
Editorial

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We present volume 54(1) of Publicaciones, corresponding to the first regular issue of the year 2024, with the following 7 papers:

Through a qualitative study with 140 students of Early Childhood and Primary Education in Madrid, **Barceló, García-Noblejas, Rodríguez-Gómez and López-Gómez** identify the barriers and opportunities of the teaching practicum in the context of the pandemic. The results show a positive assessment, despite the barriers, highlighting developed skills such as flexibility, creativity, problem solving and teamwork. However, drawbacks were identified, such as the use of masks and the lack of interaction in the educational community.

Jurado-de-los-Santos and Soler-Costa focus their work on the perception of teachers in relation to their performance, taking into account their actual and ideal practice, with a sample of 157 secondary school teachers (ESO, FP and Bachillerato). The results indicate that the perception of teaching management and educational practices are focused on student performance, taking into account differences according to variables such as age, gender, course and subject taught, psycho-pedagogical training and experience.

Currently, teachers are considered to be the main figures for the implementation of emotional education programmes. In this context, **Martínez-Saura, Sánchez-López, Cejudo Prado and Pérez-González** analyse to what extent the level of emotional intelligence (EI) trait of teachers influences their beliefs and ideas about the comfort, commitment and support they have regarding the implementation of emotional education.

Nolasco, Sánchez, Bermejo and Domingo focus their study on the sexist beliefs of students and their families in secondary schools in the province of Teruel. The results reveal a low level of sexism, hostile sexism and benevolent sexism in all participants.

The Baccalaureate is a fundamental stage in the academic decision-making process of Secondary Education students when choosing a course of study. In this sense, **Serrano, Martín, Losada and Polo** analyse the internal and external motivations of Baccalaureate students in their choice of study mode, according to two variables: gender and academic performance.

The aim of **Arroyo, Iglesias and Lozano's** research is to identify what strategies have allowed the academic mobility of teachers and researchers to develop in the post-pandemic era. The main results show that virtuality has made it possible to maintain networks of contacts with other international institutions, but, at the same time, a break with the philosophy of teaching and research mobility has been identified, highlighting that face-to-face mobility is usually more productive for researchers.

To conclude, **Briceño-Martínez, Barrios-Aguirre and Castellanos** analyse the relationship between metacognition, learning strategies and emotions, both positive and

negative, in 1096 university students belonging to different academic programmes in a Colombian higher education institution. The results show that metacognition promotes learning strategies and negative academic emotions discourage them.

We thank all the authors for their participation and hope that this compilation of papers will be of interest to the reading public. We are also grateful for the institutional and financial support of the institutions sponsoring its regular publication: the Department of Education, Youth and Sports of the Autonomous City of Melilla, the Vice-Rectorate for Research and Transfer of the University of Granada and the Faculty of Education and Sports Sciences of Melilla.