



REVIEW

Positive Discipline and Educational Climate: A Systematic Review from an Andragogical Approach

Disciplina Positiva y Clima Educativo: Una Revisión Sistemática desde un Enfoque Andragógico

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ABSTRACT

Introduction: positive discipline has positioned itself as an educational alternative within educational processes, especially in the field of higher education, where andragogical principles demand an approach focused on autonomy and mutual respect. Its application seeks to transform the educational climate, promoting more empathetic and collaborative relationships between teachers and students.

Objective: to analyze the impact of positive discipline and the educational climate in higher education contexts from an andragogical perspective.

Method: a qualitative approach was used through a literature review of scientific articles. The search was conducted in specialized databases such as Scopus, Springer, Scielo, Taylor & Francis, ProQuest, and Redalyc, using Boolean operators “AND” and “OR” to optimize the identification of relevant documents.

Results: the studies reviewed show that positive discipline, far from being an isolated behavioral technique, represents a comprehensive educational approach that promotes empathy, self-regulation, and mutual respect. In higher education, its implementation strengthens key competencies in adult students, such as autonomy, intrinsic motivation, and the ability to make responsible decisions. Likewise, it was identified that external social and cultural factors influence student behavior and that, if not understood from a holistic perspective, they can lead to authoritarian and ineffective educational responses.

Conclusions: the impact of positive discipline and the educational climate in higher education depends on the institutional capacity to articulate theory and practice under the principles of andragogy. Only through a coherent and contextualized approach can educational environments be created that promote coexistence, autonomous learning, and the comprehensive development of adult students.

Keywords: Positive Discipline; Educational Climate; Educational Environment; School Environment; Andragogical Approach; Learning; Adults.

RESUMEN

Introducción: la disciplina positiva se ha posicionado como una alternativa formativa dentro de los procesos educativos, especialmente en el ámbito de la educación superior, donde los principios andragógicos demandan un enfoque centrado en la autonomía y el respeto mutuo. Su aplicación busca transformar el clima educativo, promoviendo relaciones más empáticas y colaborativas entre docentes y estudiantes.

Objetivo: analizar el impacto de la disciplina positiva y el clima educativo en contextos de educación superior desde una perspectiva andragógica.

Método: se empleó un enfoque cualitativo mediante revisión bibliográfica de artículos científicos. La búsqueda se realizó en bases de datos especializadas como Scopus, Springer, Scielo, Taylor & Francis, ProQuest y

Redalyc, utilizando operadores booleanos “AND” y “OR” para optimizar la identificación de documentos relevantes.

Resultados: los estudios revisados evidencian que la disciplina positiva, lejos de constituir una técnica conductual aislada, representa un enfoque formativo integral que favorece la empatía, la autorregulación y el respeto mutuo. En la educación superior, su implementación fortalece competencias clave en el estudiante adulto, tales como la autonomía, la motivación intrínseca y la capacidad para tomar decisiones responsables. Asimismo, se identificó que factores sociales y culturales externos influyen en las conductas estudiantiles, y que, si no son comprendidos desde una visión holística, pueden dar lugar a respuestas educativas autoritarias e ineficaces.

Conclusiones: el impacto de la disciplina positiva y del clima educativo en la educación superior depende de la capacidad institucional para articular teoría y práctica bajo los principios de la andragogía. Solo mediante un enfoque coherente y contextualizado se podrán generar entornos formativos que promuevan la convivencia, el aprendizaje autónomo y el desarrollo integral del estudiante adulto.

Palabras claves: Disciplina Positiva; Clima Educativo; Ambiente Educativo; Entorno Escolar; Enfoque Andragógico; Aprendizajes; Adultos.

INTRODUCTION

Today, we understand that education involves more than just teaching materials; it consists of forming well-rounded, emotionally healthy, and socially responsible individuals. For Santa Cruz et al.⁽¹⁾, positive discipline is understood as a respectful and practical educational approach that promotes the development of social-emotional skills, fosters a sense of belonging, and facilitates the building of relationships based on cooperation and empathy. Unlike punitive or authoritarian models, this perspective proposes firm and kind guidance, providing educators, parents, and adults with practical tools to guide educational processes constructively. In this sense, positive discipline is presented as a comprehensive educational approach that, when applied in higher education contexts, transcends mere behavioral correction to influence the transformation of the academic climate. By promoting empathy, self-regulation, and mutual respect, it consolidates itself as a key element in adult education based on andragogical principles, strengthening essential skills such as autonomy, intrinsic motivation, and responsible decision-making.

In today's education system, the search for solutions that promote healthy, courteous, and emotionally safe school environments has become increasingly important. In this context, positive discipline has emerged as a pedagogical alternative to traditional punitive measures, proposing a vision based on mutual respect, empathy, emotional connection, and the development of social-emotional skills.^(2,3) Unlike other models of discipline, which prioritize external control and immediate obedience, positive discipline seeks to form responsible and autonomous citizens, capable of making ethical decisions and resolving conflicts peacefully.

At the same time, the term “educational climate” refers to the psychological environment within educational institutions that influences teaching-learning processes, the well-being of school stakeholders, and academic success.^(4,5) Therefore, the educational climate is built on multiple factors, including teacher-student relationships, classroom management, rules of coexistence, institutional leadership, perceptions of justice, and democratic participation in school decisions.

According to Abello et al.⁽⁶⁾, a favorable educational climate promotes inclusion, trust, a sense of belonging, and intrinsic motivation among students. Therefore, encouraging a good school climate not only helps prevent violence and dropouts but also strengthens emotional and social bonds in the educational process.⁽⁷⁾

On the other hand, Ángel et al.⁽⁸⁾ consider that the educational environment in the context of education comprises psychological components, as well as internal and external policies at the educational system level, which shape individual and group behavior styles in students. Likewise, Rodríguez⁽⁹⁾ asserts that three contexts make up the school climate, based on the Marjoribanks model, which he mentions. One of these contexts is the interpersonal context, which focuses on school coexistence and the development of empathy. In this sense, students seek to understand, visualize, and experience the closeness of teachers, valuing positive attitudes such as friendship, trust, and genuine interest from teachers in the face of problems or conflicts that may arise in the classroom.^(10,11)

It is crucial to address the above from an andragogical approach, that is, by adopting the principles of adult-centered education. Andragogy is used in this study as a theoretical framework of reference to analyze how positive discipline and the educational climate specifically impact higher education contexts, where students are adults with particular learning characteristics. Although the andragogical approach has traditionally been applied in higher education or continuing education contexts, its integration into general pedagogical reflection highlights the relevance of autonomous, meaningful, and reflective learning, even in earlier stages of

education.⁽¹²⁾ By incorporating this perspective, teachers are recognized not only as transmitters of content but also as facilitators of human development, capable of promoting a culture of respect and shared responsibility within the classroom.⁽¹³⁾

Navas López⁽¹⁴⁾ presents a debate on the nature and scope of andragogy dedicated to adult education, discussing whether it should be understood only as an educational technique or process applied in specific contexts, or whether it can be conceived as a broader theory encompassing lifelong learning. It is recognized that many professionals in the field do not see the need to use a specific term to describe their practice, which highlights a possible lack of clear disciplinary identity.⁽¹⁵⁾ However, other positions argue that this area does deserve to be considered an autonomous discipline, with its own object of study: adult teaching and learning in all its forms.

From this perspective, it is proposed that this discipline take a proactive role in the future development of the field. According to Mora et al.⁽¹⁶⁾, this role involves not only seeking recognition in the academic sphere, especially in universities, but also clearly establishing its theoretical foundations, functions, and methods. Furthermore, the consolidation of this discipline requires a process of collective self-reflection to define its academic identity and legitimacy within the field of educational sciences.

Córdova et al.⁽¹⁷⁾ conducted a study entitled “Teacher training using an andragogical approach to improve university performance,” which aimed to implement a training program for university teachers based on andragogical principles to enhance their pedagogical skills in adult education. The results showed that, before the training, educators demonstrated average levels of competence in areas related to adult student motivation, critical reflection, and the use of participatory strategies. After the intervention, a significant improvement was observed in their ability to create a positive educational environment, encourage autonomous learning, and apply methodologies appropriate to the characteristics of adult learners.

On the other hand, Correa et al.⁽¹⁸⁾ researched “Andragogical principles for strengthening the emotional component of higher education teachers.” This documentary research, based on an extensive bibliographic review, highlights the importance of a permanent didactic organization that promotes the integration of logical and emotional reasoning in teaching. The aim of this study was not only to improve teachers’ professional preparation, but also to promote their personal development through the reflective experience of their emotionality in conjunction with their critical thinking.

Another recent study on optimal classroom environments, conducted by Meade et al.⁽¹⁹⁾, examined the impact of research self-efficacy on the development of graduate students’ research identity. The research revealed a significant relationship between research knowledge and students’ perception of self-efficacy, highlighting the importance of quality teaching and a positive environment as key conditions for adult learning. The results support the need to train professionals who not only understand research. Still, they can also critically evaluate and apply it in their professional contexts, thereby strengthening their autonomy and academic competence from an andragogical approach.

Similarly, Pramono et al.⁽²⁰⁾ addressed the phenomenon of discipline from an adult education perspective, differentiating it from traditional school management. Their objective was to analyze how discipline influences learning conditions, classroom safety, and the development of professional attributes, applying collaborative principles focused on adult students. The study was conducted in a training program combining theory and practice, and used a qualitative methodology based on open-ended questionnaires under an action research approach. The results revealed that discipline not only has intrinsic value in classroom dynamics but also acts as a factor that shapes behaviors and attitudes beyond the academic environment, influencing perceptions of safety and professional preparation.

Along the same lines, Valverde et al.⁽²¹⁾ investigated the relationship between the implementation of andragogical strategies and the effectiveness of classes aimed at adults. The objective was to determine how these strategies, focused on student autonomy and active participation, influence the development of meaningful learning. The findings showed a positive correlation between the use of andragogical methods and improved learning quality, highlighting five key elements: autonomy in the training process, use of prior experience, relevance and immediacy of content application, problem-solving-based learning, and internal student motivation.

Given the above, the objective of this research is to analyze the impact of positive discipline and the educational climate within higher education contexts from an andragogical perspective. This study is significant because, in contrast to the conventional method that emphasizes compliance and behavior control, positive discipline fosters the growth of social-emotional skills, a sense of community, and personal responsibility, all of which are essential components of more effective, safe, and inspiring learning environments.

METHOD

In this systematic review, a qualitative approach was adopted, which allowed for an in-depth exploration of how positive discipline and the educational climate in higher education contexts from an andragogical

perspective. Similarly, a descriptive design was employed to identify the primary andragogical strategies and principles outlined in the literature.

A bibliographic search of scientific articles was conducted in databases such as Scopus, Springer, SciELO, Taylor & Francis, ProQuest, and Redalyc. Boolean operators “AND” and “OR” were used as a search strategy to obtain the largest number of articles before their exclusion. The search string used is presented below: ((Positive Discipline AND Educational Climate AND andragogical approach)); ((Positive Discipline AND Educational Climate AND andragogical approach)); ((Positive discipline AND educational climate OR school environment AND andragogical approach)); ((Positive Discipline AND educational environment AND learning AND adults)).

The selection process was carried out using the PRISMA statement. The use of PRISMA allowed each stage of the process to be clearly structured, from the identification and screening of relevant studies to the synthesis and presentation of the results (figure 1). The narrative synthesis method was used for the data analysis in this study.

Inclusion criteria: IC-1 qualitative studies, reviews, meta-analyses, IC-2 articles between 2020 and 2025, IC-3 articles published in English and Spanish, IC-4 research addressing the research topic, IC-5 studies with full access. Exclusion criteria: EC-1 theses or research reports, EC-2 studies published before 2020, EC-3 studies published in languages other than English and Spanish, EC-4 research that does not explicitly address the research topic, EC-4 articles without full text access.

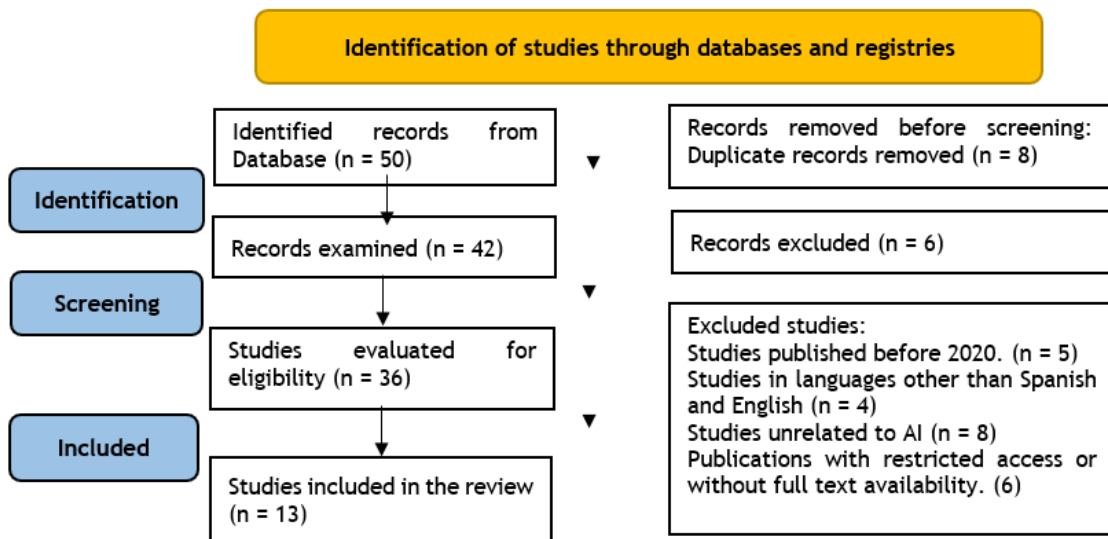


Figure 1. Prism diagram

In figure 1, 50 records were initially identified in databases. After removing duplicates, 42 records remained and were examined. Of these, six were excluded, leaving 36 studies to be evaluated in terms of eligibility. During this process, studies were excluded based on the following criteria: five were publications from before 2020, four were written in languages other than Spanish and English, eight were not related to the topic, and six had restricted access or were not available with the full text. Finally, 13 studies were included in the research results.

RESULTS

The results of this systematic review have been divided according to the research objective. The findings are presented below.

Table 1. Analysis of studies on positive discipline and educational climate from an andragogical approach

Authors	Title	Educational level	Design	N	Main Findings	Article Quality
Ndlovu et al. (22)	A framework for the implementation of positive discipline for learning in public secondary schools from the context of Mpumalanga province.	Secondary	Qualitative	Not specified	Based on the study by Ndlovu et al. (22), it appears that the effective implementation of positive discipline faces multiple contextual obstacles that go beyond the school environment. Discipline issues cannot be analyzed in isolation from the family,	High

					community, and cultural environment surrounding the student. In this sense, factors such as the lack of adequate training in restorative practices by teaching staff, the limited involvement of parents and other educational actors, and a reductionist interpretation of students' rights have contributed to the ineffectiveness of positive discipline strategies. This finding highlights the need to approach the educational climate from an andragogical perspective that not only trains teachers in content but also allows them to understand the emotional, social, and cultural dynamics that influence student behavior.	
Patel ⁽²³⁾	Discipline in the higher education classroom: A study of its intrinsic influence on professional attributes, learning, and safety	Higher	Qualitative	Not specified	It offers a crucial contribution to the analysis of the educational climate from an andragogical perspective, especially in higher education contexts where theory and practice converge. Its emphasis on discipline as an intrinsic value rather than as a tool for external control marks a paradigm shift in classroom management, particularly relevant for adult students. The findings reinforce the idea that well-guided discipline contributes to creating safe, participatory, and respectful learning environments, promoting both academic and ethical development. In addition, this study emphasizes that the shift from a hierarchical structure to a model focused on self-regulation and student responsibility is key to strengthening social and professional skills. From this perspective, positive discipline is presented not only as an educational approach, but also as an ethical practice that builds community, fosters self-discipline, and transforms the educational climate into a space for mutual cooperation, all of which are essential elements in the andragogical approach that guides this systematic review.	High
Barrera et al. ⁽²⁴⁾	Positive Discipline, experience in the formation of autonomy in adolescents	Secondary	Qualitative	Not specified	This study highlights the relevance of positive discipline as a key tool for building harmonious school environments, especially in adolescent contexts, where	Media

Jayawardena ⁽²⁵⁾	The role of culture in student discipline of secondary schools in cross-cultural context: a systematic literature review and future research agenda	Secondary	Systematic review	45 studies	dialogue, emotional closeness, and firmness are essential for addressing inappropriate behavior. Despite its applicability, the findings reveal that there is still weak consolidation of autonomy and self-regulation in students, which limits the impact of these strategies. Positive discipline, although recognized by many teachers as a means of strengthening decision-making and comprehensive development, lacks in some cases systematic protocols to guide its application, especially in times of conflict.	High
Calderón al. ⁽²⁶⁾	et Positive Discipline and its Impact on Student Academic Performance.	Not specified	Review	Not specified	This systematic literature review study provided valuable insight into the link between culture and discipline in intercultural school settings, specifically at the secondary level. Through the analysis of relevant publications in the fields of education, psychology, and management between 2014 and 2020, six fundamental categories were identified that structure the disciplinary approach in diverse contexts: punishment, restorative practices (RPs), racial disparities, competitiveness among students, school climate, and manifestations of discipline.	Media
					This work highlights how positive discipline can become a key tool for enhancing academic performance by strengthening the teacher-student bond and developing social-emotional skills. By promoting an environment of respect, empathy, and collaborative conflict resolution, a favorable educational climate for learning is created. When students feel valued, listened to, and understood, their intrinsic motivation increases, which directly impacts their participation and school performance. Furthermore, by integrating emotional management and critical thinking as part of the educational process, positive discipline not only impacts the cognitive sphere but also prepares students to face challenges both inside and outside the classroom, strengthening their autonomy, resilience, and life skills.	

P r a d o Changoluisa et al. ⁽²⁷⁾	The Impact of Positive Discipline on the School Climate: An Approach Based on Respect and Empathy	Not specified	Qualitative	Not specified	The results highlight two key effects derived from the implementation of positive discipline in educational contexts: an increase in the perception of emotional and physical safety, and a possible improvement in academic performance. First, it is emphasized that students experience reduced anxiety and stress when they feel understood, listened to, and respected, which creates an emotionally safe environment that promotes their overall well-being. This translates into more harmonious and cooperative relationships within the educational community, strengthening the bonds between students, teachers, and institutional staff.	Medium
Yu et al. ⁽²⁸⁾	A comprehensive three-level meta-analysis of the positive discipline program: effectiveness and moderating variables	Multiple levels	Meta- analysis	45 studies, 616 effect sizes	The three-level meta-analysis incorporating 616 effect sizes derived from 45 studies allows us to firmly state that interventions based on positive discipline have a substantial impact on multiple dimensions of psychoeducational development, both in the family and school settings. Consistent improvements are evident in parenting skills, the strengthening of interpersonal relationships, and the construction of a positive school climate, which underscores the comprehensive nature of these interventions. From an andragogical perspective, this effect can be interpreted as the result of the active commitment of the participating adults, who, finding relevance and direct applicability in the proposed strategies, respond with greater motivation and willingness to transform their practices.	High
Lanyi et al. ⁽²⁹⁾	[Title not specified]	Not specified	Quantitative	Not specified	Reveals a critical tension between the structural approach to school discipline and the persistence of racial inequalities within the educational climate. Although schools with an authoritarian climate show an overall reduction in suspensions, this type of control does not guarantee equity in its application, as evidenced by the persistence of disciplinary gaps between racial groups.	Media

						This suggests that the effectiveness of discipline cannot be evaluated solely by the decrease in sanctions, but also by how those sanctions are distributed among different groups, which highlights latent institutional biases. The connection between positive relationships, sense of belonging, and perception of equity, especially among African American students, points to the need for a disciplinary approach that transcends the normative and focuses on the relational.	
Tshabalala al. ⁽³⁰⁾	et al. Implementing positive discipline in Eswatini primary schools: A qualitative study of principals' experiences	Primary	Qualitative	Not specified		The diversity of experiences reported by principals highlights that implementing this approach is not a uniform or automatic process, but is mediated by factors such as conceptual understanding, institutional readiness, and the level of awareness within the school community. The need for a clear understanding of positive discipline highlights a fundamental andragogical component: adults, in this case school principals, require not only technical training, but also critical reflection processes that allow them to reframe their beliefs about authority, control, and student behavior management.	Media
Alvarado ⁽³¹⁾	Exploration of the relationships between school climate, life satisfaction, and empathy in Costa Rican adolescents	Secondary	Quantitative	Not specified		The results of the study provide a relevant insight into the link between school climate and subjective well-being, revealing how life satisfaction and empathy are intertwined in educational contexts. Positive discipline, in this context, becomes a tool for transforming not only behavior, but also the cultural patterns that perpetuate stereotypes in social interactions. This approach invites critical reflection on the formative role of institutions and reinforces the importance of incorporating emotional education as a structural part of the school climate, especially in adult education contexts or at higher levels.	Media
Romero et al. ⁽³²⁾	Impact of classroom climate on the academic performance of second-year students in Ecuador	Secondary	Quantitative	Not specified		The educational climate is a key dependent variable in the analysis of current pedagogical dynamics, particularly when linked to approaches such as positive	Media

					discipline. Several studies highlight that a positive classroom environment, characterized by respectful relationships, meaningful activities, and empathetic communication, not only promotes emotional well-being but also directly affects student academic performance. This is especially relevant in contexts where adults are being educated, given that the andragogical approach promotes autonomy, active participation, and meaningful learning based on experience.	
Sierra-Barón et al. ⁽³³⁾	Exploration of perceptions of school climate in a group of actors from educational institutions in southern Colombia	Multiple levels	Qualitative	Not specified	These results reinforce the importance of addressing the educational climate with methodologies that capture its complexity. The recommendations to move toward mixed or qualitative approaches are consistent with the perspective adopted in your systematic review, as the school climate cannot be fully understood from isolated quantitative data. It is necessary to explore how relationships, emotions, and everyday interactions shape the learning environment, especially when working with adults, for whom the perception of respect and safety is decisive in their willingness to learn.	Media
Montero Abad et al. ⁽³⁴⁾	Positive discipline in vulnerable contexts: a review from the psychosocial and educational	Not specified	Not specified	Not specified	Positive discipline is evident as a comprehensive approach to human development, and not simply as a behavioral technique. It constitutes one of the most relevant axes for transforming the educational climate at all levels, including adult education.	Low

The studies reviewed have several limitations that affect the generalization of the findings. First, there is a significant shortage of research that explicitly addresses positive discipline from an andragogical perspective in higher education contexts, which limits the ability to draw specific conclusions for this level of education. Most studies focus on primary and secondary education levels, requiring additional interpretation to transfer the results to the university setting.

Additionally, several studies have methodological limitations such as unspecified sample sizes, lack of control groups, and mainly descriptive designs that do not allow causal relationships to be established. The cultural and contextual diversity of the studies (conducted in different countries and educational systems) also limits the transferability of the findings. Finally, the overall evidence is affected by heterogeneity in the operational definitions of positive discipline and educational climate, as well as by variability in the measurement instruments used.

DISCUSSION

The findings of this systematic review reveal that positive discipline, when implemented from an andragogical perspective, constitutes a comprehensive approach that transcends mere behavioral management to become a

transformative tool for the educational climate. The results presented in the table reveal three main patterns that support this statement.

First, studies conducted explicitly in higher education demonstrate that discipline, as an intrinsic value rather than an external control, generates safe and participatory learning environments that strengthen social and professional skills in adult students.⁽²³⁾ This finding is aligned with the andragogical principles of autonomy and self-regulation, confirming that adults respond favorably to disciplinary approaches based on mutual respect and shared responsibility.

Second, the meta-analysis by Yu et al.⁽²⁸⁾ provides robust evidence on the effectiveness of positive discipline interventions, showing consistent improvements in interpersonal skills and the construction of a favorable school climate. From an andragogical perspective, these results suggest that adult participants, finding relevance and direct applicability in the proposed strategies, respond with greater motivation and willingness to transform their educational practices.

The third pattern identified relates to the need for contextual understanding and specialized training. Studies by Ndlovu et al.⁽²²⁾ and Tshabalala et al.⁽³⁰⁾ reveal that the effective implementation of positive discipline requires not only technical training but also critical reflection processes that allow educators to reframe their beliefs about authority and behavior management. This finding is particularly relevant for higher education, where teachers must facilitate the learning of adults with diverse experiences and expectations.

About the transferability of findings from lower levels of education to higher education, it is crucial to establish specific conditions. Studies conducted in secondary school contexts^(24,31,32) may apply to higher education only when the distinctive characteristics of adult learning are considered, including greater autonomy, significant prior experience, a problem-solving orientation, and intrinsic motivation. Direct extrapolation without these considerations would be methodologically inappropriate.^(35,36,37)

The results also show that external social and cultural factors significantly influence the effectiveness of positive discipline. Studies by Jayawardena⁽²⁵⁾ and Lanyi et al.⁽²⁹⁾ demonstrate that disciplinary interventions must consider cultural diversity and equity to avoid institutional biases. In the context of higher education, this implies recognizing the diversity of cultural, socioeconomic, and educational backgrounds of adult students.^(38,39)

Ultimately, the synthesis of evidence confirms that positive discipline in higher education must be grounded in specific andragogical principles, including respect for the adult student's experience, promotion of autonomy, facilitation of meaningful learning, and collaborative knowledge construction. Only through this coherent and contextualized articulation is it possible to generate educational environments that promote coexistence, autonomous learning, and the comprehensive development of adult students.

It should be noted that this study has limitations due to the scarcity of explicitly andragogical research at the higher education level, which necessitates partial extrapolation of findings from other educational levels. Likewise, the methodological heterogeneity of the studies makes it difficult to draw fully generalizable conclusions. For future research, it is proposed to move toward mixed designs that combine quantitative and qualitative evidence, as well as the development of interventions applied in university settings with rigorous evaluation of the educational climate. This agenda would enable the consolidation of a more robust empirical framework and the development of pedagogical guidelines that enhance the application of positive discipline under andragogical principles in higher education.

CONCLUSIONS

This study suggests that an effective pedagogical strategy for enhancing the learning environment in higher education settings is positive discipline, when applied within an andragogical framework. Its application fosters more cordial and cooperative interpersonal relationships, which benefits both the emotional health of adult students and their active participation in the educational process. In line with the principles of adult education, this method promotes a safer, more engaging, and meaningful learning environment by emphasizing empathy, shared responsibility, and self-regulation.

The lack of empirical research explicitly addressing positive discipline from an andragogical perspective in higher education is one of the main limitations of this systematic review, which hindered the ability to draw broader generalizations. In addition, many of the studies evaluated deal with adolescents or school settings, so additional interpretation was needed to transfer the results to a university setting.

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