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Analysis of School Coexistence in Schools in Spain from the Perspective of Primary School students

Análisis de la convivencia escolar en los centros educativos de España desde la perspectiva del alumnado de Primaria

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Abstract

We analyze school coexistence in public, state-subsidized and private primary schools in Spain from the perspective of students, developing a multistage random cluster sampling according to guidance resources in schools. The participating sample is 26,156 students at the state level with a representativeness and a confidence level of 99%. The database was coded with SPSS 28, distribution was checked, and cut-off points were created based on ranges and levels of coexistence by totals (low, medium, and high). Descriptive statistics have been developed by variables analyzed, levels of coexistence and non-parametric tests have been chosen, since we work with a sample of non-normal distribution. The results show statistically significant differences between the type of center (Public-Concerted) in some dimensions of coexistence (D1–Types of conflicts–, E1–Detection tools–, E4–Syllabus assessment– and F1–Coexistence norms–) and between Public-Private in the D1 dimension. However, no statistically significant differences finally appear in the B1–Global assessment of coexistence–, C1–School-family relations–, C2–Teacher-pupil relations,

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C3–Pupil relations–, E–Syllabus methodology– and F2–Conflict resolution– dimensions. We also have not found any statistically significant differences at the global level between total levels coexistence, since coexistence is adequate in all schools regardless of segmentation by ownership. We must continue to investigate the dimensions involved and make an adequate distribution of orientation resources towards coexistence in high-priority cases.

Keywords: peaceful coexistence; schools; primary school; social and emotional learning.

Resumen

Analizamos la convivencia escolar en centros educativos públicos, concertados y privados de Educación Primaria en España desde la perspectiva del alumnado, desarrollando un muestreo aleatorio por conglomerados polietápico según los recursos de orientación en escuelas. La muestra participante son 26156 estudiantes a nivel estatal con una representatividad y un nivel de confianza del 99%. La base de datos se ha codificado con SPSS 28, comprobando la distribución, creando puntos de corte según rangos y niveles de convivencia por totales (bajo, medio y alto). Se extraen estadísticos descriptivos por variables analizadas, niveles de convivencia y pruebas no paramétricas, ya que trabajamos con una muestra de distribución no normal. Como resultados aparecen diferencias estadísticamente significativas entre el tipo de centro (Público-Concertado) en algunas dimensiones de convivencia (D1–Tipología conflictos convivencia–, E1–Herramientas detección–, E4–Aspectos curriculares evaluación– y F1–Normas convivencia–) y entre Público-Privado en la dimensión D1. Sin embargo, no aparecen diferencias estadísticamente significativas en las dimensiones B1–Valoración global convivencia–, C1–Relaciones familia-escuela–, C2–Relación docente-discente–, C3–Relaciones discentes–, E3–Aspectos curriculares metodológicos– y F2–Formas resolver conflictos–. Aunque en todos los casos resulta un tamaño del efecto bajo o muy pequeño. Tampoco se encuentran diferencias estadísticamente significativas a nivel global entre los niveles de convivencia total, ya que la convivencia resulta adecuada en todos los centros escolares independientemente a la segmentación por titularidad. Por ello, se deben seguir indagando aquellas dimensiones implicadas y realizar una adecuada distribución de recursos de orientación hacia la convivencia en aquellos casos con mayor prioridad.

Palabras clave: Convivencia pacífica; escuela; educación primaria; aprendizaje socioemocional.

Introduction

Coexistence is the act of living with other people, establishing a social network that allows for satisfactory relationships with others by creating positive and healthy interpersonal bonds (Monjas, 2021). From this point of view, school coexistence is approached from a pedagogy of coexistence that requires the participation of the school community with the intention of preventing and addressing conflict with peaceful

strategies (Martín, 2006). In the context of primary education, Reyes Jaimes and Velázquez Reyes (2022) highlight the importance of coexistence being an integral part of teaching planning and not an external addition.

Numerous studies point to the benefits of a positive school environment: high academic performance, low levels of victimisation (Berkowitz et al., 2015; Cortés-Pascual et al., 2019; Lacey and Cornell, 2016), prevention of violence such as bullying, improved learning, enriched interpersonal relationships and personal satisfaction (Ortega et al., 2004). Therefore, it is increasingly evident that there is unanimous agreement, both socially and among researchers, that improving coexistence has a direct impact on educational quality (Benbenishty et al., 2016; Cerdá et al., 2019; Djigic and Stojiljkovic, 2011; Kraft et al., 2016).

At the same time, there is concern within the educational community about the incidence of bullying, physical violence, vandalism and disruptive behaviour in school environments in Spain, which is on the rise (Cruz Orozco, 2020; Cruz Orozco et al., 2025). In addition, there is family and school concern about how young people manage their social interactions through social media (Larrañaga et al., 2022). For this reason, there is a demand for coordinated socio-educational work to continue developing effective coexistence programmes focused on awareness-raising, prevention and early intervention to reduce and prevent violence in schools, thus creating safe and healthy educational environments for all students (Del Rey and Ortega, 2001; Merma-Molina et al., 2019).

Currently, there are previous and recent studies that show that levels of satisfaction with school coexistence in Spain in primary education (Torrejo, 2023) and secondary education are positive (Díaz-Aguado, 2010; Zabalza, 1999). Likewise, there are reports at the national level that reflect the efforts made by the different autonomous communities to improve coexistence and highlight the various initiatives that are being developed: regional observatories on coexistence, specific teams or units, and coordinators of coexistence and well-being in schools (Ministry of Education and Vocational Training, 2022).

Types of educational centres in Spain according to ownership

In Spain, educational centres can be publicly or privately owned (subsidised or private educational centres). Ownership refers to who is the owner or legal guardian of the educational centre and can influence aspects such as management, curriculum, teaching staff, available resources and funding (Eurydice, 2023a). In the case of private and state-subsidised private schools, the latter receive financial contributions from the state, and the families they select have a defined social, economic and cultural profile. As Escardíbul and Villarroya (2009) point out, Spanish families with higher socioeconomic, educational and cultural levels tend to choose private schools, although geographical

distribution must also be taken into account. These clearly defined profiles also have a direct influence on the school in terms of factors that are decisive for pupils, such as: the quality and equity of education (Benito et al., 2014), equal opportunities (Boterman et al., 2019), academic performance (Berkowitz et al., 2017; Reardon, 2014) and students' own expectations for the future (Wicht, 2016).

Currently, there is a wealth of research focusing on the analysis of school segregation by socioeconomic status (Ascorra et al., 2016; Gutiérrez et al., 2020; Murillo and Martínez-Garrido, 2018), by national or foreign origin (Alegre and Ferrer, 2013) or by students with special educational needs (Guiral and Murillo, 2023); and many of them include the perspective according to the type of school in which they are finally enrolled (Murillo and Guiral, 2024).

In research conducted outside Spain, there are very few studies that analyse the relationship between coexistence and school quality according to the type of school in primary education; some specific studies point to the existence of fewer behavioural problems in private schools (Shahzad, 2021), but further studies addressing this area appear to be necessary.

In the systematic review by Sánchez-Serrano et al. (2022) on school coexistence, taking into account the PRISMA method guidelines in the field of education, it is highlighted that in public and private schools in Spain there are no studies addressing the relationship between the type of school according to ownership (public, private) and the quality of coexistence in primary education at the state level. Among the few studies available, Lázaro-Visa and Fernández-Fuertes (2017) show that students in subsidised private schools rate the school climate more positively than those in public schools; this difference is also observed in the perceptions of teachers and families, although with some nuances. This study also highlights a higher frequency of conflicts and disruptive behaviour in public schools, according to teachers' perceptions.

Other studies carried out in secondary education or in general based on the Spanish education system address this issue. Rodríguez's (2007) research presents interesting differences in the analysis of different secondary schools in terms of school coexistence between smaller, subsidised, urban and high-context schools compared to medium-sized, public, urban and low-context schools. Likewise, at this stage, according to Gaeta González et al. (2020), secondary school students highlight that bullying, cyberbullying, gender violence and racism are common in different schools at the national level.

Along the same lines, a study carried out by the Federation of Education of Comisiones Obreras (2004) found that teachers' ability to curb coexistence problems worsens when they work in schools with a low socio-cultural context, which are publicly owned and at the secondary education stage.

Different autonomous communities have conducted studies analysing the variable type of school; in the Community of Madrid (Regional Ministry of Education and Research of the Community of Madrid, 2018), subsidised private schools have fewer

disciplinary incidents, while public schools show greater diversity in intervention programmes, although they also have more cases of conflict. It is noteworthy that the perception of the school climate is more positive in subsidised private schools, especially with regard to the involvement of families. In Andalusia (Observatory for School Coexistence in Andalusia, 2011), it is observed that public schools record more incidents, although they also apply more educational and preventive measures; subsidised private schools tend to have fewer records of conflicts, but the report warns that this may be due to differences in reporting criteria.

On the contrary, one of the first national studies to take into account the variable of school ownership was the Ombudsman's report (2000) on coexistence and conflicts in secondary schools, which did not find significant differences between rural and urban contexts, public and private schools, or autonomous communities.

However, with the exception of some local research in Spain, which does not directly point to the analysis of school coexistence according to González Lorenzo (2020), there is no conclusive research documentation on this subject at the national level among different educational centres according to their ownership that analyses the quality of this theoretical educational construct.

Therefore, the objective guiding this study is to analyse whether there are significant differences based on the different levels of school coexistence (low, medium and high) and between the different types of educational centres (public, subsidised and private) in Spain from the perspective of primary school students.

In this regard, it should be noted that the voice of students is essential when addressing issues related to school coexistence, since, according to Rodríguez (2008), the first requirement for teaching is the belief that students are experts in their own reality and their point of view on relevant issues. This premise changes the way we think about education. Listening to pupils, understanding their experiences and perspectives is crucial for identifying problems, developing effective intervention strategies and creating effective and meaningful learning experiences. By interacting with the voices of students, schools can create an environment that supports relationships and resolves any problems or conflicts that may arise. It is therefore worth noting that it is particularly interesting that the assessment of coexistence is carried out by the students themselves, as this will provide highly relevant and direct information. Furthermore, in the report by the Spanish Ministry of Education and Vocational Training (2022), the results reflect that the aim is not only to prevent bullying and violence, but also to foster an educational environment that promotes equality and respect.

In this case, the questionnaires in this study that assess coexistence (Torrego, 2023) could in turn be a tool that facilitates formative assessment and enables a quick self-diagnosis of the school, as they can help to identify possible situations of bullying or conflicts existing in the classroom or school. Likewise, this research process and the subsequent application of the aforementioned assessment tools can offer guidance teams

and management teams, as well as teaching staff and families, valuable guidelines or feedback on the quality of the relationships between students that are being formed in the educational centre.

Method

Participants

The reference population is 2,843,852 students enrolled in primary education during the 2021-2022 academic year at the national level (Ministry of Education and Vocational Training, 2023).

The participating sample consists of 26,156 primary school students nationwide, with a confidence level of 99%. Therefore, we are working with a statistically representative sample at the national level, as it exceeds the N of 16,545 students calculated as the total necessary for sampling.

A multi-stage cluster random sampling procedure is carried out following the route of clusters, stages, and strata according to guidance resources and schools; only the Basque Country is excluded as it does not participate (Torrego, 2023). In this regard, the corresponding authorisation to participate is obtained from each collaborating educational centre.

The sample of 26,156 students has an average age of 9.6 years and is distributed among 12,843 girls (49.1%) and 13,312 boys (50.9%), with 16,649 enrolled in public schools (63.6%), 7,279 enrolled in subsidised private schools (27.8%) and 2,226 enrolled in private schools (8.5%), with 19.3% (5,066) in Year 3, 24% (6,289) in the 4th year, 27.7% (7,248) in the 5th year and 28.8% (7,551) in the 6th year of primary education. Students in the 1st and 2nd years were excluded, as the questionnaire is only suitable for students in the 3rd year and above due to issues of maturity and language development.

Instruments

The instrument used as a questionnaire to collect each student's responses is the School Coexistence Assessment Questionnaire for Students (Torrego, 2023), which is a national survey on school coexistence in primary education. Its main objective is to find out the opinions of students by school.

The assessment tool has a series of initial identification items (77 questions) and sociodemographic questions to collect characteristic data from the sample, as well as a series of multiple-choice questions, dichotomous items and a 10-point Likert scale (0 is a poor rating and 10 is excellent). However, this research ultimately focused solely on the scale items, as the objective of the study was to identify differences based on this list of items (53) and their relationship to each other, using data processing appropriate to the nature of the metrics for the variables (Martínez-Abad and Rodríguez-Conde, 2017). In

this regard, based on the application of the scale for students and its dimensions of analysis, which construct the instrument and have been validated at the national level with adequate metric properties at the global level ($>.75$), the following indicators have been selected in accordance with Torrego (2023, pp. 273-274) as elements for study:

B1 (Overall assessment of coexistence); C1 (Family-school relationships); C2 (Teacher-student relationship); C3 (Relationships between students); D1 (Types of coexistence conflicts); E1 (Detection tools); E3 (Curricular methodological aspects); E4 (Curricular assessment aspects); F1 (Coexistence rules); F2 (Ways of resolving conflicts).

Procedure

The database was coded using IBM's SPSS statistical package, version 28, as well as the procedures and tests necessary for data analysis with the responses of all students who completed the questionnaire.

All information has been analysed confidentially and/or subject to professional secrecy, and its disclosure is carried out in accordance with the Organic Law on Data Protection and Guarantee of Digital Rights (LOPDGDD) and the European Data Protection Regulation (REPD).

This study was also carried out with the approval of the Animal Research and Experimentation Ethics Committee (CEI) of the University of Alcalá. Using computerised procedures, the students answered the questionnaires online in the computer room of each educational centre. The process was supervised by the centre's teaching staff, who had previously received instructions from the research team on how to administer the National Survey on School Coexistence in Primary Education.

Data analysis

In this case, normality tests were performed to check the distribution of the data using the Kolmogorov-Smirnov (K-S) test and visual grouping transformation to create cut-off points according to ranges and levels of cohabitation for totals (low level: 40-403.9; medium level: 404-447.9; high level: 448-520).

Likewise, descriptive statistics have been performed for the variables analysed and levels of coexistence, as well as non-parametric tests, since we are working with a non-normally distributed sample (Torrego, 2023) with a significance for K-S of $p=0.000$.

Therefore, the following statistical procedures were performed:

- Wilcoxon signed-rank test for one sample.
- Chi-square tests for one sample.
- Kruskal-Wallis non-parametric test for independent samples.
- Paired comparisons using Bonferroni correction.
- Effect size in statistically significant differences.

In all cases, to avoid differences due to the participating groups created by study variables (type of school), statistical analyses are performed between ranks by coexistence levels to correct for differences in the number of students or Bonferroni correction as a more robust guarantee (Lizasoain and Joaristi, 2003). Likewise, where necessary, the effect size is calculated using Eta Squared (η^2) or Cramer's V (vC) (López-Martín and Ardura, 2023) to observe the level of significance.

The analyses have focused on conducting a differential study with the variable type of school, as there are few recent analyses on school coexistence with representative samples among students in subsidised and private primary schools, as well as current research with representative samples among students according to the type of primary school (public, subsidised and private) by levels of school coexistence. However, there are numerous differential studies with other types of variables (gender, age, year group, origin, etc.) in primary education (Abeledo, 2021; Cerdá et al., 2019; Córdoba et al., 2016; López, 2018; Tuero et al., 2020;).

Results

Descriptive statistics and levels of school coexistence

Based on data from the validated scale for students on school coexistence (Torrego, 2023), the responses obtained from the students and their results were analysed by dimension of analysis, as well as according to the variables under study.

First, descriptive statistics were extracted by dimension of analysis in terms of coexistence in the participating schools. To this end, the levels of coexistence (low 33.91%, medium 32.91% and high 33.18%) are described for the total student sample by response range (see Figure 1), and the mean scores for the variables analysed can be observed according to the total number of students for each dimension: $B1\bar{x} = 9.24$; $C1\bar{x} = 9.39$; $C2\bar{x} = 8.78$; $C3\bar{x} = 8.51$; $D1\bar{x} = 7.04$; $E1\bar{x} = 8.43$; $E3\bar{x} = 8.69$; $E4\bar{x} = 8.82$; $F1\bar{x} = 8.37$; $F2\bar{x} = 6$. (see Figure 2).

In this regard, although the data are similar and close to each other, it can be seen that the highest scores are in dimension B1 ($\bar{x} = 9.24$) and C1 ($\bar{x} = 9.39$). Likewise, the lowest scores are in dimension D1 ($\bar{x} = 7.04$) and F2 ($\bar{x} = 6.00$).

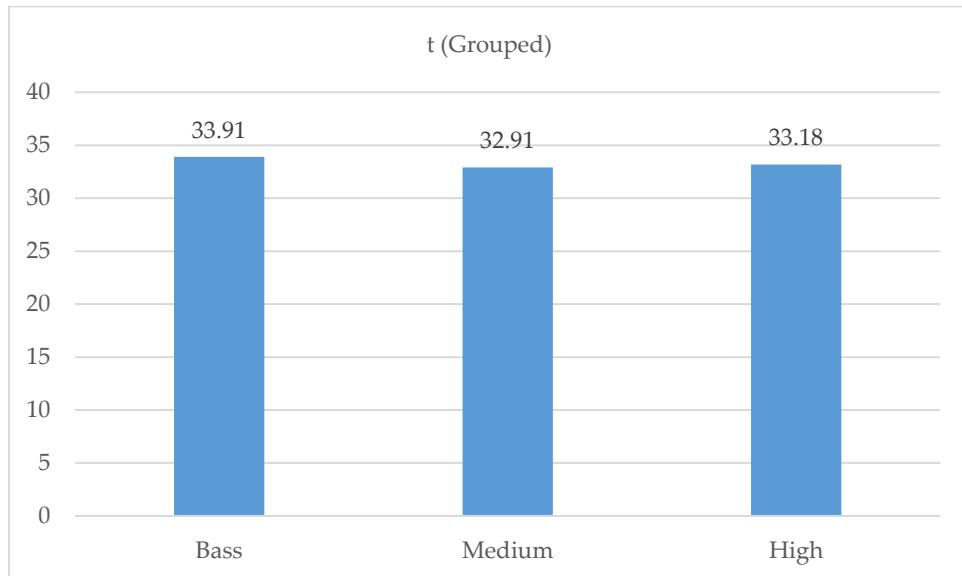


Figure 1. Levels of coexistence for all students according to percentages.

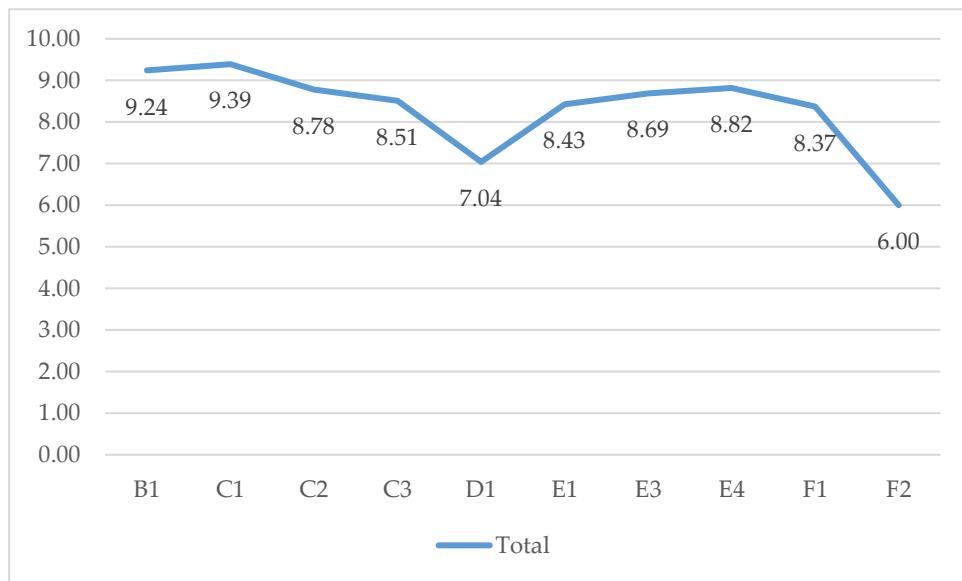


Figure 2. Averages by dimensions and levels of coexistence among students.

The dimensions analysed are also described below in terms of their means by type of school (Figure 3).

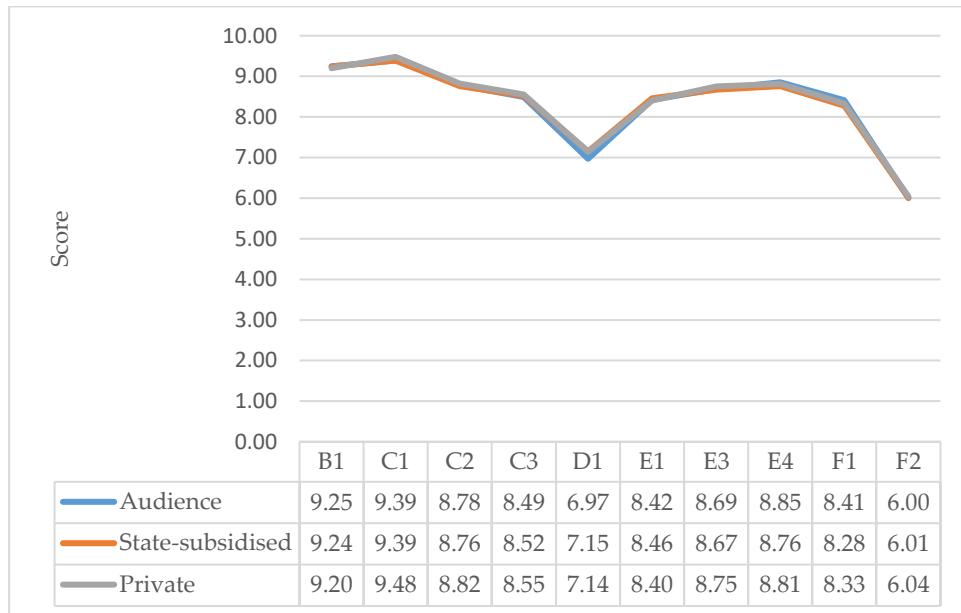


Figure 3. Mean school coexistence scores for students by dimension and type of school.

Based on the above information (Figure 3), the dimensions with the highest scores according to type of school would also be B1 and C1, as can be seen in Figure 3. Likewise, the lowest scores also coincide with the overall averages (D1 and F2).

In this regard, the total levels of coexistence by type of school (public, state-subsidised private and private) are shown in Figures 4, 5 and 6, respectively.

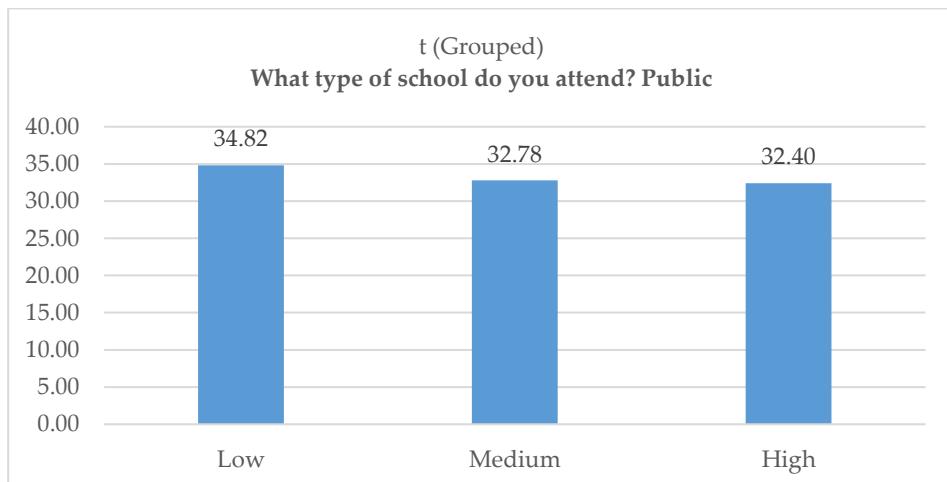


Figure 4. Levels of coexistence for public schools according to percentages.

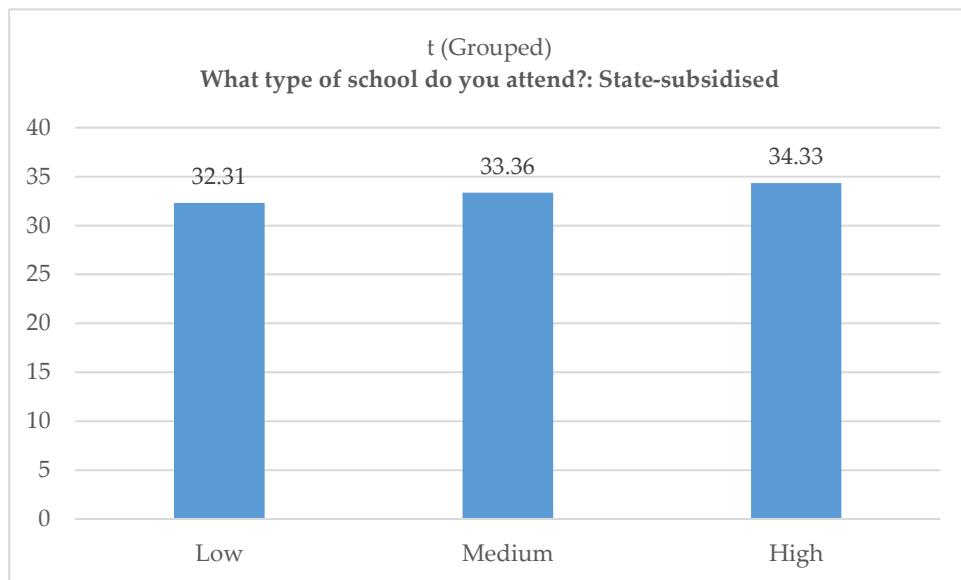


Figure 5. Levels of coexistence for subsidised schools according to percentages.

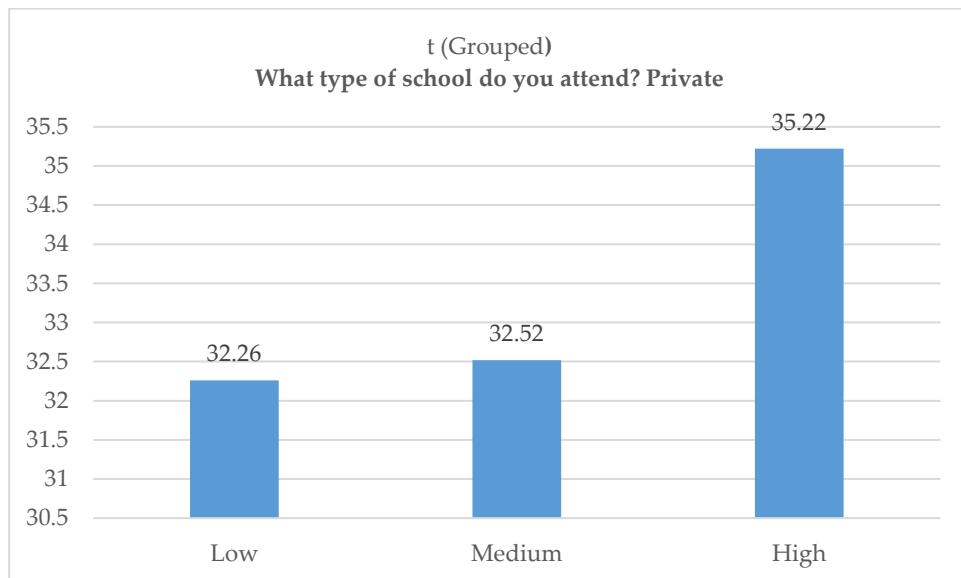


Figure 6. Levels of coexistence for private schools according to percentages.

In general, the percentages regarding levels of coexistence in each type of school appear to be similar and consistent with each other for the total sample in each case. However, there are differences between the scores, which should be further explored statistically, since in the case of public schools the percentages according to levels are descending and in the case of subsidised/private schools they are ascending (low, medium and high levels) (Figures 4, 5 and 6).

Therefore, statistical analyses are carried out between the levels of coexistence and differential analyses are performed by dimension and/or type of school, in order to statistically observe whether there are significant differences within/between groups of students and between/with the variables studied specifically.

Analysis between levels of coexistence for the total sample of students by type of school

Using the non-parametric Wilcoxon signed-rank test for a sample, the resulting differences between the levels of coexistence among the total number of students are analysed. In this case, no statistically significant differences appear ($p=0.149$; $w=-1.442$).

Likewise, the chi-square test for one sample is performed to further investigate the differences between the levels of coexistence for the total number of students, and no statistically significant differences appear either ($p=0.125$; $\chi^2=4.161$).

In this regard, in order to observe whether there are differences in variance in the scores on coexistence among students according to the type of school in which they are enrolled in terms of the total and the dimensions specifically studied, in order to be able to guide the support for school coexistence according to each case, the non-parametric Kruskall-Wallis test for independent samples on this type of variable was also performed – Tables 1 and 2.

Table 1

Kruskall-Wallis total students and total coexistence scale by type of school.

Total N	26,154
Test statistic	19.791 ^a
Degrees of freedom	2
Asymptotic significance (two-tailed test)	<.001

a. Test statistics are adjusted for ties.

Table 2

Total cohabitation: pairwise comparisons What type of school do you attend?

Sample 1- Sample 2	Test statistic	Standard error	Standard test statistic	Sig.	Adjusted Sig. ^a
Public- Subsidised	-385,628	100,021	-3,855	<,001	,000
Public-Private	-467,401	160,640	-2,910	,004	,011
State-subsidised- Private	-81,774	172,403	-,474	,635	1,000

Each row tests the null hypothesis that the distributions of Sample 1 and Sample 2 are equal; asymptotic significances (two-tailed tests) are displayed. The significance level is .050.

a. The significance values have been adjusted using the Bonferroni correction for multiple tests.

In this regard, statistically significant differences can be observed between the scores of students from public and subsidised private schools ($p=0.000$; $kw=-3.855$), as well as between groups of students from public and private schools ($p=0.011$; $kw=-2.910$), as can be seen in Table 2. In these cases, the effect size calculated by Eta squared for the differences between public and subsidised schools is $\eta^2=0.014$ and between public and private schools is $\eta^2=0.020$, i.e. a small effect in both cases (López-Martín and Ardura, 2023).

Likewise, to observe whether there are differences between the data within groups of students by type of school, one-sample chi-square tests are performed for each case (students from public schools, students from subsidised private schools and students from private schools). In this regard, the complementary analyses show that, firstly, in terms of students enrolled in public schools, there are statistically significant differences between levels of coexistence ($p=0.000$; $\chi^2=16.88$), resulting in a small effect ($vC=0.119$) calculated using Cramer's v ($gl=2$). In the case of students in subsidised private schools, there are no statistically significant differences between the resulting levels ($p=0.108$; $\chi^2=4.45$). Thirdly, in relation to students in private schools, there are also no statistically significant differences between the levels analysed ($p=0.166$; $\chi^2=3.59$).

Differential analysis by dimensions of coexistence and variables, segmented by type of school (public, state-subsidised, private)

Next, we also analysed whether there were differences between groups of students according to school type and levels of coexistence in each of the dimensions of school coexistence measured.

Table 3

Kruskall-Wallis test by cohabitation dimensions and type of centres. Summary of hypothesis contrasts between analysed categories.

	Null hypothesis	Sig.^{a,b}	Decision
1	The distribution of B1 (Grouped) is the same across categories.	1.000	Retain the null hypothesis.
2	The distribution of C1 (Grouped) is the same across categories.	1.000	Retain the null hypothesis.
3	The distribution of C2 (Grouped) is the same across categories.	0.046	Reject the null hypothesis.
4	The distribution of C3 (Grouped) is the same across categories.	<i>.043</i>	Reject the null hypothesis.
5	The distribution of D1 (Grouped) is the same across categories.	<i><.001</i>	Reject the null hypothesis.
6	The distribution of E1 (Grouped) is the same across categories.	<i>.027</i>	Reject the null hypothesis.
7	The distribution of E3 (Grouped) is the same across categories.	.066	Retain the null hypothesis.
8	The distribution of E4 (Grouped) is the same across categories.	<i><.001</i>	Reject the null hypothesis.
9	The distribution of F1 (Grouped) is the same across categories.	<i><.001</i>	Reject the null hypothesis.
10	The distribution of F2 (Grouped) is the same across categories.	.601	Retain the null hypothesis.

Note. (a.) The significance level is 0.050; (b.) Asymptotic significance is shown.

In this case, we find statistically significant differences for the following dimensions: C2, C3, D1, E1, E4, and F1 (marked in bold and italics in Table 3).

However, in order to observe in detail between which groups there are statistically significant differences, as indicated above between and within cases and dimensions, pairwise comparison tests are performed for the aforementioned dimensions with an asymptotic significance to be considered (Table 4).

Table 4

Pairwise comparison analysis of centres and dimensions C2, C3, D1, E1, E4 and F1. What type of centre do you study at? Kruskall-Wallis test with Bonferroni correction.

D:	Sample 1-Sample 2	Test statistic	Standard error	Standard		Adjusted Sig. ^a
				test statistic	Sig.	
C2	Private-Public	235,079	99,865	2,354	,019	,056
	State-Private	-286,247	172,134	-1,663	,096	,289

	Public-Private	-51,168	160,389	-,319	,750	1,000
C3	Public-Subsidised	-117,202	99,947	-1,173	,241	,723
	Public-Private	-384,729	160,522	-2,397	,017	,050
	State-Private	-267,527	172,276	-1,553	,120	,361
D1	Public-Subsidised	-575,068	100,009	-5,750	<,001	,000
	Public-Private	-722,989	160,636	-4,501	<,001	,000
	State-Private	-147,921	172,399	-,858	,391	1,000
E1	Private-Public	15,047	160,561	,094	,925	1,000
	Private-Concert.	276,399	172,319	1,604	,109	,326
	Public-Subsidised	-261,352	99,979	-2,614	,009	,027
E4	State-Private	-331,716	155,254	-2,137	,033	,098
	Subsidised-Public	347,753	90,081	3,860	<,001	,000
	Private-Public	16,037	144,655	,111	,912	1,000
F1	State-Private	-325,446	172,240	-1,889	,059	,176
	Subsidised-Public	551,611	99,926	5,520	<,001	,000
	Private-Public	226,164	160,488	1,409	,159	,476

Note. Each row tests the null hypothesis that the distributions of Sample 1 and Sample 2 are equal; asymptotic significances (two-tailed tests) are displayed. The significance level is .050.

(a.) Significance values have been adjusted using the Bonferroni correction for multiple tests.

In this other case of analysis, we find statistically significant differences for the following dimensions: D1, E1, E4, and F1 (marked in bold and italics in Table 4).

Discussion

Finally, based on the data, we can observe (from Table 4) statistically significant differences from pairwise comparisons between types of centres using Bonferroni correction and according to dimensions for the following data, as these are the tests that offer a more restrictive and appropriate analysis of variance in this regard (Lizasoain and Joaristi, 2003), as well as the effect size in each case (López-Martín and Ardura, 2023): Dimension D1: Public-Subsidised ($p=0.000$; $kw=-5.750$; $\eta^2=0.008$); Public-Private ($p=0.000$; $kw=-4.501$; $\eta^2=0.010$); Dimension E1: Public-Subsidised ($p=0.027$; $kw=-2.614$; $\eta^2=0.005$); Dimension E4: Public-Subsidised ($p=0.000$; $kw=3.860$; $\eta^2=0.001$); Dimension F1: Public-Subsidised ($p=0.000$; $kw=5.520$; $\eta^2=0.004$).

However, no statistically significant differences appear in dimensions C2 and C3 with this type of test (Bonferroni), although previously they did, as observed in Table 3 for this dimension, albeit with low significance ($p=0.046$; $p=0.043$).

Therefore, in all the cases mentioned above by dimension (D1, E1, E4, and F1), the significance is very small, as the data based on η^2 are very low (López-Martín and Ardura, 2023). Therefore, based on the data resulting from the analyses carried out, we can interpret that, depending on the type of educational centre, there are statistically significant differences in some of the dimensions under study regarding the levels of school

coexistence assessed by the students, although the effect size of this association is low or very small. However, no differences appear when we analyse the levels of coexistence assessed among the student body in general. In other words, without taking into account the type of school (public, private or state-subsidised) in the analysis, as in this case the results are similar overall.

In this regard, the dimensions that could be prioritised in school coexistence plans, according to the variables studied and the results obtained, are as follows, as they are the ones in which statistically significant differences appear when analysing the students' responses by type of school, although, as we have mentioned, this should be done with caution, as it has been found that the effect size of this association is low or very small: Dimension D1: Types of coexistence conflicts; Dimension E1: Detection tools; Dimension E4: Curricular aspects of assessment; Dimension F1: Coexistence rules.

Therefore, further research should be conducted on those variables and dimensions between which there are no statistically significant differences in any of the cases. In this way, this type of appropriate relationship could be maintained and expanded to the rest of the dimensions under study that have been analysed.

It should be noted that we also found no statistically significant differences at the overall level between levels of coexistence, as coexistence is adequate in all schools regardless of ownership segmentation. In this regard, it is a priority to continue investigating these variables and dimensions under study, as well as to ensure the adequate distribution of resources and guidance services towards coexistence in those cases with the highest priority according to the professional team involved.

With regard to the data, in terms of educational administrators and management teams in relation to the resources allocated to supporting school coexistence and preventing bullying, certain considerations should be taken into account based on the specific results. For example, when prioritising resources for public schools, without detriment to private or state-subsidised private schools, as efforts should be made to reduce differences and work on preventing social exclusion. In these cases, statistically significant lower levels of coexistence can be observed in public schools and higher percentages of coexistence in state-subsidised and private schools, with special attention to the dimensions previously identified as priorities in all schools. However, as can be seen in the initial data in the descriptive tables and graphs, the levels of coexistence are still adequate in all schools, regardless of their type.

Conclusions

This research responds to the need to identify studies that address school coexistence in the educational field according to the type of school, as previous research has not reflected this type of analysis with nationally representative samples (González Lorenzo, 2020; Sánchez-Serrano et al., 2022).

One of the main conclusions, based on the analyses carried out, is to take into account those measurement dimensions in which statistically significant differences in school coexistence do appear according to the type of school, although with very small effect sizes.

Among these cases, dimension D1, Type of coexistence conflicts, appears first. In this regard, this dimension consists of different obstacles to coexistence with the following categories (Torrego, 2006): disruptive behaviour, vandalism, discipline problems, peer harassment, sexual harassment and abuse, absenteeism and school dropout, academic fraud and corruption, and safety issues. Therefore, some studies investigating this construct refer to "the perception among members of the educational community of the existence of conflicts such as physical, psychological and structural violence, disruption, disciplinary offences, bullying, etc." (Torrego, 2023, p. 32).

In the second case, dimension E1, Detection Tools, appears, which, according to Torrego (2023, p. 36), refers to "the knowledge that exists in the educational community about sexual harassment and abuse and the different protocols to be implemented if any suspicion is detected". In this regard, we find fundamental research that analyses some notable examples with positive results in this regard: a democratic style for dealing with disruption (Tirado and Conde, 2016), tutorial action focused on coexistence (Verdeja, 2012), specific strategies focused on coexistence (Vega, 2017) and the design, development and evaluation of the Coexistence Plan (Merma-Molina et al., 2019; Tirado and Conde, 2016).

Thirdly, there is dimension E4, Curricular aspects of assessment, which "examines how learning is assessed" (Torrego, 2023, p. 36). In this regard, few studies analyse this issue in schools, although Vázquez (2022), conducting research in primary and secondary education, concludes that the reality is that assessment has many weaknesses, both in terms of teacher training to carry it out and in terms of the usual criteria and techniques. As a result, students often consider assessment to be unfair and not adequately tailored to their learning; in this sense, this may also be the trigger for problems of coexistence between students and teachers in some classrooms or schools.

Finally, we find differences in dimension F1, Rules of coexistence, which "examines the perception of the meaning of rules, their compliance in the school, and participation in their development" (Torrego, 2023, p. 37). Therefore, research investigating this construct indicates that, when it comes to the development of rules (Martín et al., 2006), the content is as important as the procedure by which they are established and the actions that are taken when they are broken. Furthermore, involvement in defining group norms makes individuals responsible for complying with them (Trianes et al., 1997).

Consequently, these aspects are fundamental to school coexistence, referring to issues that directly affect this construct of well-being in the teaching and learning process, such as the dimensions indicated above: types of conflicts (D1), prevention tools (E1), curricular aspects of assessment (E4) and rules of coexistence (F1); which must undoubtedly be addressed, as they can be differential and essential depending on the type of school.

In this regard, another main conclusion of the study is that, based on the overall levels of coexistence assessed by the students, i.e., considering the complete construct of school coexistence, there are no statistically significant differences when analysed by type of school (public, private or state-subsidised). This aspect therefore highlights a fundamental strength among and for schools at the national level, as school coexistence is similar in all cases.

Educational equity and equal opportunities for students and families are essential to guarantee a quality education system. In this regard, the countries with the most child-centred education systems internationally are associated with models of equity and equal opportunities with homogeneity among their schools (and therefore with fewer differences between them), guaranteeing the necessary resources to achieve this through an integrated model (Eurydice, 2019, 2023b). In contrast, other countries with more competitive and exclusionary models, and consequently with greater heterogeneity between their schools (and therefore greater differences between them), distribute their resources on merit through an exclusive model (Larson and Beals, 2024).

Indeed, if we want to follow an equitable and inclusive model that ensures homogeneity among schools without causing inequalities, guaranteeing adequate school coexistence and fair socio-educational well-being, certain indicators must continue to be promoted in an integrated manner: quality initial training for teachers in coexistence (Gázquez et al., 2009; Monge and Gómez, 2021,), up-to-date continuing training and improvement processes (Guarro et al., 2017; Martín and Muñoz, 2010; Rodríguez et al., 2021), democratic school leadership (Cornejo et al., 2014; Valdés, 2020) and preventive proposals or coexistence plans (Gázquez et al., 2009; Torrego and Martínez, 2014).

In terms of future research directions, it would be advisable to compare the assessment of coexistence among students with similar socioeconomic backgrounds between schools, given that private and subsidised schools tend to have a higher concentration of students from more affluent backgrounds, while migrant populations, students with SEN and those from more disadvantaged backgrounds are typically found in public schools (Zancajo et al., 2022). Consequently, a situation of school segregation is usually constructed among primary schools, as has been corroborated in various studies (Cabrera and Bianchi, 2023; Guiral and Murillo, 2024).

In this regard, some research on the theoretical construct analysed indicates that peer networks for identifying school coexistence problems are, according to primary school pupils, the most effective tools (Córdoba et al., 2016). Therefore, teacher training for student participation is undoubtedly also necessary. In this way, by involving students' opinions, educational institutions have the capacity to establish an environment that fosters interpersonal relationships and addresses any issues or disagreements that may arise. It is important to note that the evaluation of coexistence by the students themselves is particularly significant, as it provides direct and highly relevant information.

Likewise, it is a priority to attend to and expand coexistence programmes so that the well-being of students continues to improve and is a constant due to total healthy

coexistence, with the consequent socio-emotional development and adequate academic performance being primary goals to be achieved in educational centres (Cerda et al., 2019; Bisquerra and López-Cassà, 2021; Martínez-Vicente et al., 2023; Priego-Ojeda et al., 2024; Ros et al., 2024). Conversely, studying in a context with a higher concentration of vulnerable students reduces academic performance (Ammermüller and Pischeke, 2006), increases educational dropout rates (Guryan, 2004), and students from more disadvantaged backgrounds are 5.6 times more likely to perform poorly in PISA reports (European Commission, 2022). Similarly, at the international level, recent studies show that adequate participation by students and families in schools affects equity, well-being and academic performance (OECD, 2023, 2024).

However, in terms of proposals for improvement with regard to this study, further research should be carried out using complementary methodologies, as mixed methods approaches have proven to be the most appropriate (Dellinger and Leech, 2007; Anguera et al., 2018; Ramírez-Montoya and Lugo-Ocando, 2020). Likewise, it is essential to work with measurement scales that ensure reliability and validity in order to understand, as best as possible, the educational reality being evaluated (Jornet and González-Such, 2009; Del Rey et al., 2017; Jornet et al., 2020), thus reviewing the evaluation indicators and study dimensions with concurrent judgements (Mérida et al., 2015; Sancho et al., 2016), as well as conducting complementary studies and robust analyses that guarantee adequate metric properties, as has been achieved, for example, with some assessment instruments that measure school coexistence based on the theoretical construct under study analysed in this case (Torrejo et al., 2021).

All of this can provide evidence to guide the way towards psycho-pedagogical intervention and the improvement of coexistence plans or guidance teams, as it could be useful to find proposals in this regard to prevent and/or reduce disruptive and/or behaviour through programmes that focus on a culture of peace for the primary education stage (Rodríguez et al., 2011; Fernández, 2018; Moreira and Aguirre, 2019).

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