

Correction

Corrigendum to “Psychometric properties of the Teachers’ Responses to Bullying Questionnaire (TRBQ) in Spanish students” [Psicothema 38(1), 46-57]

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This article was originally published with errors, which have now been corrected in the online version:

An error was identified in the Results section. Specifically, a paragraph corresponding to the measurement invariance analysis was inadvertently omitted during the publication process.

The missing paragraph should appear under the section “Measurement Invariance”, immediately before the subsection “Differences in the Perception of Teacher Responses”, and reads as follows:

“Table 3 presents the results of the measurement invariance analysis across educational level, gender, and bullying role. The

results indicate that the TRBQ demonstrated full measurement invariance across all groups. The establishment of measurement invariance in the TRBQ allowed comparisons to be made between students’ perceptions of teachers’ responses to bullying strategies—non-intervention, restorative psychoeducational strategies, and disciplinary methods—based on educational level, gender, and bullying role involvement.”

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