
Editorial Note

Nota editorial

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Issue 51(2) of *Publicaciones*, the official journal of the School of Education and Sports Sciences of Melilla (University of Granada), is the second regular issue corresponding to the year 2021, and will be followed by a special one.

Issue 51(2) stabilizes the journal's regular operation, marking important milestones in its national and international history, such as having obtained a seal of editorial and scientific quality from the FECYT (Spanish Foundation for Science and Technology), and forming part of the Web of Science's prestigious JCR (Journal Citation Report) database.

All of the above is the result of the hard work carried out by a large team of people associated with *Publicaciones*, the institutional and economic support of the institutions that sponsor its publication (the Department of Education, Culture, Festivities and Equality of the Autonomous City of Melilla, the Vice-Rectorate for Research and Transfer of the University of Granada, and the School of Education and Sports Sciences of Melilla) and the confidence placed in it by those authors who decide to publish their works in the journal.

This issue features 11 papers of a diverse nature, starting with that by Frieiro, González and Domínguez, who offer a study in which they analyse the psychometric properties of the Rosenberg Self-Esteem Scale (RSES). The aim of the work is to obtain evidence of validity (corroborating the original factor structure and its convergent validity) and reliability (internal consistency), as well as to verify the existence of significant differences in self-esteem according to gender, age, academic year and type of school.

The next study is by Vaquero-Solís, Moreno-Díaz, Tapia-Serrano and Sánchez-Miguel, which seeks to identify different groups of students, with homogeneous profiles, for the dimensions that make up physical self-concept, as well as to establish differences in relation to body dissatisfaction, Body Mass Index and physical activity. The results of this study establish four different profiles in relation to the dimensions of physical self-concept. Likewise, significant differences are found between BMI, physical activity and body satisfaction among the profiles derived from self-concept.

Tronchoni, Izquierdo and Anguera share some considerations and procedures on academic communication modelled by participatory interaction in the framework of

co-constructive faculty training. The discussion of the results highlights the flexibility and adequacy of the method used, both at the level of the nuanced description of the process regulating the participatory interaction attempted by the actors, and at the level of the formative evaluation of the strengths and weaknesses observed in their analysis.

Fernández-Tilve and Malvar-Méndez conducted a study with the aim of ascertaining the socioemotional competencies of guidance counsellors in the Autonomous Community of Galicia, thus contributing to the effectiveness of their educational work in challenging scenarios such as those currently being faced. Schools increasingly require guidance counsellors having a wide range of competencies, with socioemotional competencies playing a key role. Undoubtedly, these capabilities have enormous potential to help these professionals deal with diverse and uncertain educational situations, especially in times of Covid-19.

Ortega, Valencia and Álvarez examine the different forms of family involvement in their children's educational processes, based on the variation in averages on the 2016 State tests at official educational institutions in 27 non-certified municipalities in the Department of Córdoba (Colombia). As significant results, they find an absence of any significant relationship between family involvement and variations in the averages of these results by municipality, finding that, the more engaged families are in the educational process, the likelihood of students obtaining scores within the highest 50% is 4,650 times greater.

One of the main problems that university systems always face is the dropout rates among their students, due to a whole range of variables. Therefore, through a review of the literature, Álvarez aims to understand and analyse the reasons leading to university abandonment in Spain, with the aim of being able to reduce this phenomenon.

Hernández, Álvarez and Sánchez-Romero analyse the variables related to reading habits among university students from a gender perspective. The results indicate that reading as a leisure activity is more common among women, especially during holiday periods, with a statistically differentiated preference being observed with regards to types of reading (books and magazines, by women; and comics and newspapers, by men).

Through a secondary analysis of the data obtained in a research project carried out to explore the reading habits of students at a Distance Learning university, Tovar, Vargas, Ochoa and Díaz construct an "Independent Reading Pleasure Index". The statistical methodology used allows them to identify two dimensions in the construction of the index: an individual and a collective one, confirming initial hypotheses regarding the confluence of elements of individual resignification and empathic identification with otherness, factors of equal importance in terms of their impact on the pleasure that an individual derives from reading.

In order to understand recent trends in Intercultural Education in Spain, Cernadas, Lorenzo and Santos carried out a review of the research on this topic over the last decade (2010-2019). Their study mostly focused on two areas: cultural diversity in school environments, and analysis of knowledge, attitudes and beliefs.

The main objective of the study by Vicente-Nicolás and Sánchez-Marroquí was to gauge trends in the use of Music textbooks in primary education from 2010 to the present, and to analyse them with regards to the materials they included. The results

showed a significant decrease in the use of Music textbooks in at this educational level, although they are still found in more than half of the schools.

Ciudad and Valverde designed a model called “MANagement of COMpetence in the areas of Accounting” (MANCOMA), aimed at formative assessment and supported by a blended learning environment. In this context, the purpose of their study was to explore students’ perceptions of this model, designed and proposed for the Financial Accounting III course, forming part of the Business Administration degree program at the University of Extremadura (Spain), with this model being considered one of the key factors affecting assessments of the quality of the educational experience at this institution.

Finally, this issue concludes with a review of the relationship between ethics, literature and fictionality, a principal focus of interest in the area of theoretical-critical discourse and different educational contexts. Thus, the publication of the volume reviewed by Pérez makes a necessary and valuable contribution, addressing the fundamental topic of dialogic reading through children’s literature and the preparation required of the educator as a mediator in this encounter with texts, one that is posited as something active and interactive through a process that makes possible the development of critical thinking and personal growth in society through the linguistic-literary communication offered by reading and shared responses to it.