

Editorial

Prescription processes in performance, well-being, and professional competencies in sport

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The new issue of Volume 25 of *Kronos* that we present includes four studies that contribute to research processes on performance, well-being, and professional competencies in sport: two focused on athletes and two on university students. With the publication of this new issue, we further develop the journal's foundational purpose: to offer specialized research that contributes to the multidisciplinary field of Physical Activity and Sport Sciences.

The first article, by Isabel Sánchez et al. from the University of Santo Tomás, is entitled *Effect of sports massage on recovery and post-fatigue physical performance in athletes: comparative study*. Using a randomized design with 35 participants, the authors found that pain after exercise, compared to active rest, was significantly reduced following massage and active recovery, which contributed to mitigating fatigue.

Mauricio Tauda, also from the University of Santo Tomás, presents in his *Energy system contribution during explosive efforts in basketball players* original results indicating that the duration of effort may help prescribe intermittent training and recovery in basketball. To this end, the study employs an experimental and comparative design to examine the contribution of energy systems used in different efforts by 24 basketball players, finding that the ATP-PC system predominates before other systems are progressively engaged.

In a third article, Silvio Addolorato et al. provide a novel contribution to the scientific and pedagogical literature of Sport Management in Spain by evaluating the impact of case-based learning on learning styles and professional competencies in 52 undergraduate Sport Management students. In the study titled *How do undergraduate first-year sports management students learn? CBL impacts styles and competencies*, they found that CBL had a positive impact on business, economic, and legal experience. The authors conclude by suggesting the usefulness of implementing this approach to enhance key professional competencies of sport managers, provided it is accompanied by guided reflection and complementary instruction from faculty.

The final article, titled *Sport as a pedagogical tool in higher education: effects on depression, anxiety, stress, and well-being in university students. A systematic review*, is a systematic review by Peña-Ardila et al. from the University of Santo Tomás-Bucaramanga, including randomized and non-randomized trials. The study contributes to understanding the characteristics of the most effective interventions in terms of duration, type, and pedagogical processes, revealing a high degree of

heterogeneity. Although it characterizes these interventions and associates them with improvements in the examined variables, the authors note that, despite the risk of bias and observed methodological variability, the collected evidence suggests promising results in integrating physical activity programs—with pedagogical aims and appropriate monitoring—into well-being strategies for university students.

Thus, these four contributions reinforce our editorial commitment to the dissemination of knowledge in Physical Activity and Sport Sciences, in open access, and with an integrative and interdisciplinary perspective. We hope that this new issue will spark in *Kronos* readers and scholars the same interest that the studies it contains inspire.