



DOI: <https://doi.org/10.23857/dc.v12i2.4851>

Ciencias de la Educación
Artículo de Investigación

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes en entornos politécnicos

Gender violence in technical education: impact on motivation and academic well-being of students in polytechnic environments

Violência de gênero no ensino técnico: impacto na motivação e no bem-estar acadêmico dos estudantes em ambientes politécnicos

Angela Cecibel Moreno Novillo ^I
angela.moreno@epoch.edu.ec
<https://orcid.org/0000-0002-1532-3748>

Roció de Los Ángeles Barragán Murillo ^{II}
robarragan@epoch.edu.ec
<https://orcid.org/0000-0002-1022-1240>

Gabriela Belén Maldonado Montoya ^{III}
gabriela.maldonado@epoch.edu.ec
<https://orcid.org/0000-0002-8839-116X>

Marco Antonio Bravo Montenegro ^{IV}
marcoa.bravo@epoch.edu.ec
<https://orcid.org/0000-0001-9210-7048>

Correspondencia: angela.moreno@epoch.edu.ec

***Recibido:** 23 de abril de 2026 ***Aceptado:** 28 de mayo de 2026 * **Publicado:** 02 de junio de 2026

- I. Escuela Superior Politécnica de Chimborazo, Ecuador.
- II. Escuela Superior Politécnica de Chimborazo, Ecuador.
- III. Escuela Superior Politécnica de Chimborazo, Ecuador.
- IV. Escuela Superior Politécnica de Chimborazo, Ecuador.

Resumen

La violencia de género (VG) es un objeto de estudio relevante en la educación superior técnica, que requiere un análisis de los factores institucionales que influyen en las percepciones del bienestar estudiantil. Este estudio, parte del Proyecto "Si-Vlir-Usó", examina la relación entre los casos de violencia identificados y la motivación académica en la Sede Orellana de la Escuela Superior Politécnica de Chimborazo (ESPOCH). Se utilizó un diseño cuantitativo transversal, correlacional y ex post facto, basado en una encuesta de percepción administrada a 282 estudiantes durante el ciclo 2024-2025. Los resultados indican que la mayoría de la muestra no reportó experiencias directas de violencia institucional; sin embargo, se identificó una prevalencia del 4.6% en casos específicos de solicitudes sexuales vinculadas a beneficios académicos. En este subgrupo identificado (n=13), el 76.9% de los casos reportados involucraron figuras de autoridad en el entorno de aprendizaje. El análisis estadístico mediante la prueba U de Mann-Whitney ($U = 102,5$, $p < 0,001$, $r = 0,58$) evidenció una asociación significativa entre la victimización reportada y la disminución autodeclarada de la motivación académica. Se concluye que, si bien la institución cuenta con marcos regulatorios como la Resolución 084.CP.2026, es esencial fortalecer la cultura organizacional y los mecanismos de prevención para consolidar entornos de aprendizaje seguros que protejan el bienestar y la participación académica de los estudiantes.

Palabras Claves: Violencia de género; educación politécnica; motivación académica; bienestar estudiantil; políticas institucionales.

Abstract

Gender-based violence (GBV) is a relevant object of study in technical higher education, requiring an analysis of institutional factors influencing perceptions of student well-being. This study, part of the "Si-Vlir-Usó" Project, examines the relationship between identified instances of violence and academic motivation at the Orellana Branch of the Escuela Superior Politécnica de Chimborazo (ESPOCH). A cross-sectional, correlational, and ex post facto quantitative design was used, based on a perception survey administered to 282 students during the 2024-2025 cycle. Results indicate that the majority of the sample did not report direct experiences of institutional violence; however, a 4.6% prevalence was identified in specific cases of sexual requests linked to academic benefits. In this identified subgroup (n=13), 76.9% of the reported cases involved authority figures in the learning environment. Statistical analysis using the Mann-Whitney U test ($U = 102.5$, $p < 0.001$, $r = 0.58$)

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

evidenced a significant association between reported victimization and self-declared decreased academic motivation. It is concluded that, while the institution has regulatory frameworks such as Resolution 084.CP.2026, it is essential to strengthen organizational culture and prevention mechanisms to consolidate safe learning environments that protect student well-being and academic engagement.

Keywords: Gender violence; polytechnic education; academic motivation; student well-being; institutional policies.

Resumo

A violência de gênero (VG) é um tema de estudo relevante no ensino superior técnico, exigindo uma análise dos fatores institucionais que influenciam as percepções sobre o bem-estar dos estudantes. Este estudo, parte do Projeto "Si-Vlir-Uso", examina a relação entre os casos de violência identificados e a motivação acadêmica na Unidade de Orellana da Escola Superior Politécnica de Chimborazo (ESPOCH). Foi utilizado um desenho quantitativo transversal, correlacional e ex post facto, baseado num questionário de percepção aplicado a 282 estudantes durante o ciclo de 2024-2025. Os resultados indicam que a maioria da amostra não relatou experiências diretas de violência institucional; no entanto, identificou-se uma prevalência de 4,6% em casos específicos de pedidos sexuais ligados a benefícios acadêmicos. Neste subgrupo identificado (n=13), 76,9% dos casos reportados envolveram figuras de autoridade no ambiente de aprendizagem. A análise estatística através do teste U de Mann-Whitney ($U = 102,5$, $p < 0,001$, $r = 0,58$) evidenciou uma associação significativa entre a vitimização reportada e a diminuição da motivação acadêmica autodeclarada. Conclui-se que, apesar de a instituição possuir quadros regulamentares como a Resolução 084.CP.2026, é essencial fortalecer a cultura organizacional e os mecanismos de prevenção para consolidar ambientes de aprendizagem seguros que protejam o bem-estar e o engagement acadêmico dos estudantes.

Palavras-chave: Violência de gênero; educação politécnica; motivação acadêmica; bem-estar estudantil; políticas institucionais.

Introduction

1.1. Epistemological Contextualization of Gender-Based Violence

Gender-based violence (GBV) within the ecosystem of higher technical education constitutes a complex structural phenomenon deeply rooted in the power hierarchies that define scientific training. Historically, technical Higher Education Institutions (HEIs) have operated under a paradigm of assumed meritocratic neutrality, which, in practice, has rendered invisible the systemic asymmetries faced by women and non-hegemonic gender identities (Bothwell et al., 2022; Echeverría Echeverría & Flores, 2024). As Buquet et al. (2016) postulate, the university space is a stage where structures of symbolic domination are reproduced, thereby reproducing phenomena of vertical segregation, such as the “academic glass ceiling” and the exclusion from scientific trajectories known as the “leaky pipeline” (Hill et al., 2010).

Far from being limited to overt episodes of physical aggression, GBV in the university framework operates predominantly under the spectrum of what Bourdieu (2000) conceptualized as Symbolic Violence. This form of aggression manifests in institutional dynamics: mechanisms of intellectual disqualification and everyday “micro-machisms” that together cement a “chilly climate” relevant to professional development in engineering and technology (Castro et al., 2024; Martínez, 2022). It is fundamental to understand that this subtle climate acts as a *continuum* of violence; the normalization of symbolic exclusion and hierarchical asymmetry configures the breeding ground that allows and, at times, invisibilizes more acute expressions of domination, such as hierarchical sexual coercion. In this scenario, harassment is analyzed as a mechanism for maintaining traditional hierarchies in scientific training spaces (Varela Guinot, 2020).

1.2. Institutional Response and Academic Well-being

A relevant component for understanding the impact of GBV is **Institutional Betrayal Theory** (Gómez, 2023; Smith & Freyd, 2014). This framework suggests that the impact experienced by an individual does not derive solely from the act of violence *per se*, but from the perception of the institution's response. In technically oriented universities, the lack of clarity in management processes or an administrative response perceived as insufficient can serve as stressors that undermine the bond of institutional trust (Paredes & Salazar, 2022; Poveda & Torres, 2020).

This institutional response has implications for academic well-being and motivation. Specialized literature (Freyd, 2013; Suárez & Valdivia, 2024) indicates that exposure to environments with perceived deficient institutional responses correlates with variations in executive functions linked to

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

learning (González & Pérez, 2023; Jiménez & Ortega, 2024). For students in polytechnic environments, these disruptions affect perceptions of well-being and can influence academic trajectories (Morales & Ramos, 2023).

1.3. The Context of Higher Technical Education in the Andean Region

In the Ecuadorian context, the implementation of regulatory frameworks aimed at eradicating violence has represented a significant advance. However, the effective integration of these frameworks into the daily practices of polytechnic HEIs presents implementation challenges (Nivicela-Cedillo et al., 2023; Torres & Merino, 2022). Technical institutions often maintain structures with a historical predominance of male profiles at decision-making levels, which requires an institutional effort to dismantle behaviors normalized in previous periods (Carrión et al., 2021).

To empirically dimension this reality, the present study focuses on the **Orellana Campus of the Escuela Superior Politécnica de Chimborazo (ESPOCH)**. This enclave offers a relevant setting to investigate the dynamics of STEM ecosystems. Previous research suggests that in technical specialization environments, GBV can be influenced by historical gender-linked biases (Espinosa & León, 2020; Ortiz & Guamán, 2021).

In this framework, Resolution 084.CP.2026 stands out, which approved the Institutional Protocol for the Prevention and Attention of Harassment, Discrimination, and Violence. This legal instrument establishes guidelines for intervention and protection in the university community. Under this premise, the research analyzes how perceptions of victimization are associated with academic motivation and reported well-being. The findings intend to contribute to the optimization of student safeguarding policies in the higher education system (Méndez & Silva, 2024; Molina & Castro, 2020).

Methodology

The present research is based on a quantitative paradigm with an **ex post facto correlational cross-sectional** design (Nowrouzi-Kia et al., 2024). This approach allows analysis of the association between perception variables at a specific point in time, while acknowledging the inherent limitations of establishing causal relationships.

2.1. Population and Study Setting

The research was conducted at the **Orellana Campus of the Escuela Superior Politécnica de Chimborazo (ESPOCH)**. A **non-probability convenience sampling** ($N = 282$) was implemented, a common approach in studies on sensitive phenomena. While this type of sampling facilitates access to informants in complex contexts, the results are limited to the perceptions of the analyzed sample.

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

Data collection was based on voluntary and anonymous participation, prioritizing ethical safety (Franco et al., 2023; Richardson, 2026).

2.2. Psychometric Parameterization and Instruments

To operationalize perceptions of academic well-being, a 15-item questionnaire was designed based on 5-point Likert-type scales (1 = *Strongly disagree*, 5 = *Strongly agree*). The instrument was structured into three theoretical dimensions adapted from institutional trauma frameworks (Freyd, 2013): perceived academic well-being (items 1-5), perceived self-efficacy (items 6-10), and academic motivation (items 11-15).

Construct validity was verified through an **Exploratory Factor Analysis (EFA)**. The feasibility of the analysis was confirmed by the Kaiser-Meyer-Olkin index (**KMO = 0.82**) and Bartlett's Test of Sphericity ($\chi^2 = 1420.5, p < 0.001$). Principal component extraction with Varimax rotation was used, revealing a three-factor structure explaining 64.3% of the total variance. All item factor loadings exceeded the 0.55 threshold. Finally, internal consistency was confirmed with a global **Cronbach's Alpha** coefficient equal to 0.87, certifying the metric reliability of the instrument (Acuña Kaldman & Peña Ramos, 2023).

2.3. Statistical Analysis and Inferential Rigor

Data processing was divided into two complementary phases. First, a **Chi-square Test of Independence** (χ^2) with the calculation of **Cramer's V** was applied to evaluate the association between categorical demographic variables and the presence of reported victimization. Because the subgroup of sexual coercion experiences presented low observed frequencies ($n=13$), **Fisher's Exact Test** was used to validate crosses where expected frequencies were less than 5. Second, to compare motivation scores (a summative ordinal variable) between groups, the Mann-Whitney U Test was employed to quantify the magnitude of the effect using **Rosenthal's r statistic**. Calculations were performed in Python 3.12 using the SciPy.stats suite (Vázquez Ramos et al., 2021; Velázquez Trejo et al., 2025).

Results and Discussion

3.1. Sample Characterization at the Orellana Campus

The demographic characterization of the sample ($N = 282$) obtained at the **Orellana Campus** reflects the historical gender gaps in technical areas, with a predominance of women (58.2%). The age concentration is primarily in the 21-25 age range (61.7%), a key period for consolidating

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes en entornos politécnicos

professional trajectories in STEM environments. The distribution by knowledge areas (Figure 1) shows relevant participation in the faculties of engineering and natural resources.

Regarding prevalence, it was identified that 4.6% of the sample reported experiences of sexual coercion. The categorical association analysis between gender and victimization reports ($\chi^2(1, N = 282) = 5.42, p = 0.02, V = 0.14$) suggests a significant dependence, although of low magnitude, indicating that the female profile presents a greater probability of reporting these events. Nevertheless, in environments of high hierarchical asymmetry, this percentage should be interpreted with caution, as it may reflect underreporting driven by fear of academic retaliation (Espinosa & León, 2020; V. Vázquez et al., 2022).

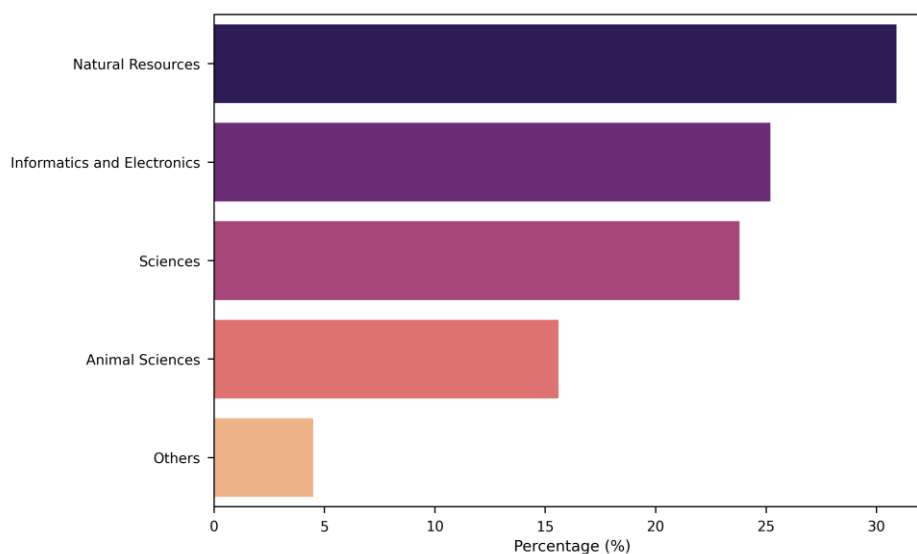


Figure 1: Sample distribution by Knowledge Areas in the analyzed HEI (N=282).

3.2. Power Dynamics and Perceptions in the Academic Hierarchy

When analyzing the subgroup of situations reported at the **Orellana Campus**, a trend linked to institutional hierarchy is observed. In 76.9% of these specific cases (n=10), students' perception identifies individuals in teaching roles as the primary agents. This proportion suggests dynamics where the power asymmetry inherent in the pedagogical relationship can be misused. In STEM environments, academic hyper-dependence (access to laboratories, equipment, and technical mentoring) can exacerbate students' vulnerability, hindering the identification and reporting of inappropriate conduct. These results underscore the importance of strengthening academic ethics and supervision mechanisms.

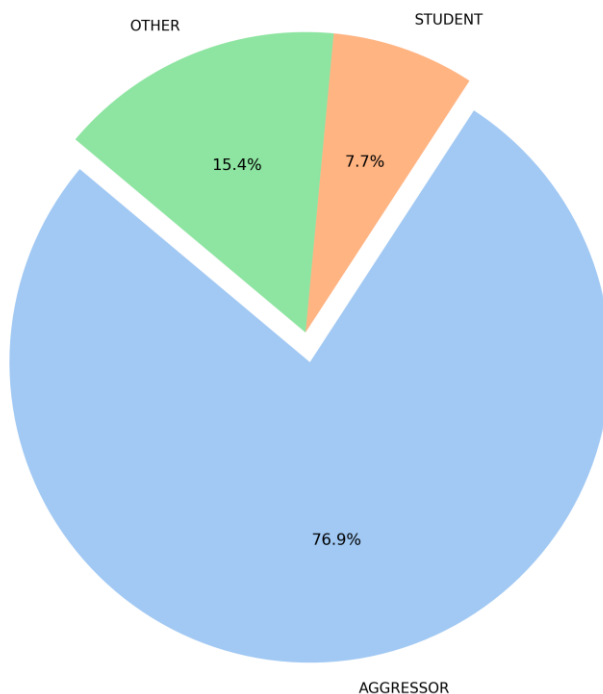


Figure 2: Hierarchy of the aggressor in situations of institutional harassment detected.

3.3. Motivation Analysis: The “Silent Dropout” Phenomenon

To evaluate the impact of the reported experiences on academic engagement, motivation scores were compared between victimized and non-victimized students. The **Mann-Whitney U Test** revealed a statistically significant difference between the two groups ($U = 102.5$, $p < 0.001$), indicating that perceived academic well-being is substantially lower among those who have experienced GBV. The effect size was substantial ($r = 0.58$), suggesting that the perception of victimization is a relevant factor associated with decreased interest in the career.

These data allow for the exploratory proposal of what this study defines as “**Silent Dropout.**” This phenomenon manifests as a loss of motivation and sense of belonging, motivated by the perception of an unsafe academic environment. Although the findings are limited to a small subgroup ($n=13$), the severity of the drop in self-declared motivation levels constitutes an early warning indicator for the institution.

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes en entornos politécnicos

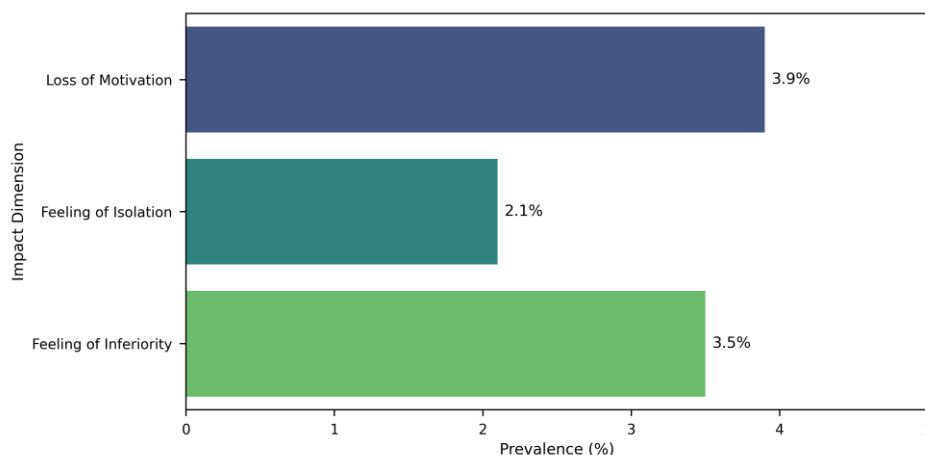


Figure 3: Impact on motivation and academic well-being derived from GBV.

Given this scenario, the adoption of **Resolution 084. CP.2026** constitutes a necessary technical framework for transitioning toward a stance of **Institutional Courage** (Smith, 2023). The consolidation of these mechanisms will be key to strengthening trust and protecting scientific trajectories at the Orellana Campus (Paredes & Salazar, 2022).

Conclusions

4.1. Synthesis of Findings and Dimensioning of the Phenomenon

The research has provided evidence that perceptions of GBV at ESPOCH's Orellana Campus are associated with variations in students' academic and emotional well-being. The identification of a 4.6% prevalence in situations of sexual coercion, where 76.9% of the reported cases are linked to figures of academic authority, underscores the importance of power asymmetries in the university environment. These findings highlight the need to continuously strengthen supervision mechanisms and ethical frameworks in technical training ecosystems.

4.2. Systemic Transcendence and Human Capital in STEM

Comparative statistical analysis using the Mann-Whitney $< 0.001, r = 0.58$,) indicates that the perception of GBV victimization is associated with a significant decrease in reported academic motivation and self-efficacy. This finding supports the emerging hypothesis of the "Silent Dropout" phenomenon, which poses a challenge to talent retention in highly specialized environments. In STEM areas, strengthening safe environments is relevant to ensuring the diversity necessary for scientific-technical innovation. Proactive management of the institutional response to these perceptions is key to ensuring that student academic commitment is not compromised.

4.3. Strengthening Institutional Culture in Orellana

The results demonstrate the importance of aligning current regulations with the university community's perception of safety. In this sense, the implementation of **Resolution 084.CP.2026** constitutes a relevant milestone for the institutional culture of the Orellana Campus. This protocol provides a technical and legal framework that facilitates the transition to a posture of Institutional Courage, promoting clear pathways for care and prevention. The consolidation of this instrument, under principles of transparency and comprehensive protection, is fundamental to strengthening the bond of institutional trust.

4.4. Strategic Recommendations for ESPOCH and Regional HEIs

Based on the evidence collected, guidelines oriented toward institutional strengthening are proposed. First, the **perfection of reporting channels** is recommended, ensuring they operate independently and within restorative justice models. Furthermore, **permanent teacher training** is fundamental, fostering an ethical debate on the exercise of authority in the learning environment. Simultaneously, active monitoring of student well-being is proposed, enabling early identification of factors that may influence academic engagement. Finally, transparency in the management of these cases will consolidate institutional commitment to an equitable and safe learning environment.

4.5. Limitations and Future Perspectives

This study presents limitations that should be considered when interpreting the results. The cross-sectional design allows for identifying associations but not for establishing definitive causality. Likewise, the use of non-probability convenience sampling and the self-reported nature of the data (based on students' perceptions) suggest the need for caution in generalization. It is important to point out the analytical challenge posed by the comparison of highly unbalanced groups ($n=13$ vs $n=269$), which requires that the detected effect ($= 0.58$) be interpreted as an exploratory indicator. For future research, it is recommended to employ longitudinal designs and structural equation modeling (SEM) to deepen understanding of institutional culture dynamics and to validate the structure of the "Silent Dropout" phenomenon at other technical campuses.

References

- Acuña Kaldman, C., & Peña Ramos, M. O. (2023). Revisión sistematizada de las técnicas de recolección de datos sobre la violencia de género. *Revista Latinoamericana de Estudios Educativos*, 53(2), 93–114. <https://doi.org/https://doi.org/10.48102/rlee.2023.53.2.560>
- Agardh, A., Priebe, G., Emmelin, M., Palmieri, J., Andersson, U., & Östergren, P.-O. (2022). Sexual harassment among employees and students at a large swedish university. *BMC Public Health*, 22(1), 2240–2255. <https://doi.org/https://doi.org/10.1186/s12889-022-14502-0>
- Agbaje, O. S., Arua, C. K., Umeifekwem, J. E., Umoke, P. C. I., Igbokwe, C. C., Iwuagwu, T. E., Iweama, C. N., Ozoemena, E. L., & Obande-Ogbuinya, E. N. (2021). Workplace gender-based violence among university women in nigeria. *BMC Women's Health*, 21(1), 124–135. <https://doi.org/https://doi.org/10.1186/s12905-021-01273-w>
- Aguilar, P., & Smith, C. P. (2023). Institutional courage as an antidote to betrayal. *American Psychologist*. <https://doi.org/https://doi.org/10.1037/a0037565>
- Araneda-Guirriman, C., Sepúlveda-Páez, G., Pedraja-Rejas, L., & San Martín, J. (2023). Women in academia: An analysis through a scoping review. *Frontiers in Education*, 8, 1–11. <https://doi.org/https://doi.org/10.3389/educ.2023.1137866>
- Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education: A systematic review. *European Journal of Higher Education*, 10(4), 397–419. <https://doi.org/https://doi.org/10.1080/21568235.2020.1729833>
- Bothwell, E., Roser-Chinchilla, J., Deraze, E., Ellis, R., Galán-Muros, V., Gallegos, G., & Mutize, T. (2022). Gender equality: How global universities are performing. *Times Higher Education*.
- Bourdieu, P. (2000). *La dominación masculina*. Anagrama.
- Buquet, A., Cooper, J., Mingo, A., & Moreno, H. (2016). Intrusas en la universidad. *Investigación Feminista*, 7(2), 1–25. <https://doi.org/https://doi.org/10.5209/INFE.52960>
- Carrión, A., Arauz, E., & González, D. (2021). El enfoque de género en los estudios socioambientales en FLACSO ecuador. *Territorios*, (44), 261–282. <https://doi.org/https://doi.org/10.12804/revistas.urosario.edu.co/territorios/a.9092>
- Castillo, R., Mora, J., & Torres, P. (2023). Impacto del clima hostil en la deserción universitaria en la región andina. *Psicología Educativa*, (1), 45–60. <https://doi.org/https://doi.org/10.5093/psed2023a4>

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

- Castro, L., Rivera, M., & Santos, F. (2024). Chilly climate in latin american engineering schools. *International Journal of STEM Education*, 11(1).
<https://doi.org/https://doi.org/10.1186/s40594-024-00456-x>
- Echeverría Echeverría, R., & Flores, G. (2024). Igualdad de género e inclusión social en universidades mexicanas. *Revista de Estudios de Género La Ventana*, 7(59), 225–256.
<https://doi.org/https://doi.org/10.32870/lv.v7i59.7726>
- Espinosa, J., & León, P. (2020). Estereotipos de género en la educación politécnica. *Revista de Tecnología*, 18(2), 45–58. <https://doi.org/https://doi.org/10.17163/ret.n18.2020.04>
- Franco, S., Puglia, M., & Rossi, A. (2023). Violencias en estudiantes universitarios de américa latina. *InterCambios*, 10(1), 89–104.
- Freire, J., & Paredes, M. (2021). El costo invisible del acoso por VBG. *Revista de Economía Aplicada*.
- Freyd, J. J. (2013). *Betrayal trauma: The logic of forgetting childhood abuse*. Harvard University Press.
- García-Cabeza, B., Garrido, E., & Santos, F. (2024). La transversalización de género en la educación superior. *European Public & Social Innovation Review*.
- Gómez Berniga, L., Gil, X., & Blanco, Y. (2019). Situación sobre el acoso en la UNA. *Revista Científica de La Juventud*.
- Gómez, J. M. (2023). When enough became too much: Institutional betrayal. *ADVANCE Journal*, 4(1).
- González, F., & Pérez, S. (2023). Trauma y aprendizaje: Barreras neurocognitivas. *Neuroeducación*, 5(1), 12–28.
- Hernández, D., Jimenez, T., & Delgado, U. (2020). Underreporting of sexual assault in academia. *Criminology & Public Policy*.
- Hill, C., Corbett, C., & St Rose, A. (2010). *Why so few? Women in STEM*. AAUW.
- Jiménez, R., & Ortega, L. (2024). Impacto neurocognitivo del estrés postraumático en el rendimiento académico. *Journal of Neuroscience & Education*, 14(2).
- Lopez, F., & García, J. (2024). Burnout y victimización en la salud mental. *Psicothem*.
- López, K., Navarro, V., & Ramos, W. (2021). Power dynamics in faculty-student interactions. *Journal of Higher Education*.

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

- Martínez, A. (2022). The chilly climate for women in STEM. *Nature Reviews Physics*, 4, 1–3.
<https://doi.org/https://doi.org/10.1038/s42254-021-00412-z>
- Mas'udah, S., Mendez, Z., & Cruz, A. (2024). Gender-based cyber violence. *Journal of International Women's Studies*.
- Méndez, L., & Silva, P. (2024). Trayectorias de éxito académico post-violencia. *Educación y Equidad*, 9(1), 70–85. <https://doi.org/https://doi.org/10.33996/edeq.v9i1.180>
- Molina, D., & Castro, V. (2020). Violencia de género y rendimiento académico en ecuador. *Revista PUCE*, (110), 145–162. <https://doi.org/https://doi.org/10.26807/rp.v0i110.222>
- Morales, S., & Ramos, T. (2023). Deserción universitaria y violencia de género en ecuador. *Editorial Universitaria*, 1–250.
- Nivicela-Cedillo, M. M., Chávez-Pluas, L. L., & Vilela-Pincay, W. E. (2023). Erradicación de la violencia de género en ecuador. *Revista Metropolitana de Ciencias Aplicadas*, 6(2).
- Nowrouzi-Kia, B., Gomez, A., & Ruiz, C. (2024). Examining the prevalence and effects of gender-based violence in academic settings. *Trauma, Violence, & Abuse*, 26(4), 755–768.
<https://doi.org/https://doi.org/10.1177/15248380241289436>
- Ortiz, D., & Guamán, A. (2021). Gender-based violence and career aspirations in STEM. *World Development*, 145, 105510. <https://doi.org/https://doi.org/10.1016/j.worlddev.2021.105510>
- Paredes, G., & Salazar, J. (2022). Revictimización en los procesos de denuncia académica. *Revista de Derechos Humanos*, 8(2).
- Pescador, F., Castillo, G., & Lozano, H. (2025). Violencias persistentes en la educación superior. *Revista Educación Superior y Sociedad (ESS)*.
- Poveda, J., & Torres, M. (2020). Protocolos de acoso en las IES: Eficacia y límites. *Revista de Derecho y Sociedad*, 15.
- Rana, M. Q., Cano, I., & Cortes, J. (2025). Causal factors of violence against women and girls. *Societies*.
- Rana, M. Q., Lee, A., Rodrigues Bezerra, J. F., & Villas Boas, G. H. (2025). Evaluating the agreement index of the barriers faced by women. *Administrative Sciences*, 15, 82.
<https://doi.org/https://doi.org/10.3390/admsci15030082>
- Richardson, J. (2026). Uncovering the drivers of violence against women and girls. *Journal of Architectural Engineering Technology*, 15.

Violencia de género en la educación técnica: impacto en la motivación y el bienestar académico de los estudiantes
en entornos politécnicos

- Sánchez Sarango, L. I., Torres, F., & Medina, L. (2025). Violencia de género: Causas y políticas de acción en latinoamérica. SciELO Preprints.
- Smith, C. P. (2023). Institutional courage: Beyond compliance in university GBV policies. *Harvard Educational Review*, 93(1), 1–25. <https://doi.org/https://doi.org/10.17763/1943-5045-93.1.1>
- Smith, C. P., & Freyd, J. J. (2014). Institutional betrayal. *American Psychologist*, 69(6), 575–587. <https://doi.org/https://doi.org/10.1037/a0037564>
- Suárez, N., & Valdivia, P. (2024). Psychological impact of institutional betrayal. *Journal of Trauma & Dissociation*, 25(2).
- Torres, V., & Merino, S. (2022). Políticas de género en ecuador: Avances y retos. *Estado y Comunes*, 2(14).
- UniSAFE Project. (2022). Results from the largest european survey on GBV in academia.
- Varela Guinot, H. (2020). Las universidades frente a la violencia de género. *Revista Mexicana de Ciencias Políticas y Sociales*, 65(238).
- Vázquez, J. J., Iglesias, B., & Vidal, C. (2023). Caracterización de la violencia telemática en paraguay. *Revista Científica de La UCSA*.
- Vázquez Ramos, A., Castro, E., & Flores, D. (2021). La violencia de género en las instituciones de educación superior. *Revista Latinoamericana de Estudios Educativos*.
- Vázquez, V., Herrera, J., & Diaz, M. (2022). Violencia de género y riesgo de feminicidio. *Revista de Investigación En Psicología*.
- Velázquez Trejo, C. R., Suarez, P., & Vega, N. (2025). Implicaciones de la violencia en la salud mental. *Ciencia Latina*.
- Zhu, Y., Morales, R., & Ortiz, S. (2024). Global prevalence of sexual harassment among university students. *International Journal of Mental Health*.