

Analysis of situations and profiles showing risk for sexism and gender-based violence in Spanish adolescents

Ana Martínez Dorado¹, Silvia García Dauder², Lilian Velasco Furlong³

¹ Universidad Rey Juan Carlos, Madrid

² Area of Personality, Assessment and Psychological Treatment. Universidad Rey Juan Carlos, Madrid

³ Area of Social Psychology. Universidad Rey Juan Carlos, Madrid

Spain

Correspondence: Ana Martínez Dorado. Avenida de la Reina Victoria, 8 2º 28003, Madrid. Spain. E-mail: a.martinezdor@alumnos.urjc.es

© Universidad de Almería and Ilustre Colegio Oficial de la Psicología de Andalucía Oriental (Spain)

Abstract

Introduction. Intimate partner violence is a form of violence that takes place at all ages and strata of society. At early ages, such as in adolescence, we may find certain behaviors and beliefs that justify violence and may represent the seeds of future violence. Beliefs held by this population sector as to what behaviors might be abusive are very important in detecting lines of action and/or prevention. The objective of this study was to evaluate whether Spanish adolescents consider abuse behaviors as such, and to what degree of severity. Both male and female perceptions were considered, and they evaluated abuse not only from male to female, but also female to male.

Method. The study population were students of compulsory and post-compulsory secondary education between the ages of 14 and 22 years. The total sample included 874 participants (430 girls and 444 boys). The questionnaire was made up of 15 behaviors that participants were to identify as representing abuse or not: 14 of these had been included as indicators of gender-based violence in former studies on this topic.

Results. The results showed that Spanish adolescents identified abuse behaviors as such (whether from male to female or female to male), with certain exceptions. Generally speaking, girls were more aware of abuse behaviors. Of the 14 behaviors described, there was unanimity between both sexes in considering 8 of these to be abusive behaviors, whether male to female or female to male. However, items that refer to emotional abuse tended to be scored as less serious than those referring to physical abuse. Finally, significant age differences were obtained, where persons in the older age group had a higher perception of behaviors being abusive.

Discussion and conclusions. The core results of the study were that both boys and girls recognize abuse behaviors as such, but that girls tend to consider them as more serious. A tendency can be observed that certain behaviors are scored with a higher rating when it is the girl who is rating them. Regarding the fact that recognition of violence is more manifest in the older group, different non-exclusive hypotheses can be formulated.

Key words: Gender violence; adolescence; age; risk factors; attitudes and beliefs.

Resumen

Introducción. La violencia entre la pareja es una forma de violencia que se produce en todos los estratos y edades de la sociedad. En edades tempranas, como la adolescencia, pueden darse ciertas conductas y creencias que justifiquen la violencia, aparte de poder ser el germen de una violencia futura. Las creencias que tiene este sector de la población sobre las conductas que pudiesen ser de maltrato son muy importantes para poder detectar líneas de actuación y/o prevención. El objetivo de este estudio fue evaluar si los adolescentes españoles consideran como tal las conductas de maltrato y en qué gravedad. Además, se considera la percepción que tienen las mujeres y los hombres, no sólo de las conductas de maltrato del hombre a la mujer sino de la mujer hacia el hombre.

Method. La población del estudio son estudiantes de enseñanza secundaria obligatoria y no obligatoria con edades comprendidas entre los 14 y los 22 años. La muestra total es de 874 (430 chicas y 444 chicos). El cuestionario está formado de 15 conductas en torno a las cuales se pregunta si representan maltrato: 14 de las cuales son incluidas como indicadores de la violencia de género en los estudios sobre este tema.

Results. Los resultados muestran que los adolescentes españoles identifican las conductas de maltrato como tales (ya sean de chico a chica o de chica a chico), con ciertas excepciones. De forma generalizada, las chicas son más conscientes de las conductas de maltrato. De las 14 conductas descritas, en 8 de ellas existe unanimidad por ambos sexos en considerarlas conductas de maltrato, tanto de hombre hacia la mujer como de mujer a hombre. Sin embargo, muestran una tendencia a puntuar con menor gravedad aquellos ítems que hacen referencia a conductas de maltrato más de tipo emocional que físico. Por último, se obtienen diferencias significativas según la edad, siendo las personas de mayor grupo de edad las que tienen una mayor percepción de las conductas como maltrato.

Discusión y conclusiones. El conjunto de resultados centrales es que tanto chicos como chicas valoran las conductas de maltrato como tal, aunque ambos sexos las valoran como tal, las chicas tienden a hacerlo con una mayor severidad. Lo que sí se observa es una tendencia en las puntuaciones a considerar en mayor grado ciertas conductas cuando es la chica la que lo evalúa. Respecto a que el reconocimiento de la violencia se haga más manifiesto en el grupo de mayor edad se pueden formular diferentes hipótesis no excluyentes.

Palabras clave: Violencia de género; Adolescencia; Edad; Factores de riesgo; Actitudes y Creencias.

Introduction

Violence is defined as the learned response, exercised with intent, to control or hurt others (Hernando, 2007). It is in no way useful to the evolutionary, natural selection process or adaptation of human beings. Intimate partner violence has been addressed from different theoretical approaches, making it difficult to reach a consensus on its definition, and leading to different concepts for referring to the phenomenon (Gómez et al., 2000). In the framework of *gender-based violence*, it is defined as the “manifestation of discrimination, the situation of inequality and power relations of men over women, imposed on a woman by her spouse or former spouse, or by someone who is or has been connected to her through a similar affective relationship, even prior to cohabitation” (LO 1/2004). The literature on the topic also refers to *domestic violence*, and within that, *spousal violence*. The main difference between gender-based violence, and domestic and spousal violence, is that the former is framed within integrated, structural measures of violence for reasons of gender inequality, and in this regard, it addresses violence exercised by man over woman, exclusively (Gómez et al., 2000). It is important to consider that violence in intimate relationships may be practiced at any age, in any social or ethnic group, and without regard to sexual orientation, economic status or place of residence (Hernando, 2007). Another form of reference is *intimate partner violence* (IPV). This violence refers to physical or sexual violence (real or threatened) or psychological or emotional abuse from spouses, boyfriends or girlfriends, whether current or former. The fundamental characteristic of this type of violence is the sentimental or intimate relationship between the victim and perpetrator, regardless of marital status, sexual orientation or state of cohabitation (Arias & Robin, 2008). Dating violence (DV) is often initiated during adolescence and is postulated as a risk factor for severe forms of violence in adult couples; nonetheless, the research corpus on this issue continues to be limited (Rubio-Garay, 2012).

Within boyfriend/girlfriend relationships, *control behaviors at early ages* are on the rise, and become more extreme and frequent over time (Hernando, 2007). This is often encouraged both by gender stereotypes and by misguided beliefs and myths about couple relationships and romantic love. This (along with other factors) is considered to be the “seed” of violence against women. In most cases, these types of beliefs *justify* the violence that is exercised; therefore, such beliefs should be eradicated through egalitarian education that delegitimizes male domination roles and female submission roles. We would note that the case of gender-based violence results from an extreme interpretation of such roles. Not all persons

who have misguided beliefs or take on sexist roles have to be violent. But it may be stated that when gender-based violence is exercised, these types of beliefs are present, in the vast majority of cases, and hence the realization of the roles associated with them.

The normalization of intimate partner violence in adolescence is greater than at other ages, given that boys and girls are able to describe this violence, they know cases of gender-based violence, they are able to identify it on paper, but, in general, they believe it is something that only happens to older women who are already married. Moreover, certain behaviors which are at the root and the beginning of the problem, like *jealousy* and *over-control*, for many adolescents are signs of love and concern for one's partner, and they do not see them as possible seeds of a problem. The reasons to excuse violence are present in our young people and they follow the same myths and false beliefs on this topic that correspond to the social roles of the community in which they are inserted (Hernando, 2007).

In one research study carried out with a sample of students from 16 different countries (Straus, 2004), high indices of intimate partner violence were found worldwide. Few studies have been carried out in Spain; one of these was the study by González and Santana (2001), which reported that 7.5% of boys and 7.1% of girls admit to having hit or pushed their partner on one or more occasions. The variability in results among different studies can be explained by the inexistence of a standard definition of dating violence, for one; research studies on violence during the dating stage use different conceptual definitions and parameters for measuring violence (Hernando, 2007). What seems clear, however, is that adolescent couples or dating constitutes a special area of risk for violence (regardless of socioeconomic status, place of residence, sexual orientation, "race", etc.). This type of violence can take many forms, including emotional, psychological, physical or sexual abuse; these may concur, or be present in only one form. Violence may also occur early in the relationship, or, after much time has passed (Hernando, 2007).

Those who have been exposed to models of interparental aggression during their childhood have been found more likely to perpetrate acts of violence. This greater likelihood is also true of individuals whose attitudes justify violence, and who maintain the belief that violence is acceptable in resolving interpersonal conflicts (Aneshensel, Malik & Sorenson, 1997; O'Keefe, 1997; Byers & Price, 1999); and of individuals who present high levels of

anger, who have a low level of self-esteem (O'Keefe, 1997), or have negative or patriarchal attitudes toward women.

A 2011 investigation on *Equality and Prevention of Gender Violence in Adolescence* (Carvajal & Díaz Aguado, 2011) was carried out in the framework of a partnership between the Complutense University and the Ministry of Equality and used a sample of boys and girls between the ages of 14 and 20 years. Its results showed that a majority of boys rejected sexism, and especially gender-based violence, although to a lesser degree than did the girls. It is essential that greater effort be made toward prevention, keeping in mind that there is much resistance to change later on. Another finding has been that the “macho” mentality, which underlies gender-based violence, stands out as its primary risk condition, beginning in adolescence (Hernando & Montilla, 2005). Prevention should focus on this problem, and effectiveness in prevention should be measured by reliable indicators of whether this mentality is being overcome.

Objectives and hypotheses

The most important aspect, which leads us to the objectives for this study, is that the change from a patriarchal model has not yet happened in our society, and this is reflected in youth. Hence, efforts toward change should be geared toward the important role of prevention.

The *general objective* of this study was to identify beliefs/attitudes in Spanish adolescents (female and male) that might represent risk factors that precede situations of intimate partner violence. *Specific objectives* were to identify possible differences in such risk beliefs/attitudes in adolescents according to gender and age.

Two *hypotheses* were established. The first hypothesis is that there is no difference between boys and girls in considering abuse behaviors to be serious. The second hypothesis is that emotional and physical abuse behaviors will be rated as more serious by the older group.

Method

Participants

The target population of the study was 874 students from compulsory and post-compulsory secondary education, between 14 and 22 years of age. The mean age was 17, corresponding to students enrolled in 3rd year of compulsory education or beyond (4th year

compulsory, college preparatory or other training). Of the total sample of 874, 430 were girls and 444 were boys. There were 238 third-year compulsory secondary students, 236 in fourth year, 168 in college preparatory (post-compulsory) and 232 in other training. The students attended different public and private schools in the different autonomous regions of Spain. Students' home country was Spain for 860 students in the total sample. An initial stratification was carried out according to type of studies and autonomous region (AR), and afterward, within each AR, schools were stratified as public or private.

Instruments

The questionnaire used in the present study was obtained from the 2011 research program mentioned above, Equality and Prevention of Gender Violence in Adolescence (from the partnership between Complutense University and the Ministry of Equality). This questionnaire consists of 15 different behaviors, which participants must identify as either representing abuse or not: 14 of these had been included as indicators of gender-based violence in former studies on this topic. Response options are Likert-type, where the participant answers according to the following scale: "very much" (4), "quite a bit" (3), "a little" (2) and "not at all" (1). The questionnaire includes one behavior that does not represent abuse: "expressing disagreement about something" (representing the discrepancy that is needed in a relationship in order to maintain individuality, often used by perpetrators as justification).

Procedure

On one hand, the questionnaire was answered by the girls (regarding boys' behaviors toward them, and their behaviors toward boys); and on the other hand, by the boys (regarding girls' behaviors toward them, and their behaviors toward girls), making reference to the same behaviors in both cases.

Data analyses

Reliability by internal consistency was calculated for the questionnaires (Cronbach alpha coefficient 0.95), and a high score was indicated. Statistical Analysis was carried out by difference of means with a *t* distribution and a one-way analysis of variance with post hoc analysis using Tukey's test. In order to analyze age-related differences, an ANOVA was performed dividing the sample into 4 age groups: *Group 1*. N=445 (14-16 years), *Group 2*. N=267 (17-18 years), *Group 3*. N=96 (19-21 years) and *Group 4*. N=66 (22+ years).

Results

The results obtained from the first analysis is the perception of gender-based violence according to gender. Table 1 shows the results.

Table 1. *Gender differences reflected in the answers.*

	GIRLS N=430	BOYS N=446	t
	Saying you're not worth anything		
<i>BOY to GIRL</i>	2.12 (SD=0.96)	1.85 (SD=1.11)	3.91**
<i>GIRL to BOY</i>	2.23 (SD=0.95)	2.00 (SD=1.07)	3.48**
	Making you feel afraid		
<i>BOY to GIRL</i>	2.32 (SD=0.93)	2.11 (SD=1.12)	2.893*
<i>GIRL to BOY</i>	2.41 (SD=0.90)	2.18 (SD=1.04)	3.386**
	Insulting		
<i>BOY to GIRL</i>	2.34 (SD=0.93)	2.11 (SD=1.09)	3.353**
<i>GIRL to BOY</i>	2.39 (SD=0.91)	2.20 (SD=1.03)	2.924*
	Telling you who you may or may not talk to, and where you may or may not go.		
<i>BOY to GIRL</i>	2.23 (SD=0.94)	1.97 (SD=1.08)	3.737**
<i>GIRL to BOY</i>	2.25 (SD=0.95)	2.09 (SD=1.04)	2.487*
	Trying to keep you from seeing your friends		
<i>BOY to GIRL</i>	2.26 (SD=0.94)	2.03 (SD=1.10)	3.353**
<i>GIRL to BOY</i>	2.30 (SD=0.91)	2.13 (SD=1.03)	2.652*
	Controlling everything you do		
<i>BOY to GIRL</i>	2.09 (SD=0.92)	1.87 (SD=1.03)	3.319**
<i>GIRL to BOY</i>	2.08 (SD=0.96)	1.93 (SD=1.07)	2.215*
	Insisting on having a sexual relationship when you don't want to		
<i>BOY to GIRL</i>	2.44 (SD=0.86)	2.08 (SD=1.06)	5.530**
<i>GIRL to BOY</i>	2.39 (SD=0.90)	1.98 (SD=1.12)	5.911**
	Saying if you leave me I'll hurt you		
<i>BOY to GIRL</i>	2.30 (SD=1.00)	2.13 (SD=1.15)	2.253*
<i>GIRL to BOY</i>	2.33 (SD=0.95)	2.13 (SD=1.11)	2.956*
	Hitting you		
<i>BOY to GIRL</i>	2.69 (SD=0.85)	2.50 (SD=1.04)	2.954*
<i>GIRL to BOY</i>	2.63 (SD=0.80)	2.45 (SD=1.02)	2.990*
	Making you do things you don't want to by threatening		
<i>BOY to GIRL</i>	2.58 (SD=0.82)	2.31 (SD=1.03)	4.313**
<i>GIRL to BOY</i>	2.54 (SD=0.82)	2.29 (SD=1.04)	3.893**
	Taking videos or pictures of you without you knowing		
<i>BOY to GIRL</i>	2.32 (SD=0.92)	2.05 (SD=1.05)	3.999**
<i>GIRL to BOY</i>	2.40 (SD=0.88)	2.18 (SD=1.02)	3.437**
	Sending you messages on Internet or on your phone to scare or threaten you or hurt your feelings		
<i>BOY to GIRL</i>	2.59 (SD=0.82)	2.33 (SD=1.07)	3.888**
<i>GIRL to BOY</i>	2.55 (SD=0.82)	2.34 (SD=1.01)	3.469**
	Sharing messages, insults or images of you without your permission		
<i>BOY to GIRL</i>	2.57 (SD=0.84)	2.31 (SD=1.07)	3.874**
<i>GIRL to BOY</i>	2.53 (SD=0.85)	2.32 (SD=0.41)	3.233**

* $p < .05$; ** $p < .01$

The values for most items show significant differences depending on whether the person rating the behaviors is a boy or a girl. Two items were exceptions (“Expressing disagreement about something” and “Breaking something of yours”), where no differences were

found. The trend was for greater awareness of abuse among the girls. However, behaviors that reflect more emotional-type abuse tended to be rated as less serious, as in the following items: “Controlling everything you do”, “Saying you’re not worth anything” and “Trying to keep you from seeing your friends”. The analysis of variance data is shown in Tables 2 and 3. Tables 2 and 3 show that the greatest differences are obtained between the group of 14- to 16-year-olds compared to the group over age 21.

Table 2. *Comparison of Responses according to Age Group in the Total Sample (boy to girl behaviors)*

	Group 1 14-16 years X (SD)	Group 2 17-18 years X (SD)	Group 3 19-21 years X (SD)	Group 4 >21 years X (SD)	F	Tukey
Making you feel afraid	2.17 (1.05)	2.17 (1.07)	2.26 (0.98)	2.58 (0.78)	3.134*	1/4, 2/4
Telling you who you may or may not talk to, and where you may or may not go.	2.06 (1.05)	2.04 (1.02)	2.19 (0.95)	2.45 (0.86)	3.491*	1/4, 2/4
Controlling everything you do	1.89 (1.02)	1.99 (0.97)	2.10 (0.92)	2.35 (0.83)	4.844**	1/4, 2/4
Insisting on having a sexual relationship when you don't want to	2.19 (1.02)	2.24 (0.99)	2.41 (0.87)	2.52 (0.82)	2.922*	1/4
Saying if you leave me I'll hurt you	2.17 (1.11)	2.14 (1.12)	2.36 (0.96)	2.58 (0.82)	3.705*	1/4, 2/4
Hitting you	2.54 (0.98)	2.57 (0.96)	2.74 (0.78)	2.83 (0.64)	2.749*	1/4
Making you do things you don't want to by threatening	2.38 (0.96)	2.43 (0.98)	2.60 (0.82)	2.70 (0.78)	3.172*	1/4

* $p < .05$; ** $p < .01$

Table 3. *Comparison of Responses according to Age Group in the Total Sample (girl to boy behaviors)*

	Group 1 14-16 years X (SD)	Group 2 17-18 years X (SD)	Group 3 19-21 years X (SD)	Group 4 > 21 years X (SD)	F	Tukey
Saying you're not worth anything	2.04 (1.02)	2.12 (1.05)	2.26 (0.97)	2.39 (0.89)	3.140*	1/4
Making you feel afraid	2.26 (0.98)	2.25 (1.03)	2.36 (0.90)	2.59 (0.80)	2.534*	1/4, 2/4
Trying to keep you from	2.14 (1.01)	2.21 (0.98)	2.34 (0.81)	2.52 (0.84)	8.078**	1/4

seeing your friends						
Taking videos or pictures without your knowing	2.22 (0.99)	2.26 (0.96)	2.55 (0.79)	2.47 (0.91)	3.909**	1/4, 2/3
Insisting on having a sexual relationship when you don't want to	2.08 (1.09)	2.22 (1.01)	2.34 (0.91)	2.44 (0.91)	3.785**	1/4
Hitting you	2.48 (0.96)	2.52 (0.94)	2.72 (0.73)	2.77 (0.74)	3.219*	1/4
Making you do things you don't want to by threatening	2.35 (0.97)	2.39 (0.97)	2.68 (0.73)	2.59 (0.89)	3.936**	1/3, 2/3
Sending you messages on Internet or on your phone to scare or threaten you or hurt your feelings	2.39 (0.96)	2.40 (0.95)	2.70 (0.72)	2.62 (0.85)	3.926**	1/3, 2/3
Sharing messages, insults or images of you without your permission	2.35 (0.98)	2.39 (0.96)	2.70 (0.74)	2.65 (0.86)	4.903**	1/3, 1/4, 2/3

* $p < .05$; ** $p < .01$

Of all the differences found, the most notable were “controlling everything you do”, “Saying if you leave me I'll hurt you” (boy-to-girl behaviors) and “Trying to keep you from seeing your friends”, “Sharing messages, insults or images of you without your permission” (girl-to-boy behaviors). These items have the greatest relevance in the perception of explicit violence.

Discussion and Conclusions

Overall, the results show that both boys and girls recognize abuse behaviors as such (whether boy-to-girl or girl-to-boy), and that behaviors having to do with physical aspects are rated as more serious than those that have to do with emotional aspects. Although both genders recognize abusive behaviors as such, the girls tended to rate them as more serious.

On the other hand, they agreed on what does not constitute abuse, that is, “Expressing disagreement”, which most considered to be a normalized behavior implying that the person seeks their individuality; in this case, when it is considered an abusive behavior it may indicate a desire for submission, or, a belief that discrepancy should be inhibited in order for the relationship to go well (although low, a considerable percentage of adolescents feel this way).

The tendency to rate behaviors with *emotional aspects as less serious* is due to greater difficulty in their being detected and conceptualized. The issue of psychological violence in

adolescent couple relationships becomes more complicated when it is not recognized as such by its recipient or its perpetrator. Difficulty in labeling violence is an important risk factor (Rodríguez, 2015).

A tendency can be observed for certain behaviors to be scored with a higher rating *when the rater is a girl*. Sexist attitudes differentiate boys from girls at very early ages; consequently, already in secondary school, boys show more negative attitudes toward women than do the girls (Ferragut, Blanca & Ortiz-Tallo, 2013). One explanation may be due to the girls having greater awareness with regard to intimate partner violence, or, its inverse, that boys have less awareness and should therefore be the main target group in prevention. However, one of the issues in DV (Dating Violence) is it not being perceived as such by its victims. One study carried out by Antuña, Bringas, Franco, López-Cepero and Rodríguez (2012) found that dating violence behaviors are not necessarily considered abusive by female adolescents; they may underestimate their seriousness and not report them. Intervention in the case of adolescents should be directed toward eliminating misguided ideas that underlie the phenomenon of gender-based violence/intimate partner violence. In addition, adolescents should be trained to detect and recognize physical, psychological and sexual abuse, giving emphasis to the psychological and sexual, since these are considered or perceived as less serious.

Regarding the fact that recognition of violence is manifest more in *the older group*, different non-exclusive hypotheses can be formulated. The first hypothesis is based primarily on maturity: starting at about age 19, the prefrontal areas of the brain have completed their developmental process; therefore, inferences can be made concerning the long-term consequences of one's own behavior and the behavior of others (Álvarez, 2015). The second hypothesis is that the concept of love and of sexual and romantic relationships changes over the years. This is often encouraged both by gender stereotypes and by misguided beliefs and myths about couple relationships and romantic love (Hernando, 2007). The over 21 age group, in general, considers the behaviors mentioned as more serious, whether they are boy-to-girl behaviors or girl-to-boy. Most behaviors where there are differences between age groups are those with a psychological aspect; it is remarkable, however, that the item "Hitting you" shows between-group differences, in spite of being very easily identified as a behavior of physical violence. Finally, a third hypothesis is that a difference of 5 years or more between groups may reveal changes in cultural patterns over this period; consequently, we are not only collecting information about the subjects, but also a reflection of the current culture of early adolescence.

One explanatory theory of DV (Dating Violence) is the ecological model, which adopts an interactionist perspective to explain its occurrence. According to this model, the interaction of all these systems and factors increase or diminish the risk of intimate partner violence among adolescents, such that the intervention should focus on systems and not only on the individual (Monreal-Gimeno, Povedano-Díaz and Martínez-Ferrer, 2014). Lines of research should focus on taking action during the early years of schooling, through an educational system based on equal rights between the sexes.

References

- Alberdi, I. & Rojas, L. (2005). *Violencia: tolerancia cero*. [Violence: zero tolerance] Barcelona: Fundación “La Caixa”.
- Álvarez, M. A. (2015) *Datos blandos para ciencias duras*. [Soft data for hard sciences.] Madrid: EOS.
- Arias, I., & Robin, M. I. (2008). Etiología y vigilancia de la violencia de pareja. [Etiology and vigilance of partner violence.] In J.R. Lutzker (eds.), *Prevención de violencia. Investigación y estrategias de intervención basadas en la evidencia* (pp. 165-184). México: El Manual Moderno.
- Díaz-Aguado, M. J. & Carvajal, M. I. (2011). *Igualdad y prevención de la violencia de género en la adolescencia*. [Equality and prevention of gender-based violence in adolescence.] Madrid: Ministerio de Igualdad, Delegación del Gobierno para la Violencia de Género.
- Echeburúa, E. & Guerrica Echevarría, C. (2005). *Abuso sexual en la infancia: víctimas y agresores*. [Sexual abuse in childhood: victims and aggressors.] Barcelona: Ariel.
- Franco, L., Antuña, M., López-Cepero, J., Rodríguez, F. & Bringas, C. (2012). Tolerance toward violence in Spanish adolescents. *Psicothema*. 236-242.
- Gómez, R.; Muñoz, V.; Vázquez, B.; Gómez, R. & Mateos, N. (2000). *Guía de buenas prácticas para la evaluación psicológica forense del riesgo de violencia contra la mujer en las relaciones de pareja (VCMP)*. [Handbook of good practices for forensic psychological assessment of violence against women by an intimate partner.] Madrid: Colegio Oficial de Psicólogos de Madrid.
- González, R. & Santana, JD. (2001). La violencia en parejas jóvenes. [Violence in young couples.] *Psicothema*, 13(1), 127-131.

- Hernando, Á. (2007). La prevención de la violencia de género en adolescentes. Una experiencia en el ámbito educativo. [Prevention of gender-based violence in adolescents.] *Apuntes de Psicología*, 25(3), 325-340.
- Hernando, A. & Montilla, C. (2005). El Orientador como profesional educativo en los Centros de Enseñanza Secundaria. [The guidance counselor as an educational professional in secondary schools.] J. M. Coronel & S. González (Coord.), *El trabajo psicopedagógico en los Centros de Enseñanza Secundaria* (pp. 147-162). Málaga: Aljibe.
- Ley Orgánica 1/2004, of 28th December, de Medidas de Protección Integral sobre la Violencia de Género [on Comprehensive Measures for Protection against Gender Violence]. Retrieved from: <http://www.boe.es/boe/dias/2004/12/29/pdfs/A42166-42197.pdf>
- Malik, S.; Sorenson, S. B. & Aneshensel, C.S. (1997). Community and dating violence among adolescents: perpetration and victimization. *Journal of Adolescent Health* 21(5), 291-302.
- Monreal-Gimeno, M.C, Povedano-Díaz, A. & Martínez-Ferrer, B. (2014). Modelo ecológico de los factores asociados a la violencia de género en parejas adolescentes. [Ecological model of factors associated with gender-based violence in adolescent couples.] *Journal for Educators, Teachers and Trainers*, 5(3), 105 – 114.
- O’Keefe, M. (1997). Predictor of dating violence among high school students. *Journal of Interpersonal Violence*, 12(4), 546-568.
- Price, E.L. & Byers, S.E. (1999). The attitudes towards dating violence scales: development and initial validation. *Journal of Family Violence*, 14(4), 351-375.
- Rodríguez, S. (2015). Violencia en parejas jóvenes: estudio preliminar sobre su prevalencia y sus motivos. [Violence in young couples: a preliminary study on its prevalence and motives.] *Pedagogía Social. Revista Interuniversitaria*, 25, 251- 275. https://doi.org/10.7179/PSRI_2015.25.11
- Rubio-Garay, F., López-González, M. A., Saúl L. A., Sánchez-Elvira, A. (2012). Direccionalidad y expresión de la violencia en las relaciones de noviazgo de los jóvenes. [Directionality and expression of violence in dating relationships between young people.] *Acción psicológica*, 9(1), 61-70.
- Ferragut, M., Blanca, M. J., & Ortiz-Tallo, M. (2013). Psychological values as protective factors against sexist attitudes in preadolescents. *Psicothema*, 25(1), 38-42.
- Straus, M. A. (2004). Prevalence of violence against dating partners by male and female university students worldwide. *Violence against women*, 10(7), 790-811.