-socialization of gender away from identity standardizations, and oriented towards educating *in* and *for* equality.

The results obtained show the absence of a truly comprehensive and inclusive literary contribution to sustainable development goal 5, the permanence of traditional gender attributions in the recommended digital readings, and the invisibility of LGBTI+ identities in the articulation of students' literary knowledge. Likewise, the predictive analysis, carried out with the aim of verifying the influence of socio-demographic, formative and didactic factors of teachers in the promotion of inclusive literary models, informs of the importance of interrogating the recommendations of literary narratives, the type of social content generated and its function as a cultural product. It can be affirmed that, in the instrumentalization of this function, "cultural patterns or models that, in some way, maintain and legitimize certain ways of acting in society" (Yubero et al., 2014, p. 563) continue to be recognized, when they are independent of specific training in coeducation and equality, and of their potential impact on teachers' didactic stances on controversial issues such as the one we are dealing with.

CONCLUSIONS

The previous or ongoing training of teachers in coeducation and equality, as well as its impact on their didactic positions regarding controversial topics in literary education, are explanatory factors for the inclusion of diverse affective-sexual and gender identities in their digital literary recommendations. Similarly, these factors are interdependent with the curricular relevance of such recommendations, as they are linked to the identification of participating teachers with non-binary gender groups. The promotion of gender and affective-sexual diversity can stem from practical didactic applications of critical literacy in literary education. Indeed, questioning gender and sexuality stereotypes, and identifying the persistence of prejudices in this area, could be addressed through textual analysis and critical understanding, reflexively connected to the social and cultural contexts in which texts are generated and read (Ortega-Sánchez & Pagès, 2017). Considering the literary capacity to construct and illustrate affective-sexual and gender identities, the literary texts used in the classroom can be utilized to recognize and promote this diversity. In this regard, the teacher's recommendation of readings on this type of diversity aims to offer alternative deconstructive and reconstructive forms based on integral principles of social justice.

Symbolic representations of gender continue to distance themselves, to a large extent, from their inherent diversity and social discourses on inclusion. Consequently, children's literature, and also youth literature, in close dialogue with the scientific-disciplinary advances of reference, should become aware of the gender discourses promoted by the discussion and deconstruction of their meanings (Taber & Woloshyn, 2011), and become part of a new reflection on the purposes of literary education.

In short, it is essential to build a truly inclusive educational culture through training actions oriented towards teaching practice and its impact on teachers' didactic positions. From this perspective, we agree with Emejulu and McGregor (2016) on the need for a politically informed understanding of digital, technology and citizenship, and the concept of 'radical digital citizenship' in which critical social relations with technology become visible and emancipatory technological practices for social justice are developed.

Limitations and Future Lines of Research

This study should be expanded to include a qualitative research phase in order to corroborate the addressed questions with greater reliability. Indeed, the online administration of the scale could lead to a specific limitation concerning the contextual richness that conditions the response associations for each item. Finally, the absence of a probabilistic sampling of participants and the adoption of convenience non-probabilistic sampling may affect the generalizability of the analyzed findings, thus caution must be exercised when interpreting the results at a population level. Furthermore, sociodemographic characteristics (exogenous variables) of the participating teachers that were not considered in this research, such as teaching experience, geographic distribution, and/or type of educational institution (public, private, or charter), as well as their potential statistical influence, should be considered in future analyses regarding the research problem at hand.

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Ethics declaration: The author declared that the study was conducted according to the guidelines of the Declaration of Helsinki (Declaration of the World Medical Association), guaranteeing the ethical-philosophical commitment and unwavering respect for human dignity, privacy, physical and moral integrity, as well as the protection of personal data in the processing of the survey and throughout the research. In the process of collecting the information, the schools confirmed their informed consent to the research, guaranteeing the anonymity and confidentiality of the students' answers, as well as their subsequent treatment. The study was also approved by the Ethics Committee of the University of Burgos (IR 15/2018).

Declaration of interest: The author declares no competing interest.

Data availability: Data generated or analyzed during this study are available from the author on request.

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