

Journal of Educational Research

Volume 42, Number 1 (January), 2024

ASOCIACIÓN INTERUNIVERSITARIA DE INVESTIGACIÓN PEDAGÓGICA (AIDIPE)
MEMBER OF EUROPEAN EDUCATIONAL RESEARCH (EERA)

EDITORIAL BOARD

EDITOR/DIRECTOR

Dr. Pilar Folgueiras Bertomeu. University of Barcelona (Spain)

DEPUTY EDITOR/ASSISTANT EDITOR

Dr. Jaime León González-Vélez. University of Las Palmas de Gran Canaria (Spain)

SECTION EDITORS

Dr. Belén Ballesteros Velázquez. National University of Distance Education (Spain)

Dr. Chantal-María Biencinto López. Complutense University of Madrid (Spain) Dr.

Camino Ferreira Villa. University of León (Spain)

Dr. Natalia González Morga. University of Murcia (Spain) Dr.

Francisco Javier Pérez Cusó. University of Murcia (Spain)

Dr. Sonia Rodríguez Fernández. University of Granada (Spain) Dr.

José Carlos Sánchez Prieto. University of Salamanca (Spain)

MANAGEMENT SECRETARIAT

Dr. Angelina Sánchez Martí. Universitat Autònoma de Barcelona (Spain) Dr.

Robert Guerau Valls. Universitat de Barcelona (Spain)

Dr. Javier Morentin Encina. National University of Distance Education (Spain)

CONTROL AND EDITING SUPPORT

Dr. Mirian Martínez Juárez. University of Murcia (Spain) Ms.

Amanda Aliende da Matta. University of Barcelona (Spain)

MANAGEMENT SECRETARIAT SUPPORT

Miram Comet Donoso. University of Barcelona (Spain)

Dr. Valeria de Ormaechea Otalora. University of Barcelona (Spain)

TRANSLATION

Dr. Míriam Borham Puyal. University of Salamanca (Spain)

Paula Barba Guerrero. University of Salamanca (Spain) Ms.

Sara Casco Solís. University of Salamanca (Spain)

Ms. Lidia María Cuadrado Payeras. University of Salamanca (Spain) Ms.

Elisa Pérez García. University of Salamanca (Spain)

Ms. Paula Schintu Martínez. University of Salamanca (Spain)

INSTITUTIONAL, INTERNATIONAL RELATIONS AND INDEXING

Dr. Javier Félix Merchán Sánchez-Jara. University of Salamanca (Spain)

TECHNICAL COMMITTEE

Dr. José Ignacio Alonso Roque, University of Murcia (Spain)
 Dr. Felicidad Barreiro Fernández, University of Santiago de Compostela (Spain) Dr.
 Alfredo Berbegal Vázquez. University of Zaragoza (Spain)
 Dr. Emilio Berrocal de Luna, University of Granada (Spain) Dr.
 Soledad de la Blanca de la Paz, University of Jaén (Spain) Dr.
 Olga Buzón García, University of Seville (Spain)
 Dr. Esther Chiner Sanz, University of Alicante (Spain)
 Dr. Sixto Cubo Delgado, University of Extremadura (Spain) Dr.
 Calixto Gutiérrez Braojos, University of Granada (Spain) Dr. M^a
 Teresa Iglesias García, University of Oviedo (Spain)
 Dr. María José Méndez-Lois, University of Santiago de Compostela (Spain) Dr.
 M^a Josefa Mosteiro García, University of Santiago de Compostela (Spain) Dr. Eva
 María Olmedo Moreno, University of Granada (Spain)
 Dr. M^a Jesús Perales Montolio, University of Valencia (Spain) Dr.
 María Cristina Pérez Crego, University of A Coruña (Spain)
 Dr. Ana María Porto Castro, Universidad de Santiago de Compostela (Spain) Dr.
 María Jesús Rodríguez Entrena, Universidad de Murcia (Spain)
 Dr. Eduardo Romero Sánchez, University of Murcia (Spain) Dr.
 Micaela Sánchez Martín, University of Murcia (Spain) Dr.
 Encarnación Soriano Ayala, University of Almería (Spain) Dr.
 Luisa Vega-Caro, University of Seville (Spain)
 Ms. Elisa Teresa Zamora Rodríguez, University of Santiago de Compostela (Spain)

DISSEMINATION AND COMMUNICATION

D. Samuel Falcón Pulido. University of Las Palmas de Gran Canaria (Spain)

AIDIPE BOARD OF DIRECTORS**PRESIDENCY**

Dr. Jesús Miguel Muñoz Cantero. University of A Coruña (Spain)

SECRETARIAT

Dr. M^a José Mosteiro García. University of Santiago de Compostela (Spain).

TREASURY

Dr. Ruth Vilà Baños. University of Barcelona (Spain)

INSTITUTIONAL RELATIONS REPRESENTATIVE

Dr. Carmen Carmona Rodríguez. University of Valencia (Spain)

RIE MANAGEMENT

Dr. Pilar Folgueiras Bertomeu. University of Barcelona (Spain)

RELIEF DIRECTION

Dr. Eva Olmedo Moreno. University of Granada (Spain)

REPRESENTATIVE ORGANISATION XXI CONGRESS

Dr. Mercedes Torrado Fonseca. University of Barcelona (Spain)

REPRESENTATIVES TERRITORIAL DELEGATIONS

Dr. María de la O Toscano Cruz. University of Huelva (DT. Andalusia, Spain) Dr.

Alejandra Cortés Pascual. University of Zaragoza (D.T. Ínsula de Barataria, Spain)

Dr. Yaritza Garcés Delgado. University of La Laguna (D.T. Canary Islands,

Spain) Dr. Mercedes Torrado Fonseca. Universitat de Barcelona (D.T. Catalonia, Spain)

Dr. M^a Jesús Perales. University of Valencia (D.T. Comunidad Valenciana, Spain) Dr.

Eva M^a Espiñeira Bellón. University of A Coruña (D.T. Galicia, Spain)

Dr. José Quintanal Díaz. UNED (D.T. Madrid, Spain)

Dr. Marcelina Rodríguez Robles. University of Guadalajara (D.T. Mexico, Mexico) Dr.

Javier Pérez Cuso. University of Murcia (D.T. Murcia, Spain)

Dr. Rakel del Frago Arbizu. University of the Basque Country (D.T. Basque Country, Spain)

Dr. Joaquín Lorenzo Burguera. University of Oviedo (D.T. Ruta de la Plarta, Spain)

The members of the Board of Directors of AIDIPE will become members of the Advisory Board of RIE as soon as they leave their positions on the Board and do not form part of the Editorial Board of RIE.

NATIONAL ADVISORY COUNCIL

Dr. José Ignacio Aguaded Gómez, University of Huelva (Spain)

Dr. José Miguel Arias Blanco, University of Oviedo (Spain) Dr.

Margarita Bartolomé Pina, University of Barcelona (Spain) Dr.

Rafael Bisquerra Alzina, University of Barcelona (Spain) Dr.

Leonor Buendía Eisman, University of Granada (Spain)

Dr. José Cajide Val, University of Santiago de Compostela (Spain)

Dr. Jaume Del Campo Sorribas, University of Barcelona (Spain) Dr.

Pilar Sara Colás Bravo, University of Seville (Spain)

Dr. José Manuel Coronel Llamas, University of Huelva (Spain) Dr.

Ana Delia Correa Piñero, University of La Laguna (Spain) Dr.

Trinidad Donoso Vázquez, University of Barcelona (Spain) Dr.

Andrés Escarbajal De Haro, University of Murcia (Spain) Dr.

Tomás Escudero Escorza, University of Zaragoza (Spain) Dr.

Antonio Fernández Cano, University of Granada (Spain)

Dr. María José Fernández Díaz, Universidad Complutense de Madrid (Spain) Dr.

Samuel Fernández Fernández Fernández, Universidad de Oviedo (Spain)

Dr. Pilar Figuera Gazo, University of Barcelona (Spain)

Dr. Rakel Del Frago Arbizu, University of the Basque Country (Spain)

Dr. Mercedes García García, Universidad Complutense de Madrid (Spain)

Dr. Narciso García Nieto, Universidad Complutense de Madrid (Spain)

Dr. José Luis Gaviria Soto, Universidad Complutense de Madrid (Spain)

Dr. Javier Gil Flores, Universidad de Sevilla (Spain)

Dr. Juan Carlos González Faraco, University of Huelva (Spain)

Dr. Daniel González González, University of Granada (Spain)
 Dr. Remedios Guzmán Rosquete, Universidad de La Laguna (Spain) Dr.
 Jerónima Ipland García, Universidad de Huelva (Spain)
 Dr. Carmen Jiménez Fernández, National University of Distance Education (Spain)
 Dr. Jesús Jornet Meliá, University of Valencia (Spain)
 Dr. Luis Lizasoain Hernández, University of the Basque Country
 (Spain) Dr. José Francisco Lukas Mújica, University of the Basque
 Country (Spain) Dr. M^a Ángeles Marín Gracia, University of
 Barcelona (Spain) Dr. Pilar Martínez Clares, University of Murcia
 (Spain)
 Dr. Joan Mateo Andrés, University of Barcelona (Spain) Dr.
 Mario De Miguel Díaz, University of Oviedo (Spain) Dr.
 Ramón Mínguez Vallejos, University of Murcia (Spain)
 Dr. Jesús Miguel Muñoz Cantero, University of A Coruña (Spain) Dr.
 Susana Olmos Migueláñez, University of Salamanca (Spain) Dr.
 María Teresa Padilla Carmona, University of Seville (Spain) Dr.
 María del Henar Pérez Herrero, University of Oviedo (Spain) Dr.
 María Teresa Pozo Llorente, University of Granada (Spain) Dr. Delio
 Del Rincón Igea, University of León (Spain)
 Dr. M^a José Rodríguez Conde, University of Salamanca (Spain) Dr.
 M^a Luisa Rodríguez Moreno, University of Barcelona (Spain) Dr. José
 María Román Sánchez, University of Valladolid (Spain) Dr. Soledad
 Romero Rodríguez, University of Seville (Spain)
 Dr. Honorio Salmerón Pérez, University of Granada (Spain) Dr. M^a
 Paz Sandín Esteban, University of Barcelona (Spain) Dr. Karlos
 Santiago Etxeberria, University of the Basque Country (Spain)
 Dr. Luis Martín Sobrado Fernández, Universidad de Santiago de Compostela (Spain)
 Dr. Jesús Suárez Rodríguez, Universidad de Valencia (Spain)
 Dr. Javier Tejedor Tejedor, University of Salamanca (Spain) Dr.
 Juan Carlos Tójar Hurtado, University of Málaga, Spain) Dr.
 Francisco Javier Vidal García, University of León (Spain) Dr.
 Conrad Vilanou Torrano, University of Barcelona (Spain)

INTERNATIONAL ADVISORY BOARD

Dr. María del Carmen Aguilar Rivera, Pontificia Universidad Católica Santa María
 de los Buenos Aires (Argentina)
 Dr. Yin Cheong Cheng, Hong Kong Institute of Education (China)
 Dr. Ana Colmenares, Universidad Pedagógica Experimental Libertador, Venezuela)
 Dr. Alfredo Cuéllar, California State University (United States)
 Dr. Fátima Cunha Ferreira Pinto, Cesgranrio Foundation (Brazil)
 Dr. Harry Daniels, University of Oxford (England)
 Dr. Ion Dumitru, West University of Timisoara (Romania) Dr.
 Ingrid Gogolin, University of Hamburg (Germany)
 Dr. Horacio Jorge Alonso, Universidad Nacional de la Plata (Argentina)
 Dr. Diana Elvira Lago de Vergara, Universidad de Cartagena de Indias (Colombia)
 Dr. Lejf Moos, DPU-Aarhus University (Denmark)

Dr. Rodrigo Ospina Duque, Universidad del Bosque (Colombia)
Dr. José Luis Ramos Ramírez, National School of Anthropology and History (Mexico)
Dr. Cristian A. Rojas Barahona, Pontificia Universidad Católica (Chile)
Dr. Néstor Daniel Roselli, Universidad Católica Argentina (Argentina)
Dr. Christine Sleeter, California State University (United States)
Dr. Frederik Smith, ITS - Radboud Universiteit Nijmegen (The Netherlands)
Dr. Diana Elvira Soto Arango, Universidad Pedagógica y Tecnológica, Colombia)
Dr. Carolina Sousa, Universidade do Algarve (Portugal)
Dr. Chris Trevitt, University of Oxford (Australia)
Dr. Marcos Fernando Ziemer, Lutheran University of Brazil (Brazil)
Dr. Lois Weis, University of Buffalo (United States)

THE JOURNAL OF EDUCATIONAL RESEARCH (RIE) IS INDEXED IN THE FOLLOWING BIBLIOGRAPHIC DOCUMENTATION MEDIA
<https://revistas.um.es/rie/indexed>

SOCIAL NETWORKS OF THE MAGAZINE
@revistainvestigacioneducativa
<https://linktr.ee/revistainvestigacioneducativa>

ACCEPTANCE/REJECTION RATE OF ARTICLES

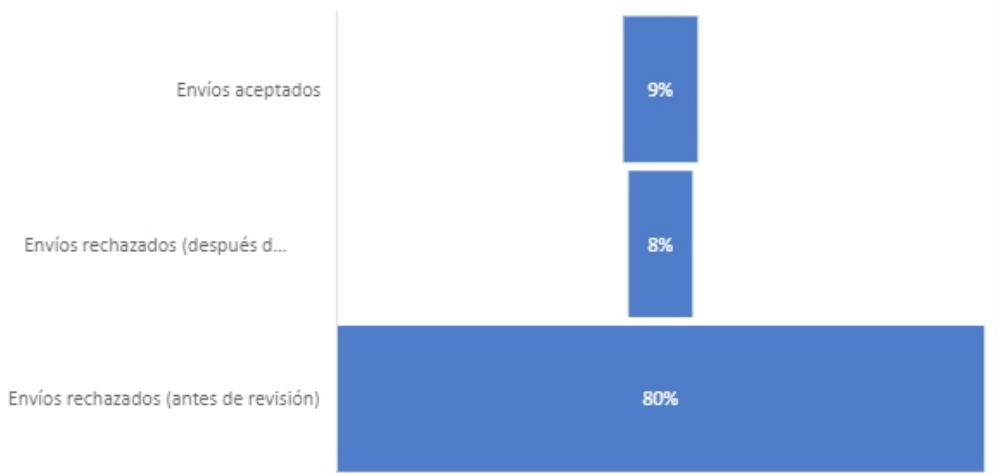


Figure 1. Acceptance and rejection rate of shipments (1st semester, 2024)

Journal of Educational Research

Volume 42, Number 1 (January), 2024

Editorial.....	11
Society's representations of vocational education and training: perspectives from the actors involved in Portuguese apprenticeship courses..... <i>Alexandra Doroftei and Sofia Marques da Silva</i>	15
Construction and validation of a questionnaire on academic digital reading practices for university students in initial teacher training..... <i>Leonel Abarzúa-Ceballos, Alba Ambrós-Pallarés and Antonio Ruiz-Bueno</i>	33
The role of the digital vs. face-to-face educational context in academic <i>engagement</i> profiles: a comparative study during and after confinement..... <i>Ailed Daniela Marengo-Escuderos, Dayana Restrepo and Laura Rambal-Rivaldo</i>	61
Leading from care: experiences of Chilean school principals during the pandemic..... <i>Andrea Carrasco Sáez and Ignacia Palma Salinas</i>	79
The concept of social inclusion in art museums in Chile: perceptions of educators, curators and directors..... <i>Kata Springinzeisz and Daniela Cobos Bustamante</i>	95
Uses and benefits of social networks for managing trans identity: key issues for understanding the identity development of higher education learners..... <i>Estibaliz Ceba-Rodríguez and Aitor Martxueta</i>	115
Developing persuasive writing skills through scientific argumentation using a time-series design..... <i>Fayyaz Ahmad Faize, Mubeen Akhtar and Maria Hamayun</i>	131

Gender identity and affective-sexual diversity in the Education Degrees of the University of the Basque Country (UPV/EHU): a training demand not only for the complied.....	147
<i>Eider Hermoso-Larzabal, Elena López de Arana Pardo and Pilar Aristizabal Llorente</i>	
Professional competencies for effective and quality care for minors exposed to gender violence.....	165
<i>Rocío Jiménez Cortés and Alicia Eladia Hermoso Soto</i>	
Problems of mixed school provision systems: an analysis of the private subsidised network in Chile.....	183
<i>Juan Antonio Carrasco Bahamonde and Relmu Gedda Muñoz</i>	
The Baccalaureate Research Paper. Student perspective on the development of competences and attitudes towards research.....	203
<i>Zoia Bozu, Isaac Caldúch and María José Rubio</i>	
Implementation of ICT tools in Spanish schools after the pandemic: language teacher perceptions.....	223
<i>Marta García-Sampedro, Lucía Rodríguez-Olay and Elsa Peña-Suárez</i>	
Concordance between two motor talent assessment tests in Education Physics.....	241
<i>Gema López-Sanz and Alejandro Prieto-Ayuso</i>	
Aggressiveness and emotional understanding in children from the central region of Cuba.....	257
<i>Lisandra Angulo Gallo, Vivian M. Guerra Morales and Christian Berger</i>	
An approach to the study of negative selection in the access to teacher training.....	277
<i>Covadonga Ruiz de Miguel, María Sánchez Munilla, Delia Arroyo Resino and Inmaculada Asensio-Muñoz</i>	

Journal of Educational Research

Volume 42, number 1 (January), 2024

Editorial.....	11
Representations that Society Builds about Vocational Education: Perspectives of Stakeholders Involved in Portuguese Apprenticeship Courses	15
<i>Alexandra Doroftei and Sofia Marques da Silva</i>	
Construction and Validation of a Questionnaire on Academic Digital Reading Practices for Undergraduates of Initial Teacher Training	33
<i>Leonel Abarzúa-Ceballos, Alba Ambrós-Pallarés and Antonio Ruiz-Bueno</i>	
The Role of Online vs Face-to-Face Learning Environments in Academic Engagement Profiles: A Comparative Study During and Post Lockdown	61
<i>Ailed Daniela Marengo-Escuderos, Dayana Restrepo and Laura Rambal-Rivaldo</i>	
Leading from Care: The Experiences of Chilean Female School Principals During the Pandemic.....	79
<i>Andrea Carrasco Sáez and Ignacia Palma Salinas</i>	
The Concept of Social Inclusion in Art Museums in Chile: Perceptions of Educators, Curators, and Directors	95
<i>Kata Springinzeisz and Daniela Cobos Bustamante</i>	
Uses and Benefits of Social Networks for Trans Identity Management: Keys to Understanding the Identity Development of Students in Higher Education	115
<i>Estibaliz Cepa-Rodríguez and Aitor Martxueta</i>	
Developing Persuasive Writing Skills Through Scientific Argumentation Using a Time-Series Design.....	131
<i>Fayyaz Ahmad Faize, Mubeen Akhtar and Maria Hamayun</i>	

Gender Identity and Affective-sexual Diversity in the Education Degrees of the University of the Basque Country (UPV/EHU): An Unfulfilled Training Demand	147
<i>Eider Hermoso-Larzabal, Elena López de Arana Pardo and Pilar Aristizabal Llorente</i>	
Professional Competencies for Quality and Effective Attention to Children Exposed to Gender-based Violence	165
<i>Rocío Jiménez Cortés and Alicia Eladia Hermoso Soto</i>	
Problems of Systems with Mixed School Provision: Analysis of the Private Subsidized Network in Chile	183
<i>Juan Antonio Carrasco Bahamonde and Relmu Gedda Muñoz</i>	
The Baccalaureate Research Project. Students' Perspective on the Development of Research Skills and Attitudes Towards Research	203
<i>Zoia Bozu, Isaac Calduch and María José Rubio</i>	
Implementation of ICT Tools in Post-pandemic Schools in Spain: Language Teachers' Perceptions	223
<i>Marta García-Sampedro, Lucía Rodríguez-Olay and Elsa Peña-Suárez</i>	
Consistency Between Two Tests of Assessment of Motor Talent in Physical Education	241
<i>Gema López-Sanz and Alejandro Prieto-Ayuso</i>	
Aggressiveness and Emotional Comprehension in Children from the Central Region of Cuba	257
<i>Lisandra Angulo Gallo, Vivian M. Guerra Morales and Christian Berger</i>	
An Approach to the Study of Negative Selection in Access to Teacher Training	277
<i>Covadonga Ruiz de Miguel, María Sánchez Munilla, Delia Arroyo Resino and Inmaculada Asensio-Muñoz</i>	

EDITORIAL

With the commitment and enthusiasm to improve the dissemination of your work and shorten publication times, we are pleased to share a set of changes we are introducing in the journal. These changes are designed for you, our authors, readers and the educational community in general; changes that reflect our desire to adapt and keep up with the expectations of a constantly evolving academic world.

We understand that educational research knows no pauses and its pace is as dynamic as teaching itself. For this reason, we have eliminated the article submission windows. From September, your research work will find in our journal a constant and always open channel to make your research known. In order to manage the increase in the number of articles, the organisation of the work has been changed and new people have joined the editorial team.

In this new phase, we have decided to move from publishing two issues per year to a more fluid modality adapted to the current needs of our audience. Therefore, from 2025 onwards, we will publish a single annual issue that will grow in content progressively, with articles being added to the journal as soon as they complete the review process and are accepted. In this way, we avoid authors having to wait for the opening of the volume to be able to publish their article. *To make this transition possible, we will continue with the two issues this year, but the articles in issue 2 of volume 42 will start to be published from February 2024 and will be closed once the issue is completed.*

We know that waiting can be one of the most significant obstacles in the road to academic publication. That is why we have set out to ensure that authors receive news within two weeks if their article has not made it through the review process. This is our commitment to more efficient communication and a more streamlined editorial process.

Within the reasons for automatic rejection, we have further systematised the reasons why an article does not pass for review. Likewise, in the email you received, we informed you that because RIE is sustained by the involvement and voluntary work of editors, reviewers, etc., we cannot carry out - in this first phase of the process - a personalised review of the specific reasons for rejection, which would fall into one or more of the following categories:

Reasons for rejection in the first phase:

- Failure to comply with the journal's rules.
- Lack of coherence between objective(s) and method.

- Errors in the selection of the population and sample or informants.
- Superficial use of data collection techniques.
- Lack of relationship between the selected method and the results obtained.
- Lack of in-depth discussion with other authors.
- Low relevance of the study in relation to the state of the art.
- Lack of connection with the discipline of education.
- Presence of plagiarism.

In order to speed up the evaluation process and improve the manuscript proposals we receive, we have updated the templates, the mandatory formatting considerations and the authorship letter. Since last November, the manuscript must conform to the structure of the corresponding template, depending on the type of study:

- Template for quantitative studies.
- Template for qualitative studies.
- Template for mixed studies.

Furthermore, manuscripts based on systematic reviews should include the following sections: Introduction, Methodology, Results, Discussion and Conclusions.

Within the mandatory formatting considerations, we continue our efforts to contribute to the use of inclusive language. Hence, we have set up a committee to ensure that the articles we publish use mostly inclusive language.

In terms of linguistic accessibility, we are incorporating - already in this new issue - translation assisted by artificial intelligence. This means that language barriers that were once a challenge now yield to the possibilities offered by machine translation. In this way, we promote a wider dissemination of knowledge and welcome a global readership.

All of these developments not only seek to optimise scholarly publishing, but also reflect our efforts to keep up with an educational landscape that never stands still. We want to ensure that your research gets the attention and recognition it deserves in the fastest and most accessible way possible.

In view of the above-mentioned developments, which we have initiated and will continue to develop over the coming year, we are pleased to present the new issue of RIE, fifteen articles dealing with a variety of topics in the field of education. Studies on representations of society in vocational training, on guidance in an emerging future, on the Chilean school network. Research on gender identity and affective-sexual diversity, on trans identities and social networks, on professional competences in gender violence. Studies related to digital reading practices, to the acquisition of writing skills, to emotional understanding, to the assessment of motor talent and to the development of competences and attitudes towards research. Also - although to a lesser extent - included in this issue are studies linked to the COVID pandemic (issues of educational leadership and ICT tools).

Without further ado, we take the editorial of this new issue to remind you of the next congress of the Interuniversity Association of Pedagogical Research (AIDIPE), in collaboration with the Universitat de Barcelona, Universitat Autònoma, Universitat de Barcelona, Universitat Autònoma de Barcelona, Universitat de Barcelona, Universitat de Barcelona, Universitat de Barcelona, Universitat de Barcelona, Universitat de Barcelona, Universitat de Barcelona and Universitat de Barcelona.

de Girona, Universitat de Lleida and Universitat Rovira i Virgili: "XXI International Congress on Educational Research: Educational research and innovation in the face of the challenges of sustainability". The meeting will be held in Barcelona between 19 and 21 June and on 18 June the IV Meeting of Doctoral Students and New Researchers will take place in both face-to-face and virtual formats. The congress is structured around five main lines with their subsequent thematic areas:

- Sustainability, research and innovation.
- Lifelong guidance and training.
- Inclusive society, education and gender.
- Educational research methodology.
- Educational diagnosis and evaluation.

Finally, we would not like to end this editorial without thanking those authors who continue to trust the magazine to send their work and all those readers who read us.

Editorial team
Revista de Investigación Educativa