REVISTA INVECOM
ISSN en línea: 2739-0063

Inclusive classroom climate and adolescent learning achievement: A systematic review of the state of the art

Clima del aula inclusiva y logros de aprendizaje en adolescentes: una revisión sistemática del estado del arte

Received: 01/04/2025 - **Accepted:** 30/06/2025

Ruby Liz Urquizo Esparza
https://orcid.org/0000-0001-6428-3298
rurquizoe@ucvvirtual.edu.pe
Universidad César Vallejo. Lima, Peru

Richar Cristian Orihuela Ticona
https://orcid.org/0000-0003-1257-1372
rorihuelat@ucvvirtual.edu.pe
Universidad César Vallejo. Nuevo Chimbote, Peru

Abstract

Inclusive education is based on processes and methods that seek to respond to the diverse needs of learners in order to achieve effective learning. For the construction of this study, the state of the art of inclusive practices applied in Peruvian educational contexts was considered. Two categories of analysis were defined: the inclusive classroom climate and learning achievements. In terms of methodology, a qualitative approach was used, aimed at describing theories and cases related to inclusive education published between 2020 and 2025. A systematic review was conducted using the PRISMA model, selecting 30 articles based on the following descriptors: classroom climate, learning achievement, teacher training, and inclusive education. It was concluded that a favorable climate promotes motivating teaching, generating commitment to the teaching profession based on vocation, which favors learning processes. It is also important to identify strengths and reinforce the achievements of students within a consistent and positive emotional climate.

Keywords: inclusive education, learning, educational strategies.

Resumen

La formación inclusiva se fundamenta en procesos y métodos que buscan responder a la diversidad de necesidades de los educandos con el fin de alcanzar un aprendizaje efectivo. Para la construcción del presente estudio, se consideró el estado del arte de las prácticas inclusivas aplicadas en los contextos educativos peruanos. Se definieron dos categorías de análisis: el clima del aula inclusivo y los logros del aprendizaje. En cuanto a la metodología, se empleó un enfoque cualitativo, orientado a describir teorías y casos relacionados con la educación inclusiva, publicados en el periodo 2020-2025. Se aplicó una revisión sistemática bajo el modelo PRISMA, seleccionándose 30 artículos a partir de los descriptores: clima del aula, logro del aprendizaje, formación docente y educación inclusiva. Se concluye que un clima favorable promueve una enseñanza motivadora, generando compromiso en la labor docente desde su vocación, lo cual favorece los procesos de aprendizaje. Asimismo, es importante identificar las fortalezas y reforzar los logros alcanzados por los educandos dentro de un clima emocional constante y positivo.

Palabras clave: educación inclusiva, aprendizaje, estrategias educativas.

Introduction

In recent decades, diversity in educational contexts has increased due to improvements in living conditions, increased visibility of people with disabilities, a rise in immigration, and the official recognition of new identity realities that were previously hidden. This increase in diversity has led to the creation of laws that protect it, the generation of spaces and practices for inclusion, and its recognition as an opportunity for educational, social, and cultural enrichment.

In this regard, education is a human right that contributes to the construction of a democratic society based on sustainable citizenship (De la Rosa et al., 2019). Historically, educational inclusion has been unequal, resulting

in discrimination and setbacks for individuals with physical or cognitive disabilities, compounded by poverty and ethnic characteristics. These situations created barriers to accessing comprehensive development in the face of social exclusion (Pérez & Vigo, 2022).

Thus, educational practice strengthens and ensures the progress of student learning. Consequently, the guiding teacher optimizes the application of effective methodologies in the classroom, which influences professional training (Agreda & Pérez, 2020). It is also crucial to support and assist teachers in their instructional practice, as this enhances their teaching skills within the classroom. In this setting, a fluid interaction develops between educators and students during the learning process, providing greater guarantees for performance in organized conditions, with emotional support for a specific theme or group, fostering a positive climate (Urrea-Solano et al., 2025).

On the other hand, the climate within an academic space for school coexistence is characterized by being an integral environment where norms of coexistence are respected, generating well-being among its members. A favorable school climate arises from respectful relationships in the teaching-learning process, while an adverse climate occurs in conflict situations that hinder student performance. UNESCO (2019) emphasized that conflict and divergences negatively impact educational contexts worldwide.

Furthermore, from an international perspective, UNESCO (2021) highlights the role of teachers in focusing on sustainable development goals and breaking down exclusionary barriers in educational centers in the region. It is also important to enact educational policies to strengthen meaningful pedagogical practices. However, in this context, achieving this goal remains an outstanding task that must be addressed through curricular projects (Esteban, 2025).

Similarly, certain countries in Africa and Latin America apply abstract methods, outdated theories, and traditional approaches that do not motivate reflective thinking, negatively impacting the competencies that need to be achieved according to educational curricula, placing them at low levels of educational performance. In contrast, the United States provides more substantial and objective instruction for learning (Luna et al., 2022).

Consequently, Ecuador has established a School Coexistence Policy, enacted in 2021, that promotes peaceful and inclusive environments grounded in a culture of peace to address bullying and indiscipline. Educational authorities have approved policies aimed at guiding training based on achievements and efforts toward quality instruction, involving all academic stakeholders in an environment of equality and equity (Parco et al., 2025). In Mexico, the educational curriculum presents complexity and saturation in its content, limiting its adaptation to specific contexts and generating various challenges for the educational system (Osuna & Díaz, 2020).

In this sense, student performance in the classroom has historically been a concern for educational systems worldwide, as it focuses on seeking the quality of instruction provided in classrooms. The level of learning, based on comprehensive training supported by ongoing feedback, emerges as a relevant pedagogical method to ensure student performance (Moya-Muñoz et al., 2025). In Peru, pedagogical assistance is linked to teacher performance, making it a priority in educational centers. However, its implementation presents certain limitations that must be identified to develop strategies that ensure its viability (Delgado et al., 2022).

Moreover, the literature indicates the need for ongoing training for educators in the application of inclusive methods. In developing pedagogical practices, there is a shared responsibility; therefore, at this stage, the entire academic community must commit to achieving educational and social benefits. Teachers need to master attitudinal skills to teach effectively and apply solidarity (Quintero, 2020).

Finally, developing educational inclusion is a global priority, as adequate learning enriches human life (Hurtado et al., 2022). Teacher self-efficacy is based on confidence in their ability to deliver practical instruction using inclusive pedagogy (Martínez et al., 2023). In the current context, educators require solid training that enables them to meet the educational needs of students. For this reason, educational authorities promote inclusive teaching directed at students with heterogeneous characteristics (Banda & Centurión, 2025).

The purpose of this research is to identify and describe theoretical perspectives on classroom climate and learning from an inclusive approach. Similarly, it aims to present the theoretical conceptions of the study categories.

Methodology

This study adopted a qualitative methodology of a descriptive nature, with a systematic review aimed at identifying relevant studies that were subject to analysis within the scientific literature related to the classroom environment. Particular attention was given to their specific characteristics, verifying existing limitations and conditions to propose guidelines aimed at strengthening formative practice for continuous improvement in educational spaces.

The design considered was documentary, focused on the production resulting from the selection of a list of reliable bibliographic sources that provided significant contributions regarding classroom climate with an inclusive approach and the levels related to learning achievement.

During the preliminary review and verification, the statements of the studies, abstracts, and keywords constituted selection criteria through a critical reading oriented toward the study's purpose. In the categorization, conceptual definitions linked to effective classroom practice were selected.

Synthesis was carried out through thematic coding to compare and contrast the educational approaches and contexts presented in the literature. Common patterns were identified that contributed to the critical construction of contributions surrounding classroom climate and learning, thereby generating an interpretive framework to consider in teaching practice.

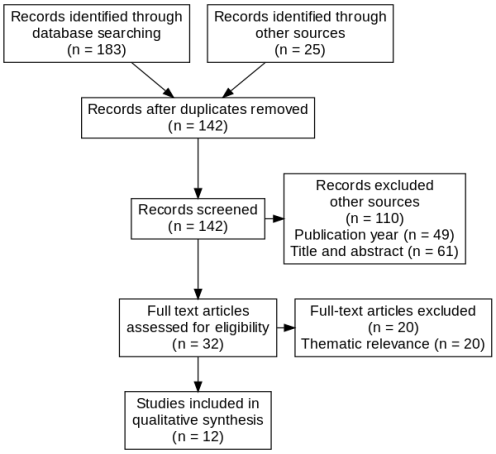
Following the PRISMA 2020 guidelines, a rigorous process of searching, selecting, and analyzing studies published between 2019 and 2025 was developed, focusing on topics related to classroom climate, learning, and academic achievement within the framework of inclusive education.

In the first stage, the Scopus database was utilized, employing search terms: “classroom climate,” “learning,” and “achievements applying inclusive education,” which yielded a total of 183 results. In the second stage, criteria were refined using Boolean operators, applying the formula: TEXT("classroom climate" OR "learning achievement") AND ("inclusive education" OR "educación inclusiva") AND ("initial training" OR "continuing education"). This filtering allowed for a more precise selection of relevant studies, ensuring the pertinence of the research concerning the inclusive educational approach.

During the eligibility stage, a full-text reading of the selected documents was conducted, applying specific inclusion criteria such as thematic relevance, clear methodological approach, publication period (2019–2025), and availability of the full text. As a result, 32 eligible studies were identified. Finally, in the inclusion phase, 12 articles that met all established criteria were selected, providing relevant evidence on the relationship between classroom climate, learning, and achievements from an inclusive education perspective.

These studies constitute the documentary basis upon which the analysis developed in this research is supported.

Figure 1.
PRISMA diagram



Results

Based on the systematic review process conducted under the PRISMA model, 12 studies were identified and analyzed that address the relationship between inclusive classroom climate and learning achievements in adolescents. These works, selected for their thematic relevance and methodological rigor, provided a theoretical and empirical foundation for understanding how the conditions of the school environment influence academic performance and the holistic development of students.

The findings presented below encompass various perspectives and approaches, both theoretical and applied, highlighting the fundamental role of school coexistence, motivation, teacher training, and inclusive pedagogical strategies in constructing positive classroom climates. This body of evidence serves as a valuable resource to guide educational practices that are more sensitive to diversity and committed to equity in learning.

The review of studies provided by the literature identified the theory of self-determination developed by Deci and Ryan, which focuses on the satisfaction of the needs for belonging and competence in school environments that stimulate learning through motivation. It is asserted that school climate exerts both intrinsic and extrinsic influences on academic performance and allows for addressing issues of exclusion (Leyton, 2020).

According to the conclusions of the study conducted by Pérez-Guevara and Puentes-Suárez (2022), the climate of a school environment in a social academic context is characterized by the planning of formal instruction that ensures physical and emotional safety, as well as the promotion of justice actions in safe learning environments. In this context, it is crucial to consider educational transitions, as the shift from primary to secondary education entails significant psychological and emotional evolution, marked by the onset of puberty and adolescence.

In this sense, this transition becomes a particularly sensitive stage, where contextual changes can foster antisocial behaviors in both internal and external environments. These risks tend to perpetuate if students do not receive the necessary trust and emotional support to face the challenges of this stage (Nasaescu et al., 2020). Therefore, creating a safe and just school climate not only favors learning but is also key to supporting adolescents in their holistic development and preventing risk behaviors.

Thus, formative schools need to cultivate a motivational climate within their classrooms that addresses the psychological needs typical of this age, influenced by social relationships and autonomy, leading to academic success. This positive adaptation also requires the educational organization's interest in reducing antisocial behaviors during secondary education, where educators are key actors in sensitizing and addressing school dropout (Sánchez, 2021).

Additionally, the school is a space where student coexistence occurs for approximately six academic hours, equivalent to one-third of their daily time, according to the findings of the PISA report (OECD, 2023). Thus, this period must be effective and harmonious between teachers and students. However, in some contexts, this does not directly correlate with academic achievements, as it has been evidenced that centers with shorter instructional times achieve better results due to more effective teaching methodologies.

Similarly, education in the present century promotes effective methods, placing less emphasis on increasing classroom hours and prioritizing strategies aimed at developing pleasant and joyful learning experiences, distancing from negative emotions (Sáenz-López et al., 2019).

On another note, various criteria in inclusive training were determined, one of which is adequate interaction under social, cognitive, psychological, and cultural models that allow for a holistic view from the educator's perspective. From a humanistic theory standpoint, training teachers is crucial, as this fosters coexistence and generates benefits for all students (Mundaca & Carro, 2021).

From a constructivist approach, the importance of training teachers in research and pedagogical innovation, as well as in effective collaborative learning methods, is emphasized (Soroa & Karrera, 2023). In meaningful experiences, learners assume the role of protagonists in knowledge acquisition, collaboratively developing rewards and challenges during the educational phase (Zambrano et al., 2020). Active learning focuses on the direct participation of students, promoting exploration and analysis of real contexts, shifting the focus from the educator to the learner, who becomes their own agent of integral formation.

Furthermore, Larrota and Uribe (2023) argue that an inclusive center is a space where students with particular capabilities gather, expecting to receive more humanized and equitable training, applying a humanistic-oriented educational model. Educators act as role models in interactions, shaping students' emotions to resolve conflicts through assertive communication. In this regard, they apply empathy and seek to create welcoming environments in the classroom, preventing these spaces from becoming sources of stress (Monge, 2025).

Finally, a well-being with a comprehensive vision includes mental health in a positive space that recognizes and values students' resilience in overcoming emotional difficulties. It is essential that respectful actions are developed in the classroom, ensuring safety and promoting equitable participation for all, fostering values such as tolerance, respect, and solidarity.

In this line, Gutiérrez and Buitrago (2019) emphasize the need to create calm scenarios in the classroom to ensure a stable school climate. They also highlight that the teacher acts as a social and emotional model, generating a favorable impact on students' lives. The use of appropriate strategies is key when delivering lessons, as respectful treatment becomes a protective action for mental health.

Discussion

The discussion of the findings allows for a contrast between the theoretical and empirical evidence gathered from the reviewed studies and the current issues within educational systems in inclusive contexts. Analyzing how classroom climate impacts learning achievements in adolescents necessitates considering not only

pedagogical aspects but also emotional, social, and structural factors that condition the educational experience. Through a comparative examination of various studies, the role of the teacher as a key agent in creating safe, motivating, and respectful environments for diversity is explored.

Similarly, the discussion reflects on the factors that facilitate or hinder the implementation of effective inclusive practices, as well as the implications this has for educational policies, teacher training, and school equity. The theoretical contributions and reviewed experiences lead to a more comprehensive understanding of the inclusive classroom as a dynamic space, where emotional well-being and meaningful learning must be complementary priorities.

The discussion surrounding the impact of school climate on student learning and motivation has been extensively supported by recent research. In this regard, Urrea-Solano et al. (2025) emphasize that the classroom is a space for mutual interaction between teachers and students, where a harmonious climate enhances motivation and ensures quality learning. This implies that teachers must continually update their competencies, especially in managing technologies that facilitate dynamic and engaging classes for students.

Complementarily, González and Calle (2025) highlight the importance of school climate not only in teaching but also in the coexistence and mental health of students. According to these authors, the classroom is a space where relationships of respect and social commitment are constructed, and where pedagogical methods must support a safe and conducive learning environment. This perspective aligns with Castro Michuy (2025), who, in her systematic review, underscores that a positive school climate fosters healthy interpersonal relationships, reduces emotional problems, and improves academic performance.

On another note, León et al. (2021) contribute that school climate integrates multiple educational factors, including coexistence, communication, and teacher motivation—elements that directly influence academic performance. Trigueros and Navarro (2019) also emphasize the relevance of the teaching profession in this process, although they note that academic achievement should be assessed through clear indicators that reflect the knowledge acquired at the end of the educational process. In this line, Macías and Saltos (2020) argue that the results of student assessments are fundamental indicators for measuring compliance with educational standards aligned with the Sustainable Development Goals (SDG 4).

Moreover, Peñafiel et al. (2025) stress that a school environment with a positive climate generates motivation and commitment among students, while a negative context fosters adverse effects on student interest. Therefore, the interaction of students is crucial in the educational process. Relating to classroom climate, Castro Michuy (2025) concludes that a positive environment promotes healthy interpersonal relationships and stimulates participation, which translates into the development of competencies and high academic performance.

Additionally, both inside and outside the classroom, active participation from educational colleagues, students, and all members of the educational system involved in the teaching dynamic is required, evaluating the levels of each participant's involvement. Motivation is primarily generated by the teacher during the learning activity, leading to recognition and valuing of the class based on trust and sincerity among academic participants.

According to the conclusions of the study by Mera et al. (2025), it is essential to reconfigure the teaching process to value autonomy, creativity, and collaborative work. Through pedagogical design and the active role of the educator, an appropriate climate can be generated that fosters inclusion and reinforces civic values and responsible attitudes, thereby strengthening learning.

Similarly, the analysis conducted by Alcohoser (2020) highlights that educators are fundamental actors at the pedagogical core of educational centers. Through their performance, they guide students toward pedagogical excellence by applying strategies that reinforce competencies. Every teaching action is based on skills that function as gears to provide effective educational instructions, preparing students for integration into the community.

Moreover, fulfilling the duties of the educator is closely linked to the pedagogical methodology applied in the classroom, which must be adapted to students' needs and utilize technological means to guide a quality formative process (Cuéllar et al., 2021). In this sense, the school climate developed in the classroom emerges as an essential factor for ensuring effective learning and, consequently, the academic success of students.

Furthermore, Villanueva (2020) argues that an appropriate climate requires educators to have effective tools for internal classroom control and management, thus preventing the loss of valuable time for learning. This classroom management directly contributes to optimizing the educational process.

On the other hand, learning achievement is understood as the development of capabilities and competencies during the teaching period, influenced by familial, social, cultural, and economic factors (Estrada & Mamani, 2020). In agreement, Tapia and Peregrina (2022) point out that variables such as gender, age, emotional intelligence, motivation, learning methods, self-esteem, and family context significantly impact educational success, along with support from both the educator and educational leadership.

These findings reinforce the idea that school climate, teacher management, and the socio-emotional environment play a fundamental role in the learning process. Therefore, it is imperative that educational institutions and education professionals strengthen their pedagogical and management strategies to create conducive environments that favor the holistic development and academic achievement of students.

Conclusions

A favorable climate fosters motivating teaching, generating commitment to the role of the teacher from their vocation, which facilitates learning processes. Constructing an emotionally positive environment within the classroom allows not only for the acquisition of knowledge but also for strengthening the bond between educator and students. It is essential to identify strengths and reinforce the achievements attained by students, thereby promoting an environment that supports their holistic development.

The skills acquired in social environments have a positive impact in the classroom, ensuring harmonious coexistence that paves the way for better academic performance. This effect is particularly visible in cooperative work contexts, where learning is enhanced through continuous training in socio-emotional skills and competencies.

Finally, periodic evaluation of training is a necessary condition for giving meaning to learning. In this process, the educator becomes a fundamental element for achieving knowledge, providing constant support and effective feedback during pedagogical practices in the classroom. Their active role in planning and monitoring learning contributes decisively to the educational success of students.

References

Agreda, Á., & Pérez, M. (2020). Relación entre acompañamiento pedagógico y práctica reflexiva. *Revista de Educación*, 2(30), 219–232. https://doi.org/10.37177/UNICEN/EB30-273

Alcohoser, R. (2020). *La gestión pedagógica y el trabajo colaborativo de los docentes en una institución educativa privada de Santa Anita. Lima*. UCV. https://repositorio.ucv.edu.pe/

Banda Ortiz, L. E., & Centurión Larrea, Á. J. (2025). Formación docente en educación inclusiva: Revisión sistemática. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 9(38), 1864–1879. https://doi.org/10.33996/revistahorizontes.v9i38.1022

Castro Michuy, A. B. (2025). Gestión del clima escolar y su influencia en el rendimiento académico y el bienestar emocional de los estudiantes. *SAGA: Revista Científica Multidisciplinar*, 2(1), 74–87. https://doi.org/10.63415/saga.v2i1.33

Cuéllar, C., Guzmán, M., Lizama, C., & Faúndez, M. (2021). Educational continuity during the pandemic: Challenges to pedagogical management in segregated Chilean schools. *Perspectives in Education*, 9(1), 101–120. https://journals.ufs.ac.za/index.php/pie/article/view/4714

De la Rosa, D., Giménez, P., & De la Calle, C. (2019). Educación para el desarrollo sostenible: El papel de la universidad en la Agenda 2030. *Revista Prisma Social*, 25(2), 180–202. https://dialnet.unirioja.es/descarga/articulo/6972165.pdf

Delgado, R., Delgado, I., Delgado, V., & Balarezo, A. (2022). Acompañamiento pedagógico directivo y desempeño docente. *Revista Propuestas Educativas*, 4(7). https://propuestaseducativas.org/index.php/propuestas/article/view/773

Esteban Munayco, J. J. (2025). *Fortalecimiento del acompañamiento pedagógico para mejorar el desempeño docente en una institución educativa de la provincia de Chincha*. https://hdl.handle.net/20.500.14005/15947

Estrada-Araoz, E. G., & Mamani-Uchasara, H. J. (2020). Funcionamiento familiar y niveles de logro de aprendizaje de los estudiantes de educación básica. *Investigación Valdizana*, 14(2), 96–102. https://doi.org/10.33554/riv.14.2.680

González Rojas, E. Y., & Calle Díaz, J. J. (2025). El juego cooperativo, estrategia pedagógica para fortalecer el clima escolar: Una revisión teórica. *Revista Multidisciplinar Epistemología de las Ciencias*, 2(2), 519–546. https://doi.org/10.71112/szwsym32

Gutiérrez, A. M., & Buitrago, S. J. (2019). Las habilidades socioemocionales en los docentes: Herramientas de paz en la escuela. *Praxis & Saber*, 10(24), 167–192. https://doi.org/10.19053/22160159.v10.n25.2019.9819

Hurtado, A., Montoya, M., Valencia, Á., & Calzada Londoño, G. A. (2022). La educación inclusiva en la prosocialidad desde una perspectiva de la diversidad. *Revista Guillermo de Ockham*, 21(1), [en prensa]. https://doi.org/10.21500/22563202.5467

Larrota, D., & Uribe, A. (2023). Retos y realidades del rol docente en la diversidad funcional: Contextos escolares

colombianos. *Human Review. Revista Internacional de Humanidades*, 16(3), Article 3. https://doi.org/10.37467/revhuman.v16.4977
León, X. P., Mendoza, M. M., & Gilar, R. (2021). Clima de aula y rendimiento académico: Apuntes en torno al contexto universitario. *Revista Venezolana de Gerencia*, 26(5), 140–156. https://doi.org/10.52080/rvgluz.26.e5.10
Leyton, I. (2020). Convivencia escolar en Latinoamérica: Una revisión de literatura latinoamericana (2007–2017). *Revista Colombiana de Educación*, 1(80), 227–260. https://doi.org/10.17227/rce.num80-821
Luna Acuña, M. L., Peralta Roncal, L. E., Gaona Portal, M. P., & Dávila Rojas, O. M. (2022). La retroalimentación reflexiva y logros de aprendizaje en educación básica: Una revisión de la literatura. *Ciencia Latina. Revista Científica Multidisciplinar*, 6(2), 3242–3261. https://doi.org/10.37811/cl_rcm.v6i2.2086
Macías García, E. K., & Saltos Briones, G. M. (2020). Incidencia del clima organizacional en el desempeño laboral de la carrera de Ingeniería Química de la Universidad Técnica de Manabí. *Revista EDUCARE*, 24(1), 98–116. https://doi.org/10.46498/reduipb.v24i1.1252
Martínez, C., Deneb, E., Pindal, C., Gallardo, F., Carter, B., & Peña, S. (2023). Percepción de autosuficiencia hacia la inclusión en el futuro profesorado de Educación Física: Un estudio en contexto chileno. *Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación*, 48, 919–926. https://dialnet.unirioja.es/servlet/articulo?codigo=8875548
Mera Calle, B. Y., Ramos Ruales, A. P., Dolores Carpio, M., Padilla Toapanta, M. A., & Marcillo Valdez, M. A. (2025). Gamificación y aprendizaje activo en el aula. *Ciencia Latina. Revista Científica Multidisciplinar*, 9(2), 8141–8158. https://doi.org/10.37811/cl_rcm.v9i2.17540
Monge, T. B. (2025). Evaluación formativa para mejorar los aprendizajes: Revisión sistemática. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 9(36), 681–698. https://doi.org/10.33996/revistahorizontes.v9i36.945
Moya-Muñoz, L. D., Lopez-Velez, C. R., Pérez-Marquin, J. M., & Cedeño-León, M. M. (2025). La retroalimentación formativa como estrategia para mejorar el desempeño en el aula. *Revista Científica Zambos*, 4(2), 155–170. https://doi.org/10.69484/rcz/v4/n2/118
Mundaca, R., & Carro, L. (2021). Formación inicial docente en Chile y su alineamiento con las temáticas educativas de los Objetivos de Desarrollo Sostenible (ODS). *Revista Interuniversitaria de Formación del Profesorado*, 96(35.3), Article 35.3. https://doi.org/10.47553/rifop.v96i35.3.90162
OECD. (2023). *PISA 2022 Results (Volume I): The state of learning and equity in education*. OECD Publishing. https://doi.org/10.1787/53f23881-en
Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). (2019). *Más allá de los números: Poner fin a la violencia y el acoso en el ambiente escolar*. https://unesdoc.unesco.org/ark:/48223/pf0000366483
Osuna Lever, C., & Díaz López, K. M. (2020). El logro del aprendizaje matemático en adolescentes mexicanos en PISA, ENLACE y PLANEA: Un análisis retrospectivo. *Archivo de Análisis de Políticas Educativas*, 28(28). https://doi.org/10.14507/epaa.28.4617
Parco, L. J. M., Grefa, J. A., González, F. J. C., & Valarezo, S. P. C. (2025). Impacto del clima escolar en la motivación y el aprendizaje del alumnado en Ecuador. *Polo del Conocimiento*, 10(5), 2639–2658. https://doi.org/10.23857/pc.v10i5.9592
Peñafiel Villavicencio, P. V., Garzón Moreno, G. J., Rosero Sánchez, Y. L., & Romero Ruiz, S. L. (2025). El clima escolar: Factor importante en el aprendizaje. *Arandu UTIC*, 11(2), 3826–3839. https://doi.org/10.69639/arandu.v11i2.551
Pérez, D., & Vigo, M. (2022). Actitudes y condicionantes de los futuros docentes hacia la educación inclusiva: Estudio meta-etnográfico. *Contextos Educativos. Revista de Educación*, 29. https://doi.org/10.18172/con.4977
Pérez-Guevara, D. J., & Puentes-Suárez, A. I. (2022). Clima escolar: Conceptualización y variables. *Pensamiento y Acción*, (32), 51–71. https://doi.org/10.19053/01201190.n32.2022.13933
Quintero Ayala, L. (2020). Educación inclusiva: Tendencias y perspectivas. *Educación y Ciencia*, (24), e11423. https://doi.org/10.19053/0120-7105.eyc.2020.24.e11423
Sáenz-López, P., Fernández-Ozcorta, E. J., Almagro-Torres, B. J., & De Las Heras, M. Á. (2019). Formación del profesorado y estrategias para desarrollar la inteligencia intra e interpersonal en las aulas. *E-Balonmano. Revista de Ciencias del Deporte*, 15(1), 79–90. https://dialnet.unirioja.es/servlet/articulo?codigo=6868584
Sánchez, D. M. (2021). Diferencias entre aspectos psicológicos en Educación Primaria y Educación Secundaria:

Motivación, necesidades psicológicas básicas, responsabilidad, clima de aula, conductas antisociales y violencia. *Espiral. Cuadernos del Profesorado*, 14(28), 9–18. https://dialnet.unirioja.es/servlet/articulo?codigo=7783033

Soroa, M., & Karrera, I. (2023). Acercando la diversidad social al alumnado de educación primaria: Estudio sobre una experiencia de formación inclusiva. *Revista Interuniversitaria de Formación del Profesorado*, 98(37.1), 217–234. https://doi.org/10.47553/rifop.v98i37.1.91378

Tapia, L., & Peregrina, Y. (2022). Habilidades sociales y logro de aprendizaje en ciencia y tecnología en adolescentes de una institución educativa de Chimbote – 2022. https://hdl.handle.net/20.500.12692/100164

Trigueros, R., & Navarro, M. (2019). La influencia del docente sobre la motivación, las estrategias de aprendizaje, pensamiento crítico y rendimiento académico de los estudiantes de secundaria en el área de Educación Física. *Psychology, Society and Education*, 11(1), 137–150. https://doi.org/10.25115/psye.v10i1.2230

Urrea-Solano, M., Hernández-Amorós, M., & Vega-Ramírez, L. (2025). *Educación para la sostenibilidad: Estrategias, innovaciones y retos*. Octaedro. http://hdl.handle.net/10045/150922

Villanueva, R. K. (2020). Clima de aula en secundaria: Un análisis entre las interacciones de estudiantes y docentes. *Revista Peruana de Investigación Educativa*, 12(12), 187–216. https://doi.org/10.34236/rpie.v12i12.178

Zambrano, A., Lucas, M., Luque, K., & Lucas, A. (2020). La gamificación: Herramientas innovadoras para promover el aprendizaje autorregulado. *Dominio de las Ciencias*, 6(3), 349–369. https://doi.org/10.23857/dc.v6i3.1402