How does work motivation and emotional intelligence affect teacher competence in remote areas? A systematic review of the literature

Idris Idris, Awal Nopriyanto Bahasoan, Wahdaniah Wahdaniah

How does work motivation and emotional intelligence affect teacher competence in remote areas? A systematic review of the literature

Idris Idris*

Department of Management,
Faculty of Economics,
Universitas Tadulako,
Jl. Soekarno Hatta KM.9, Tondo, Palu,
Central Sulawesi, 94148, Indonesia
Email: azis_idris62@untad.ac.id
*Corresponding author

Awal Nopriyanto Bahasoan and Wahdaniah Wahdaniah

Department of Management,
Faculty of Economics,
Universitas Sulawesi Barat,
Jl. Prof. Dr. Baharuddin Lopa, SH., Majene,
West Sulawesi, 91412, Indonesia
Email: awalnopriyanto@unsulbar.ac.id
Email: wahdaniahmm@unsulbar.ac.id

Abstract: Teachers' competence in improving education quality is essential, especially in remote areas like Tojo Una-Una, Central Sulawesi. There are some unique challenges for teachers in that region: low access to educational resources and low professional support. Both work motivation and emotional intelligence have been identified as influencing competencies among teachers, but not much research is still exploring this context of remote areas. The present study will discuss the existing literature that evaluated work motivation and emotional intelligence's impact on teacher competencies in remote areas concerning identifying factors that could optimise such competencies in challenging geographical conditions. This study adopts an SLR strategy so that pertinent literature is sourced, examined, and synthesised to construct a broad and meaningful perception. The selection process includes scanning the title, abstract, and published work in a reputable journal. The research results indicate that work motivation and emotional intelligence significantly impact teacher competence, specifically in the hinterlands. Significant work motivation and robust emotional intelligence produce an even higher synergistic effect than the two dimensions working individually. In conclusion, developing teacher training programs in remote areas should improve work motivation and emotional intelligence, contributing to a better quality of education in the region.

Keywords: teacher competence; work motivation; emotional intelligence; remote areas; education improvement.

Biographical notes: Idris Idris is a Lecturer in Human Resource Management at the Faculty of Economics and Business, Tadulako University, Indonesia. He has extensive experience in higher education and research, with a concentration in human resource management. His main interests include leadership development, employee performance, and organisational effectiveness.

Awal Nopriyanto Bahasoan is a Lecturer at the Department of Management, Faculty of Economics, Universitas Sulawesi Barat, Indonesia. He earned his Master's degree in Management and is currently pursuing doctoral research in human capital development. His research interests include educational management, digital economy, and regional development. He is actively involved in community-based education projects and policy consulting for rural education. He has authored multiple journal articles and contributed to research initiatives on improving teacher competence in remote areas.

Wahdaniah Wahdaniah is a Lecturer and Researcher at the Faculty of Economics, Universitas Sulawesi Barat, Indonesia. Her academic background is in management and public administration. Her research interests focus on organisational behaviour, emotional intelligence, and education quality in underserved communities. She has collaborated on several multidisciplinary studies addressing the challenges faced by educators in isolated regions. Her current work centers on promoting inclusive education and teacher development through evidence-based policy recommendations.

1   Introduction

Attempts to enhance the quality of education in different regions have long focused on improving teacher competence. Not only does the high competence of teachers affect the teaching and learning process in the classroom, but it also affects the academic achievement of students (Bawaneh et al., 2023; Callo and Yazon, 2020; Cefai et al., 2022). These competencies are mastering the material, effective teaching techniques, classroom management, and providing constructive feedback to students. In addition, teacher competencies also embrace emotional and social features, such as relating well with the learners, colleagues, and parents of the students. Competent teachers, in the broader sense, have to be leaders within and beyond the classroom who can motivate and inspire the students to actualise their potential (Álamo and Falla, 2023; Bai et al., 2022; Cann et al., 2021; Herrmann et al., 2021; Oliveira et al., 2022; Van Wyk et al., 2022).

Two significant factors in enhancing teacher competence in research are emotional intelligence and work motivation. Meanwhile, work motivation is often viewed as an essential driver that steers teachers to make continuous efforts to improve the quality of their teaching (Cabero-Almenara et al., 2022; Daumiller et al., 2021; Goodyear et al., 2021; Hooda et al., 2022; Prado-Gascó et al., 2020). High motivation may generally be linked to solid commitment, shown in teachers' willingness to spend more time preparing lessons, conducting ongoing assessments, and following professional development.

Teachers who can look at their challenges with a positive attitude and try to innovate as they search for solutions to problems that arise in the teaching process will also tend to be motivated (Daumiller et al., 2021; Econ, 2023; García-Martínez et al., 2023; Gui and Wu, 2023; Han, 2022).

Emotional intelligence is the ability to recognise, understand, and manage the emotions of oneself and others. In the context of education, teachers' emotional intelligence is critical to their ability to create a safe and supportive learning environment for all students (Alenezi, 2020; Devis-Rozental and Farquharson, 2020; Iqbal et al., 2022; Malki et al., 2024; Ngui and Lay, 2020). Teachers high on the emotional intelligence scale can manage stress more effectively, embrace change, and relate well with students. They are more effective in dealing with conflicts in class and helping students enhance their emotional skills, thus boosting the eventual well-being and achievement of the students (Chamizo-Nieto et al., 2021; Davaei et al., 2022; Khodajou-Masouleh and Barekat, 2022; Trabelsi et al., 2023; Wang, 2022b).

About teachers, studies have proved that a strong connection exists between work motivation, emotional intelligence, and teacher competence. For instance, studies have shown that highly motivated teachers show a great disposition to engage in professional development, hence possessing a high desire to improve teaching skills (Bisquerra Alzina and López-Cassà, 2021; Cai et al., 2022a; Kakulavarapu and Elkbuli, 2021; Pozo-Rico et al., 2020; Valente and Lourenço, 2020). The result of this engagement most often ends in competence and capability, which improves effectiveness in teaching and students' learning. On the other hand, teachers with high emotional intelligence can tackle the emotional and social demands that come with the process of teaching; thus, the ability to support students effectively may increase (Atik et al., 2024; Chongcharoen et al., 2024; Dolev et al., 2021; Gavriluță et al., 2022; Koç et al., 2024).

Therefore, while much research has been conducted into the relationship between work motivation, emotional intelligence, and teacher competence, most of these studies have concentrated on teachers who work in urban or regional settings that afford better access to educational resources (Alimni et al., 2022; Anastasiou, 2020; D'Amico and Geraci, 2022; Li et al., 2023; Tian and Cui, 2022). Urban conditions are more resourceful for competency development among teachers. Professional training and support from educational communities with easy access to educational technologies abound in urban areas. Teachers working in remote areas often face much greater hardships due to limited resources, geographical isolation, and lack of professional support (Avidov-Ungar and Hayak, 2023; Spiker et al., 2023; Wullur and Werang, 2020).

For instance, the example of Tojo Una-Una in Central Sulawesi is a stark contrast to urban areas. There, the teachers work under adversity, with limited teaching materials, few opportunities for professional training, and at quite a distance from the educational centres (Casimir et al., 2023; Chamane et al., 2022; Do et al., 2022; Muktiarni et al., 2021). Besides, hard natural conditions and social isolation might hurt teachers' emotional status and working motivation. All these, taken together, can contribute to the low level of teacher competence in remote areas, which further might deteriorate the quality of education received by the students from the region (Bianchi et al., 2022; Collie, 2023; Hasin and Nasir, 2021; Muhaimin et al., 2020; Wang et al., 2021a; Zhou et al., 2022).

The effect of work motivation and emotional intelligence on teacher competence has not been thoroughly investigated in the context of remote locations. It is still on major points that some studies are now focusing, given that more reinforcing conditions exist in

urban areas or regions with easier access to educational resources (Guzzo et al., 2022; Liu et al., 2021; Murray et al., 2023; Phongluxa et al., 2020). Therefore, a significant gap exists in the literature regarding how these two factors may be operationalised within the same remote areas, where teachers suffer from more complex, heterogeneous impediments that obstruct the development of effective education delivery.

The systematic literature review (SLR) will call for further evaluation into the existence of studies now, and filling this gap is needed. SLR is a structured, straightforward approach to reviewing and synthesising existing literature that can help researchers identify the patterns and gaps in state-of-the-art and new research opportunities (Bhatti et al., 2023; Hossain et al., 2022; Sadeghi Moghadam et al., 2021; Shahab et al., 2022; Thirumalesh Madanaguli et al., 2023; Wulandari and Raharjo, 2023; Zhu et al., 2021). The researchers will be able to utilise this procedure and gather more solid evidence about how work motivation and emotional intelligence affect teacher competence in remote areas. These results can further probe current dynamics and develop interventions that will be most effective and contextual (Camacho et al., 2022; Hollweck and Lofthouse, 2021; Luu and Trinh, 2023).

It will use the SLR approach to examine the different studies in that field of interest, which lies in a remote area like Tojo Una-Una. The process involves the identification, selection, and analysis of relevant literature, which will then be synthesised to come up with a comprehensive picture of the topic under research (Brennan et al., 2022; Freitas et al., 2023; Medeiros et al., 2021; Scuteri et al., 2021; Yeo et al., 2024). Research works that will be considered in the present study should be published in reputable journals and address the issues of work motivation, emotional intelligence, and the competence of a teacher concerning remote area schooling (Diallo et al., 2023; Larrain and Groene, 2021; Meyer et al., 2022; Molina-Guzmán et al., 2022).

The SLR to be conducted in this study will highlight key findings from previous research and will identify knowledge gaps and areas where research is needed (Ahmad et al., 2022; El-Masri et al., 2020; Rahmani et al., 2021; Sepriano et al., 2020). Therefore, this study will contribute to educational academic literature, significantly improving teacher competence in remote areas. The findings from this study are also hoped to give practical insights to education policymakers and school managers on the ground about designing professional development programs in tandem with the needs of teachers in remote areas (Ahmad et al., 2022; Ilomäki et al., 2023; Molavi, 2024; Sağlam et al., 2023).

The importance of performing SLR in this context cannot be ignored. In addition to making theoretical contributions, this research aims to produce practical recommendations that education policymakers can implement. For example, the results of this study can be used to design training programs that focus more on developing teachers' work motivation and emotional intelligence, taking into account the specific challenges faced by teachers in remote areas (Bonato et al., 2024; Fernández-Sánchez et al., 2022; Hidayat et al., 2022; Majitol and Yunus, 2023; Rashid and Wong, 2023). Such programs shall considerably boost the capability and well-being of teachers, resulting in a rise in the overall education quality of the region and fostering better outcomes for students.

This study will fill an existing knowledge gap. It will also contribute to the formulation of more effective strategies aimed at enhancing teacher competence in remote areas, leading to improved educational outcomes and community development (Akram et al., 2021; Chan and Lee, 2023; Mynaříková and Novotnỳ, 2020; Ortega-Ochoa

et al., 2024; Sonnleitner and Kovacs, 2020). This will provide a more solid foundation for developing education policies that are more contextual and to local needs. Further, the results of this study will also hope to inspire other research in this area with greater focus on the challenges and opportunities that exist in these underserved areas (Bariu et al., 2022; Cheng et al., 2020; Ho et al., 2023; Oberrauch et al., 2021; Zumbach et al., 2021).

At a personal level, the main agenda for this study was to make a real contribution toward raising the quality of education in remote areas, such as Tojo Una-Una. In this regard, by understanding how work motivation and emotional intelligence have led to teacher competence, it will be pretty easy to conceptualise better ways of interventions that can work effectively and are relevant to this context (Alenezi, 2020; Corti and Gelati, 2020; Lindgren et al., 2020; Park et al., 2023; Rivera-Pérez et al., 2021). These interventions will ensure that all children receive quality education regardless of residence. This will be highly increased through competent, motivated, and emotionally intelligent teachers, thereby creating a level learning field and promoting performance in school work from the students (Dell'Angela et al., 2020; Isaacowitz et al., 2021; Papadakis et al., 2020; Philipp et al., 2020; Pinero de Plaza et al., 2023).

Thus, the research would significantly contribute to academic literature and educational practice in the field. The knowledge derived through the findings of the study is likely to be used by the formulators of education policy, school managers, and planners of training programs to help formulate better strategies to enhance teacher competencies in remote areas (Bhatia and Joseph, 2023; Buchta et al., 2021; Frangou et al., 2023; Kritkharuehart et al., 2024; Yikici et al., 2022). In the end, it is expected that the research will contribute to efforts by the government and other stakeholders to improve the quality of education throughout Indonesia, even in the most remote areas (Alonso-García et al., 2021; Jung et al., 2024; Kennedy et al., 2022; Pulgar et al., 2022; Yikici et al., 2022).

2 Research methods

SLR: the approach conducted a review, identification, evaluation, and synthesis of related works in the area regarding the influence of work motivation and emotional intelligence on teacher competence in remote areas (Alenezi, 2020; Fernández Herrero et al., 2023; Lucas-Mangas et al., 2022; Soemantri et al., 2023). SLR: This approach carried out a review, identification, evaluation, and synthesis of related works in the area regarding the influence of work motivation and emotional intelligence on teacher competence in remote areas (Bisquerra Alzina and López-Cassà, 2021; Fernández Herrero et al., 2023; Mérida-López et al., 2022; Vermooten et al., 2021).

This study's population represents the global academic literature about work motivation, emotional intelligence, and teacher competence in remote areas. The sample from the literature selected for this study includes articles that satisfy specified inclusion criteria (Aleksandrovna et al., 2023; Kakulavarapu and Elkbuli, 2021; Karamuk and Dulay, 2023; Syamsiah et al., 2024; van der Loos et al., 2020). The inclusion criteria established were that the study should be published in a reputed journal, related to an educational context, and provide empirical data on the variables. Thus, sample selection was carefully conducted to consider only high-quality and relevant studies for final analysis.

The literature search guide and study quality checklists are the main instruments for this study. Keywords such as 'work motivation', 'emotional intelligence', 'teacher

competence', and 'remote areas' are used in the literature search guide for major academic databases, such as Scopus, PubMed, and Google Scholar. A quality checklist has been applied to the studies to assess internal and external validity. This tool helps ensure the high methodological quality and reliability of the results of the included studies (Boal et al., 2024; Jeffery et al., 2023; Stratil et al., 2021; Terry et al., 2021).

The research process starts by identifying the relevant study for which a search was conducted in an academic database. Therefore, the first selection stage is screening titles and abstracts of studies in order to evaluate whether they meet the inclusion criteria. Reading the entire text deeply evaluates the studies that pass through this step. Only the most relevant and quality studies are included in the final synthesis. In the final stage, a thorough discussion of the key findings, the methodology, and the relevance of each study to the objective of this study is given (Chauhan et al., 2021; Hina et al., 2022; Ligthart et al., 2021; Mariani et al., 2023; Ribeiro-Navarrete et al., 2021).

This was followed by synthesis after identifying and reviewing relevant studies to understand how work motivation and emotional intelligence influence teacher competence in the hinterlands. Data from these studies have been synthesised to uncover general patterns, contradictions, and gaps in the existing literature. As such, the study presents not only a profound overview of the issues studied but also provides new insights that can be used in designing more effective interventions and policies for the context of education in rural areas (Hammond et al., 2020; Karki et al., 2020; Marsch et al., 2020; Siopis et al., 2020; Yadav et al., 2021).

3   Discussion

3.1   The relationship between work motivation and teacher competence in remote areas

This review of the existing literature emphasises the significance of work motivation in the context of education in remote areas. It has been established that the motivation to work intensely drives teachers; almost all studies reveal that teachers are motivated to perform their duties with enthusiasm (Hamoen et al., 2020; Ruhendi and Kosim, 2022; Shibiti, 2020; van der Loos et al., 2020). Therefore, in remote areas, characterised by working conditions that are considered more gruelling than in urban settings, teachers need robust work motivation to remain in the teaching profession. High motivation creates readiness within teachers to approach hardships with a positive outlook and continue making efforts toward the provision of quality teaching despite facing numerous limitations (Daumiller et al., 2021; Gan, 2020; Getie, 2020; Mäkipää et al., 2022; Sales et al., 2020).

More significantly, work motivation does not only affect the attitude teachers have towards duties but directly enhances professional competence, which causes better performance in the teaching process, outcomes for learners, and more positive and dynamic educational environment in the long run (Czabanowska and Kuhlmann, 2021; Durand-Bush et al., 2023; Granero-Gallegos et al., 2020; Hagqvist et al., 2020; Yangari and Inga, 2021). Consequently, motivated teachers will be more eager to improve their mastery of the teaching material, develop effective techniques for teaching, and quickly master classroom management. That is to say, work motivation provides a ground that makes different constituents of teacher competence more solid, whether it is pedagogical

abilities, classroom management, or interaction with students (Martinelli et al., 2021; Wang, 2022a). In situations where professional support is limited, as is often the case in remote areas, work motivation becomes a determining factor that allows teachers to continue to develop professionally.

The challenges teachers' faces in remote areas are much more significant than their counterparts in the more developed areas. Some of the problems that teachers in this region face include geographical isolation, limited access to educational resources, and lack of professional support (Bastoni et al., 2024; Katz et al., 2022; Kotera et al., 2022; Stanciu, 2022; Szabó et al., 2023). Work motivation is an inner strength that drives a teacher to try his best. Available research revealed that teachers with high work motivation could take a handle on difficulties and continue their core task, which is providing quality education to students (Behrendt et al., 2023; Guralnik et al., 2023; Macanovic and Przepiorka, 2024; Oyibo and Morita, 2022).

In addition, strong work motivation is positively associated with increasing the teachers' initiative and creativity in the teaching process. Highly motivated teachers have an enhanced tendency of being proactive in searching for creative ways to solve the existing constraints (Amann et al., 2023; Jepson, 2022; Oreopoulos, 2021; Penmetsa and Camara, 2022). For example, they prepare alternative teaching materials or utilise local resources to support learning. This proactive attitude enhances teaching effectiveness and improves professional competence because they continuously polish their skills and enhance knowledge through hands-on experience in the field (Albahri et al., 2024; Ramanadhan et al., 2023; Signorini et al., 2022; Syundyukov et al., 2021).

Besides, high work motivation often maintains ongoing professional development. Although the opportunities for formal training can be somewhat limited in remote locations, motivated teachers will likely seek other chances to learn by all available means, such as professional networking, literature, or self-paced learning (Daliman and James, 2023; Ferreira-da-Silva et al., 2023; Malish et al., 2023; Yaw Atiglo et al., 2024). In other words, work motivation encourages teachers toward ongoing learning and development, ultimately improving their competence in the long run. It follows that work motivation does not only influence teachers' daily performance but comes to take part in the formation of teachers' general competencies (Bali et al., 2020; Chaisson and Martinson, 2020; Daumiller et al., 2021; Gagné et al., 2022; Sailer and Sailer, 2021).

Additionally, work motivation also causes an increase in job satisfaction and teacher well-being. Teacher motivation allows a more positive look at work; this can help in emotional well-being and reduce the risk of burnout (Phytanza and Burhaein, 2020; Posangi, 2024; Sailer and Sailer, 2021; Santoso et al., 2024; Wahid et al., 2020). In other words, what concerns the quality of the well-being of teachers translates into questions of professional sustainability: they will remain in the profession and continue to influence education. As hard as it is to uphold good working conditions in remote areas, they are an essential condition for good teaching (Mooij et al., 2022; Murwaningsih and Fauziah, 2023; Phytanza and Burhaein, 2020; Posangi, 2024; Steel et al., 2021).

In addition, work motivation will also lead to a better relationship between the teacher and the learner. Motivated teachers usually tend to be more zealous and enthusiastic in teaching, hence creating a more friendly and supportive learning environment (Grady-Dominguez et al., 2021; He et al., 2022; Kraus and Wojtas, 2021; Raudeliuniene et al., 2020). This positive relationship between students and teachers becomes essential, especially in remote areas where the students are probably faced with additional difficulties. Teachers who can engage in close relationships with their students

will be able to provide much-needed emotional and motivational support, which in turn will improve the student learning outcomes (Anaktototy et al., 2023; Chiva-Bartoll et al., 2020; Dorothy Catherine and Anitha Devi, 2023; Garcia-Sampedro and Prado, 2020; Hao, 2023).

The research concludes that work motivation is essential in raising teachers' competencies, particularly in remote areas. Motivation does not only affect the daily activities of the teachers but also is an essential factor in their long-term development and emotional state (Anaktototy et al., 2023; Gawlik-Kobylińska et al., 2023; Liu, 2020; Mojtahedzadeh et al., 2024; Trujillo-Torres et al., 2020). Therefore, work motivation in remote areas has to be a priority in trying to increase efforts on the part of teachers, as it will be directly beneficial for the quality of education in those areas.

3.2   The role of emotional intelligence in facing challenges in remote areas

Emotional intelligence is a critical factor in teachers' success, mainly when dealing with the complex challenges often encountered in remote areas, helping them manage stress, build strong relationships, and adapt to diverse educational needs (Deng et al., 2023; Iacolino et al., 2023; Lockdown et al., 2023). Being geographically isolated may be one of a teacher's most significant challenges in a remote work setting, where he or she often has no support from professionals or colleagues. In this situation, emotional intelligence is essential to help teachers handle loneliness and its consequent stress. In understanding and regulating their emotions, the teacher will be motivated and focused on their primary teaching work, even under stress. This emotional resilience improves their well-being and is positively related to the quality of education that is produced in these challenging environments (Aldrup et al., 2020; Bardach et al., 2022; Blewitt et al., 2020; Deng et al., 2023; Iqbal et al., 2022).

In addition to isolation, teachers in remote areas face significant challenges due to limited resources. These constraints, including a lack of teaching materials, inadequate infrastructure, and limited access to educational technology, often make the teaching process more challenging (D'Amico et al., 2020; Hodson, 2020; Hsieh et al., 2020; Khodajou-Masouleh and Barekat, 2022; Wang, 2022b). Emotional intelligence enables teachers to stay optimistic and seek creative solutions. Teachers with high emotional intelligence are generally more adaptable and flexible, allowing them to make the most of local resources or develop alternative teaching methods effectively, even in the face of limitations (Agyapong et al., 2023; AlZu'bi et al., 2022; Dewaele and Wu, 2021; Elmi, 2020; Trabelsi et al., 2023).

High work pressure is another common challenge in remote areas, where teachers often have to handle multiple subjects simultaneously, manage large student groups, and work with inadequate facilities (Iacolino et al., 2023; Pan et al., 2022). This situation can be highly stressful, particularly when teachers feel they are not receiving sufficient support. However, teachers with high emotional intelligence are better equipped to manage this pressure. Their more vital coping skills enable them to remain calm under stress and make more informed decisions under challenging circumstances (Gao, 2022; Iacolino et al., 2023; Pan et al., 2022; Seng, 2022).

This situation can be particularly stressful, especially when teachers feel unsupported. However, teachers with high emotional intelligence are better able to handle such pressure. Their enhanced coping skills allow them to stay composed under stress and make more thoughtful decisions in challenging situations (Castrellón et al., 2021; Lovett,

2023; Parlangeli et al., 2022; Skyhar, 2021). Teachers with high emotional intelligence can establish strong relationships with their students, fostering a more supportive and conducive learning environment. These positive relationships not only boost student engagement in the learning process but also assist in addressing various challenges that may arise, both inside and outside the classroom (Skyhar, 2021; Yuan and Yi, 2021; Zhao et al., 2024).

Furthermore, emotional intelligence helps teachers adapt to changing situations in remote areas. For instance, extreme weather changes or unreliable infrastructure can disrupt the teaching and learning process, but teachers with high emotional intelligence are better equipped to handle such disruptions effectively (Agrati and Vinci, 2022; Almonacid-Fierro et al., 2021; Casimir et al., 2023; Hernandez et al., 2023). Teachers with high emotional intelligence can adapt swiftly while maintaining their focus on educational goals. This adaptability is crucial for ensuring the continuity of teaching and making sure that students continue to receive a quality education, even in challenging circumstances (Almufarreh, 2024; Bobo et al., 2020; Jakubowski and Sitko-Dominik, 2021; Kumar et al., 2021; Răducu and Stănculescu, 2021).

Research has also demonstrated that emotional intelligence enables teachers to remain effective under pressure. The ability to manage stress effectively allows them to maintain the quality of their teaching, even when confronted with significant challenges |(de Mesquita Comelli et al., 2021; Iacolino et al., 2023; Lockdown et al., 2023; Zapata-Garibay et al., 2021). Teachers who can control their emotions tend to be better able to make calm and rational decisions, especially in a teaching environment full of stress and uncertainty. This effectiveness contributes directly to the improvement of teaching competence and, ultimately, student learning outcomes (Romero et al., 2023; Sadłowska-Wrzesińska et al., 2022; Shimony et al., 2022; Soriano et al., 2023; van der Loos et al., 2020).

In addition, emotional intelligence plays a vital role in improving the overall well-being of teachers. Teachers who can manage their emotions effectively tend to experience higher job satisfaction, lower stress levels, and a significantly reduced risk of burnout (Fessell and Cherniss, 2020; Fiorilli et al., 2020; Galaiya et al., 2020; Hayes et al., 2020; Soto-Rubio et al., 2020). In the long term, ensuring the well-being of teachers is crucial to maintaining their ability to deliver quality education without succumbing to excessive fatigue. This is particularly important in remote areas, where demanding work conditions can easily lead to stress and exhaustion, which negatively affect teaching performance (Agyapong et al., 2023; Cao et al., 2022; Farina et al., 2021; Golisch et al., 2023; Guerrero-Barona et al., 2020).

Overall, the importance of emotional intelligence in managing challenges in remote areas cannot be overstated. This skill not only helps teachers cope with isolation, limited resources, and high work demands but also enables them to build strong relationships with students and colleagues, adapt to change, and remain effective under pressure (Chachula, 2021; Epifanio et al., 2023; Iacolino et al., 2023; Maalouf et al., 2022; Ricker et al., 2020). Therefore, efforts to enhance the emotional intelligence of teachers in remote areas should be a key component of professional development programs, as this will directly influence the quality of teaching and, ultimately, the learning outcomes of students in the most underserved regions (Aronen et al., 2021; Gavín Chocano et al., 2020; Kachel et al., 2021; Singer-Chang et al., 2020).

3.3 *The importance of a contextual approach in teacher professional development in remote areas*

This study underscores the importance of a contextual approach in teacher professional development, particularly in remote regions like Tojo Una-Una and Central Sulawesi. This approach is vital given the substantial differences in conditions between remote and urban areas (Agyapong et al., 2023; D'Amico et al., 2020; Iacolino et al., 2023; Pozo-Rico et al., 2020; Romano et al., 2020; Sánchez-Pujalte et al., 2021, 2023). Most previous studies have focused on teachers in urban areas, who generally have greater access to educational resources and professional support. This includes access to professional training, educational technology, and a broad support network (Ismail et al., 2020; Lucas-Mangas et al., 2022; Martínez-Ramón et al., 2021; Xing, 2022). In contrast, teachers in remote areas often work in isolation, with limited resources and more significant environmental challenges.

A contextual approach is essential in remote areas because teachers' challenges differ significantly from those in urban areas. For instance, in Tojo Una-Una, teachers must contend with geographical isolation, which limits their access to professional training and support centres (Cohen and Abedallah, 2020; De Vera García and Gambarte, 2020; Karakus et al., 2021; Lockdown et al., 2023; Schoeps et al., 2021). Limited infrastructure and difficult access increase their workload, requiring them to be more self-reliant in developing their competencies. Without intervention strategies tailored to this context, efforts to enhance teacher competence may be ineffective or even counterproductive (Iacolino et al., 2023; Kant and Shanker, 2021; Mancini et al., 2022; Wang et al., 2022).

The contextual approach must also consider the resource limitations in remote areas. In these regions, resources such as teaching materials, technology, and access to formal training are often severely restricted (Kumar et al., 2022; Li et al., 2023; Pan et al., 2022; Salinas-Falquez et al., 2022). Therefore, teacher professional development should be designed to leverage local potential. For instance, incorporating natural resources or local culture into teaching can effectively address limitations. By utilising what is available in the environment, teachers can create teaching methods that are both relevant and meaningful to their students (Chirico et al., 2020; Li et al., 2020; Matiz et al., 2020; Prado-Gascó et al., 2020; Pyhältö et al., 2021).

Furthermore, the contextual approach must account for remote areas' social and cultural dynamics. Teachers in these regions not only fulfill their role as educators but also serve as vital members of the local community (Hidayat and Patras, 2024; Pérez et al., 2021; Redondo-Flórez et al., 2020; Thuy et al., 2024; Tungsupreechameth et al., 2023). Therefore, professional development should consider teachers' role in society and how they can contribute positively. Teacher competency development should encompass not only pedagogical skills but also the ability to build strong relationships with students, parents, and other community members (Abdullah et al., 2022; Muhibbin et al., 2023; Wang et al., 2024).

A contextual approach to professional development must also include strategies to combat the professional isolation often experienced by teachers in remote areas. The lack of peer support and limited access to professional networks can lead to feelings of isolation and decreased motivation among these teachers (Hodson, 2020; Lockdown et al., 2023; Pan et al., 2022; Pozo-Rico et al., 2023; Velander et al., 2024). Practical solutions include creating study groups or local professional networks that enable teachers to share experiences, knowledge, and emotional support. Additionally,

technology can be harnessed to connect teachers in remote areas with peers and broader training resources (Bakhmat et al., 2023; de Klerk and Smith, 2021; Nina-Gutiérrez et al., 2024; Sakhi et al., 2024; Thuy et al., 2024).

In addition, a contextual approach should incorporate strategies to tackle the logistical challenges frequently encountered by teachers in remote areas (Aldrup et al., 2020; Cristóvão et al., 2023; Gautam et al., 2021; Muassomah et al., 2020; Namaziandost et al., 2024). For instance, challenging transportation and inadequate infrastructure can render training outside the region impractical. Therefore, professional development programs should be designed to be locally accessible or tailored to the teacher's workplace. Community-based training or mentorship programs involving experienced local teachers can effectively help overcome these barriers (Cree-Green et al., 2020; Kung et al., 2020).

A more contextual approach also highlights the importance of involving local communities in the teacher professional development process. Collaboration between schools and communities can lead to more relevant and supportive programs for teachers (Chasen, 2023; Moreno-Guerrero et al., 2020; Prenger et al., 2021; Rodríguez et al., 2021). For instance, involving community leaders or parents in school activities can offer teachers valuable insights into the needs and expectations of the community, enabling them to adapt their teaching to the local context better. This involvement also fosters a sense of belonging and community support for the school, which can, in turn, enhance teachers' motivation and well-being (Birhan et al., 2021; Le and Pham, 2024; Llinares-Insa et al., 2020; Sainz-Gómez et al., 2024).

Overall, this study demonstrates that a contextual approach to teacher professional development in remote areas is not merely an option but a necessity. By considering the unique challenges faced by teachers in these regions and leveraging local resources, professional development strategies can be crafted to be more relevant and practical (Abbasi et al., 2024; Andrei, 2023; Estaji and Fatalaki, 2022; Palmer et al., 2023; Sáez-Delgado et al., 2023). This will improve teacher competence and the overall quality of education in the areas most in need. This approach underscores the importance of flexibility, local relevance, and community involvement in professional development efforts aimed at empowering teachers in remote regions (Gualda et al., 2023; Iqbal et al., 2022; Li et al., 2024; Llinares-Insa et al., 2020; van der Plas et al., 2021).

3.4   *Implications for education policy in remote areas*

The findings of this study highlight the need for a more comprehensive reformulation of education policies, particularly in the development of training and support programs for teachers in remote areas (Farrell, 2020; Soares and Borges, 2021; Unsworth, 2024; Watson and Barnes, 2022). One of the key findings is the importance of enhancing teachers' work motivation and emotional intelligence. In many instances, existing education policies focus primarily on technical and academic aspects while neglecting the psychological and emotional factors that significantly influence teacher performance (Casacchia et al., 2021; Garcia-Holgado et al., 2020; Mujahid et al., 2021; Vergara et al., 2021; Zou et al., 2021). Policies that focus solely on technical skills may fall short of addressing the unique challenges faced by teachers in remote areas, where work pressure and social isolation often pose significant barriers (Addy et al., 2021; Newton et al., 2020; Shah et al., 2020; Wilson and Lipsey, 2024).

To address this, education policies should be crafted to offer holistic training that includes not only the development of technical skills but also psychological and

emotional support (Baena-Morales et al., 2020; Dadaczynski et al., 2020; Nind et al., 2020; Omar et al., 2020; Veckalne and Tambovceva, 2022; Yikici et al., 2022). This training can include modules on stress management, enhancing emotional intelligence, and building work motivation. Moreover, the training should be tailored to the local context, considering the specific challenges in remote areas, such as limited access to resources and professional support (Al-Busaidi et al., 2021; Gaunt et al., 2021; Heltne et al., 2023; Köpsén, 2022; Pérez-Rodríguez et al., 2022). Thus, education policies can be more responsive to the real needs of teachers in the field.

Practical training in remote areas must also be supported by improved accessibility. Many teachers in remote regions are unable to attend training sessions in urban centres due to geographical and infrastructure constraints (Baratta, 2023; Flynn et al., 2021; Olupeliyawa et al., 2020; Sawalmeh and Dey, 2023; Wahyuningsih et al., 2018). Therefore, education policies should incorporate strategies to address this issue, such as leveraging distance learning technologies. E-learning and online-based training can be highly effective tools for reaching teachers in remote areas, providing them with access to quality educational resources without the need to leave their workplaces (Bordoloi et al., 2021; Li et al., 2021; Marek et al., 2021; Oliveira et al., 2021; Selvaraj et al., 2021).

In addition to technology, policies should also explore options to bring trainers to remote areas. On-site coaches are essential for offering more practical and contextual training that directly addresses the unique needs of teachers in these regions (Kantzara and Loos, 2021; Lepinoy et al., 2023; Richmond et al., 2021; Suhrheinrich et al., 2022; Wu et al., 2023). The government and other stakeholders should support these programs by allocating the necessary funds and resources to ensure trainers can regularly visit remote areas. Direct guidance from experienced trainers will not only enhance teachers' technical skills but also offer much-needed emotional support, which is often lacking in isolated regions (Dhaliwal and Hauer, 2021; Jermaina et al., 2022; Mahony et al., 2022; Teunissen et al., 2021).

Continued support from the government and other stakeholders is essential for the success of this policy. Without a long-term commitment, training and support programs for teachers in remote areas may not operate effectively (Bergdahl and Nouri, 2021; Lemay et al., 2021; Lie et al., 2020; Rasmitadila et al., 2020). The government must ensure that the policies created are temporary and can be implemented consistently and sustainably. This involves sufficient budget allocation, rigorous program monitoring and evaluation, and adapting policies based on feedback from teachers in the field (d'Orville, 2020; Du et al., 2020; Lorente et al., 2020; Poudel et al., 2020).

In addition to the government, non-governmental organisations and the private sector can also play a crucial role in supporting education policies in remote areas (Hamdani et al., 2021; Isnandar et al., 2023; Milner et al., 2020; van Reeuwijk et al., 2023; Yashadhana et al., 2021). Collaboration between various parties can create a more potent synergy to enhance teacher competence. For instance, the private sector can contribute by supplying technology and training resources, while non-governmental organisations can assist in program implementation and offer direct guidance to teachers in the field (Arinaitwe, 2021; d'Orville, 2020; Hadriana et al., 2021; Rasmitadila et al., 2020).

Finally, education policies in remote areas must be inclusive, actively involving teachers in both the planning and implementation processes (Bhatia and Joseph, 2023; Chen et al., 2022; Cooper et al., 2021; Duan et al., 2021; Jevsikova et al., 2021). The resulting policies will be more attuned to their needs by actively involving teachers. This involvement will also foster a sense of ownership and commitment to the programs,

ultimately leading to improved teacher competence and performance in the field (Do et al., 2022; Doh Nubia and Blignaut, 2024; Gibson et al., 2022; Que, 2021; Wang et al., 2023).

3.5 *Challenges and opportunities in teacher competency development in remote areas*

This research highlights several unique challenges in developing teacher competency in remote areas. One of the primary challenges is geographical isolation, which often leaves teachers in these regions feeling disconnected from their professional networks and broader educational resources (Bhatia and Joseph, 2023; Cooper et al., 2021; Jevsikova et al., 2021; Xue and Li, 2022). This isolation affects the availability of training and support and can also impact teachers' motivation and emotional well-being. When teachers feel alone and undersupported, developing their competencies becomes much more challenging (Hannum and Wang, 2022; Mapunda and Gibson, 2022; Mitchell et al., 2022; Qin et al., 2024; Stadler-Heer, 2021).

Along with isolation, limited infrastructure poses a significant obstacle to developing teacher competencies in remote areas. Inadequate infrastructure, such as difficult-to-access roads, minimal school facilities, and a lack of access to technology, makes training and professional development more challenging (Bhatia and Joseph, 2023; Ledger et al., 2021; Noçka et al., 2023; Zhu et al., 2022). Teachers in these areas may lack access to modern teaching materials, educational technology, or the training needed to enhance their skills. These limitations often intensify their sense of isolation, leaving teachers feeling under-equipped to succeed (Bezerra, 2020; Morrison and Vlachopoulos, 2023; Pan et al., 2021; Prieto-Ballester et al., 2021; Trabelsi et al., 2022).

However, these challenges present an opportunity to develop new, more effective, relevant approaches to teacher competency development. For instance, the use of technology for distance learning offers a promising solution to combat the issue of isolation (Aristovnik et al., 2023; Mystakidis and Christopoulos, 2022; Rizun and Strzelecki, 2020; Sosa Díaz, 2021; Wasson and Kirschner, 2020). Through technology, teachers in remote areas can connect with their peers, participate in online training, and access educational resources that were previously inaccessible. Technology also allows for more flexible training, which can be tailored to the individual needs of teachers, making it more effective and relevant to the local context (Levina et al., 2021; Lubkov et al., 2020; Martínez-Pérez et al., 2022; Olivares et al., 2021; Wang, 2023).

In addition to technology, collaboration with local communities presents an excellent opportunity to address resource limitations. Local communities often possess knowledge and resources that can be leveraged to support teachers' professional development (Arispe and Hoye, 2023; Makeleni et al., 2023; Suhrheinrich et al., 2020). For instance, community leaders or parents of students could participate in teaching or training programs, offering insights relevant to the local context. This not only aids in developing teacher competencies but also strengthens the relationship between the school and the community, fostering more significant support for education as a whole (Cai et al., 2022b; Hervás-Gómez et al., 2021; Khasawneh et al., 2023; Krainer et al., 2021; Suhrheinrich et al., 2020).

Teacher competency development in remote areas can also be optimised through strategies that are more adaptive and tailored to the local context (Arispe and Hoye, 2023; Cunningham et al., 2022; Fernández Álvarez et al., 2022; Makeleni et al., 2023). For

example, training programs can emphasise practical skills relevant to local conditions, such as incorporating natural resources or local culture into teaching. By tailoring training to the specific needs and challenges of remote areas, professional development programs can become more effective and have a direct impact on teaching quality (Bautista et al., 2021; Chen et al., 2022; Franco et al., 2021; Kim et al., 2021; Prieto-Ballester et al., 2021; Short et al., 2021).

Innovative approaches such as community-based learning or on-the-job mentorship can help overcome infrastructure challenges. These programs enable teachers to learn and grow without leaving their workplaces, which is especially crucial in regions where transportation and physical access are limited (Gharaibeh et al., 2022; Lavidas et al., 2022; Lowe et al., 2021; Salloum et al., 2023; Wahab et al., 2021). Additionally, mentorship programs involving senior teachers or local trainers can offer more personalised and contextually relevant support, which is often difficult to achieve through formal, generalised training.

Finally, teacher competency development in remote areas must be viewed as an ongoing process, not merely a one-time intervention. Policies and programs should incorporate a long-term strategy that includes continuous monitoring, evaluation, and adaptation (Markaki et al., 2021; Mikhail et al., 2021; Nadim et al., 2023; Recke and Perna, 2021; Weinberg et al., 2021). With a sustainable approach, existing challenges can be addressed more effectively, and new opportunities can be leveraged to impact the quality of education in remote areas significantly (Carvalho and Santos, 2021; Finkle et al., 2024; Morzillo et al., 2022; Rostami et al., 2024; Shen et al., 2022).

4   Conclusions

This study emphasises that the development of training programs for teachers in remote areas must be focused on increasing work motivation and emotional intelligence. These two factors have proven critical in improving teacher competence, especially in regions that face various challenges such as geographical isolation, resource limitations, and high work pressure. Strong work motivation allows teachers to stay committed and motivated in the face of obstacles, while emotional intelligence helps them manage stress and build positive relationships with students and colleagues. Thus, training programs that focus on the development of these two aspects can have a more significant impact on improving teacher competence.

Furthermore, the importance of considering local contexts in designing interventions for teacher development cannot be ignored. Each remote area has unique characteristics that affect teachers' needs and challenges. Therefore, interventions designed by understanding and considering the specific conditions in the region will be more effective and relevant. This contextual approach ensures that training programs provide general solutions and specific ones based on the realities teachers face in the field.

The findings of this study also underline that efforts to improve teacher competence in remote areas cannot be separated from the continuous support from various parties, including the government, educational institutions, and local communities. This collaboration between various stakeholders is essential to create a supportive environment for teachers to continue to develop professionally. With strong and structured support, teachers in remote areas can more easily access the resources and training they need to improve their competencies.

Overall, this study significantly contributes to filling the knowledge gap related to the role of work motivation and emotional intelligence in teacher competency development in remote areas. The research offers new theoretical insights and practical recommendations that policymakers and education managers can implement. By implementing these findings, teacher development programs can become more effective contextually and directly impact the quality of education in areas most in need.

Finally, continuing research is essential to deepen our understanding of other factors affecting teacher competence in remote areas. Further research can also explore innovative strategies that can be applied in different contexts. By continuously researching and developing better approaches, we can ensure that all teachers, no matter where they are, have equal access to professional development opportunities to help them reach their full potential and provide high-quality education for all students.

References

Abbasi, L.S., Yasmeen, R. and Ali, S. (2024) 'Social intelligence in health professions educationists: How it helps to deal with challenges at the workplace? A mixed-method study', *Journal of the Pakistan Medical Association*, Vol. 74, No. 6, pp.1079–1083, https://doi.org/10.47391/JPMA.9720.

Abdullah, A.H., Julius, E., Suhairom, N., Ali, M., Talib, C.A., Ashari, Z.M., Kohar, U.H.A. and Abd Rahman, S.N.S. (2022) 'Relationship between self-concept, emotional intelligence and problem-solving skills on secondary school students' attitude towards solving algebraic problems', *Sustainability (Switzerland)*, Vol. 14, No. 21, https://doi.org/10.3390/su142114402.

Addy, N.D., Agbozo, F., Runge-Ranzinger, S. and Grys, P. (2021) 'Mental health difficulties, coping mechanisms and support systems among school-going adolescents in Ghana: a mixed-methods study', *PLoS ONE*, 4 April, Vol. 16, pp.1–19, https://doi.org/10.1371/journal.pone.0250424.

Agrati, L.S. and Vinci, V. (2022) 'Evaluative knowledge and skills of student teachers within the adapted degree courses', *Frontiers in Education*, July, Vol. 7, pp.1–10, https://doi.org/10.3389/feduc.2022.817963.

Agyapong, B., Brett-MacLean, P., Burback, L., Agyapong, V.I.O. and Wei, Y. (2023) 'Interventions to reduce stress and burnout among teachers: a scoping review', *International Journal of Environmental Research and Public Health*, Vol. 20, No. 9, https://doi.org/10.3390/ijerph20095625.

Ahmad, S., Mehfuz, S., Mebarek-Oudina, F. and Beg, J. (2022) 'RSM analysis based cloud access security broker: a systematic literature review', in *Cluster Computing*, Vol. 25, No. 5, Springer US, https://doi.org/10.1007/s10586-022-03598-z.

Akram, H., Aslam, S., Saleem, A. and Parveen, K. (2021) 'The challenges of online teaching in COVID-19 pandemic: a case study of public universities', *Journal of Information Technology Education: Research*, Vol. 20, pp.263–282, https://doi.org/10.28945/4784.

Álamo, M. and Falla, D. (2023) 'Transformational leadership and its relationship with socio-emotional and moral competencies in pre-service teachers | El liderazgo transformacional y su relación con las competencias socioemocionales y morales en futuros docentes', *Psychology, Society and Education*, Vol. 15, No. 1, pp.48–56.

Albahri, A.S., Khaleel, Y.L., Habeeb, M.A., Ismael, R.D., Hameed, Q.A., Deveci, M., Homod, R.Z., Albahri, O.S., Alamoodi, A.H. and Alzubaidi, L. (2024) 'A systematic review of trustworthy artificial intelligence applications in natural disasters', *Computers and Electrical Engineering*, Vol. 118, No. PB, p.109409, https://doi.org/10.1016/j.compeleceng.2024.109409.

Al-Busaidi, S., Yusuf, T. and Reinders, H. (2021) 'A model for implementing problem-based language learning: experiences from a seven-year journey', *International Journal of Learning, Teaching and Educational Research*, Vol. 20, No. 1, pp.1–21, https://doi.org/10.26803/ijlter.20.1.1.

Aldrup, K., Carstensen, B., Köller, M.M. and Klusmann, U. (2020) 'Measuring teachers' social-emotional competence: development and validation of a situational judgment test', *Frontiers in Psychology*, May, Vol. 11, pp.1–20, https://doi.org/10.3389/fpsyg.2020.00892.

Aleksandrovna, B.I., Ruslanovna, D.P., Anatolievna, Z.A., Petrovna, R.E. and Nikolaevich, T.N. (2023) 'Psychological portrait of the modern mentor of students' group projects', *International Journal of Cognitive Research in Science, Engineering and Education*, Vol. 11, No. 1, pp.27–35, https://doi.org/10.23947/2334-8496-2023-11-1-27-35.

Alenezi, A.M. (2020) 'The relationship of students' emotional intelligence and the level of their readiness for online education: a contextual study on the example of university training in Saudi Arabia', *Obrazovanie i Nauka*, Vol. 22, No. 4, pp.89–109, https://doi.org/10.17853/1994-5639-2020-4-89-109.

Alimni, A., Amin, A. and Kurniawan, D.A. (2022) 'The role of Islamic education teachers in fostering students' emotional intelligence', *International Journal of Evaluation and Research in Education*, Vol. 11, No. 4, pp.1881–1892, https://doi.org/10.11591/ijere.v11i4.22116.

Almonacid-Fierro, A., De Carvalho, R.S., Castillo-Retamal, F. and Fierro, M.A. (2021) 'The practicum in times of COVID-19: Knowledge developed by future physical education teachers in virtual modality', *International Journal of Learning, Teaching and Educational Research*, Vol. 20, No. 3, pp.68–83, https://doi.org/10.26803/ijlter.20.3.5.

Almufarreh, A. (2024) 'Determinants of students' satisfaction with AI tools in education: a PLS-SEM-ANN approach', *Sustainability (Switzerland)*, Vol. 16, No. 13, https://doi.org/10.3390/su16135354.

Alonso-García, M., Garrido-Letrán, T.M. and Sánchez-Alzola, A. (2021) 'Impact of COVID-19 on educational sustainability. Initial perceptions of the university community of the university of cádiz', *Sustainability (Switzerland)*, Vol. 13, No. 11, pp.1–20, https://doi.org/10.3390/su13115938.

AlZu'bi, S., Abu Zitar, R., Hawashin, B., Abu Shanab, S., Zraiqat, A., Mughaid, A., Almotairi, K.H. and Abualigah, L. (2022) 'A novel deep learning technique for detecting emotional impact in online education', *Electronics (Switzerland)*, Vol. 11, No. 18, pp.1–24, https://doi.org/10.3390/electronics11182964.

Amann, J., Vayena, E., Ormond, K.E., Frey, D., Madai, V.I. and Blasimme, A. (2023) 'Expectations and attitudes towards medical artificial intelligence: a qualitative study in the field of stroke', *PLoS ONE*, 1 January, Vol. 18, pp.1–19, https://doi.org/10.1371/journal.pone.0279088.

Anaktototy, K., Sekawael, M., Latief, M.R.A. and Bin-Hady, W.R.A. (2023) 'Beyond linguistics: exploring the cognitive and motivational barriers to essay writing for tertiary students', *International Journal of Language Education*, Vol. 7, No. 3, pp.447–468, https://doi.org/10.26858/ijole.v7i3.37070.

Anastasiou, S. (2020) 'The moderating effect of age on preschool teachers' trait emotional intelligence in Greece and implications for preschool human resources management', *International Journal of Education and Practice*, Vol. 8, No. 1, pp.26–36, https://doi.org/10.18488/journal.61.2020.81.26.36.

Andrei, O. (2023) 'Enhancing religious education through emotional and spiritual intelligence', *HTS Teologiese Studies / Theological Studies*, Vol. 79, No. 1, pp.1–7, https://doi.org/10.4102/hts.v79i1.7887.

Arinaitwe, D. (2021) 'Practices and strategies for enhancing learning through collaboration between vocational teacher training institutions and workplaces', *Empirical Research in Vocational Education and Training*, Vol. 13, No. 1, https://doi.org/10.1186/s40461-021-00117-z.

Arispe, K. and Hoye, A. (2023) 'Partnering higher education and K-12 institutions in OER: foundations in supporting teacher OER-enabled pedagogy', *International Review of Research in Open and Distributed Learning*, Vol. 24, No. 2, pp.196–212, https://doi.org/10.19173/irrodl.v24i2.6856.

Aristovnik, A., Karampelas, K., Umek, L. and Ravšelj, D. (2023) 'Impact of the COVID-19 pandemic on online learning in higher education: a bibliometric analysis', *Frontiers in Education*, August, Vol. 8, pp.1–13, https://doi.org/10.3389/feduc.2023.1225834.

Aronen, A., Kokkonen, M. and Hintsa, T. (2021) 'Association of emotional intelligence with resilience and work engagement in sports coaches', *Journal of Physical Education and Sport*, Vol. 21, No. 6, pp.3411–3419, https://doi.org/10.7752/jpes.2021.06462.

Atik, U., Karaman, M.A. and Sari, H.I. (2024) 'Examining the relationship between emotional intelligence, achievement motivation, and self-efficacy among pre-service teachers in Türkiye', *Education Sciences*, Vol. 14, No. 5, https://doi.org/10.3390/educsci14050526.

Avidov-Ungar, O. and Hayak, M. (2023) 'The use of digital games by teacher educators in colleges of education', *Journal of Information Technology Education: Research*, Vol. 22, pp.373–387, https://doi.org/10.28945/5191.

Baena-Morales, S., Martinez-Roig, R. and Hernádez-Amorós, M.J. (2020) 'Sustainability and educational technology – a description of the teaching self-concept', *Sustainability (Switzerland)*, Vol. 12, No. 24, pp.1–20, https://doi.org/10.3390/su122410309.

Bai, B., Li, M. and Lyu, X. (2022) 'Sustainable career and employability of student leaders in China', *Frontiers in Psychology*, October, Vol. 13, pp.1–13, https://doi.org/10.3389/fpsyg.2022.1033401.

Bakhmat, N., Krasnoshchok, I., Chovhaniuk, O., Shcherbakova, N. and Gevko, O. (2023) 'Theoretical and methodological analysis of the formation of "soft-skills" in higher education students of pedagogical specialties of higher education institutions of Ukraine', *Journal of Curriculum and Teaching*, Vol. 12, No. 5, pp.134–142, https://doi.org/10.5430/JCT.V12N5P134.

Bali, K.K., Ong, Y.S., Gupta, A. and Tan, P.S. (2020) 'Multifactorial evolutionary algorithm with online transfer parameter estimation: MFEA-II', *IEEE Transactions on Evolutionary Computation*, Vol. 24, No. 1, pp.69–83, https://doi.org/10.1109/TEVC.2019.2906927.

Baratta, A. (2023) 'Varieties of 'standard accents' among teachers in contemporary Britain', *World Englishes*, Vol. 42, No. 3, pp.507–522, https://doi.org/10.1111/weng.12561.

Bardach, L., Klassen, R.M. and Perry, N.E. (2022) 'Teachers' psychological characteristics: do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative Review', *Educational Psychology Review*, Vol. 34, No. 1, https://doi.org/10.1007/s10648-021-09614-9.

Bariu, T., Chun, X. and Boudouaia, A. (2022) 'Influence of teachers' competencies on ICT implementation in Kenyan universities', *Education Research International*, https://doi.org/10.1155/2022/1370052.

Bastoni, S., van Lotringen, C.M., Kip, H., Sanderman, R., van Gemert-Pijnen, L.J.E.W.C. and van Dongen, A. (2024) 'From theory to practice in implementation science: qualitative insights from the implementation model developed by a commercial eMental health provider', *Implementation Science Communications*, Vol. 5, No. 1, pp.1–13, https://doi.org/10.1186/s43058-024-00610-y.

Bautista, A.P., Bleza, D.G., Buhain, C.B. and Balibrea, D.M. (2021) 'School support received and the challenges encountered in distance learning education by Filipino teachers during the COVID-19 pandemic', *International Journal of Learning, Teaching and Educational Research*, Vol. 20, No. 6, pp.360–385, https://doi.org/10.26803/IJLTER.20.6.19.

Bawaneh, A.K., Al-Salman, S.M. and Rababh, B.S. (2023) 'Does distance teaching of science and mathematics meet teachers' expectations?: Science and mathematics teachers' perceptions, attitudes, and challenges of distance education', *Eurasia Journal of Mathematics, Science and Technology Education*, Vol. 19, No. 11, pp.1–17, https://doi.org/10.29333/EJMSTE/13810.

Behrendt, D., Boß, L., Hannibal, S., Kunzler, A.M., Wessa, M. and Lehr, D. (2023) 'Feasibility and efficacy of a digital resilience training: a pilot study of the strengths-based training RESIST', *Internet Interventions*, April, Vol. 33, https://doi.org/10.1016/j.invent.2023.100649.

Bergdahl, N. and Nouri, J. (2021) 'COVID-19 and crisis-prompted distance education in Sweden', *Technology, Knowledge and Learning*, Vol. 26, No. 3, pp.443–459, https://doi.org/10.1007/s10758-020-09470-6.

Bezerra, I.M.P. (2020) 'State of the art of nursing education and the challenges to use remote technologies in the time of corona virus pandemic', *Journal of Human Growth and Development*, Vol. 30, No. 1, pp.141–147, https://doi.org/10.7322/JHGD.V30.10087.

Bhatia, P. and Joseph, A.A. (2023) 'Teaching during COVID-19 pandemic in India: an interpretive phenomenological analysis of faculty's perceptions and experiences', *Journal of Further and Higher Education*, Vol. 47, No. 7, pp.925–940, https://doi.org/10.1080/0309877X.2023.2203317.

Bhatti, H.Y., Galan-Ladero, M.M. and Galera-Casquet, C. (2023) 'Cause-related marketing: a systematic review of the literature', in *International Review on Public and Nonprofit Marketing*, Vol. 20, No. 1, Springer Berlin Heidelberg, https://doi.org/10.1007/s12208-021-00326-y.

Bianchi, N., Lu, Y. and Song, H. (2022) 'The effect of computer-assisted learning on students' long-term development', *Journal of Development Economics*, July, Vol. 158, https://doi.org/10.1016/j.jdeveco.2022.102919.

Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M. and Tiruye, H. (2021) 'Exploring the context of teaching character education to children in preprimary and primary schools', *Social Sciences and Humanities Open*, Vol. 4, No. 1, pp.100171, https://doi.org/10.1016/j.ssaho.2021.100171.

Bisquerra Alzina, R. and López-Cassà, È. (2021) 'The intelligent cultivation of moral emotions in adolescence', *Revista Espanola de Pedagogia*, Vol. 79, No. 278, pp.103–113, https://doi.org/10.22550/REP79-1-2021-09.

Blewitt, C., O'Connor, A., Morris, H., Mousa, A., Bergmeier, H., Nolan, A., Jackson, K., Barrett, H. and Skouteris, H. (2020) 'Do curriculum-based social and emotional learning programs in early childhood education and care strengthen teacher outcomes? A systematic literature review', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 3, pp.1–23, https://doi.org/10.3390/ijerph17031049.

Boal, M.W.E., Anastasiou, D., Tesfai, F., Ghamrawi, W., Mazomenos, E., Curtis, N., Collins, J.W., Sridhar, A., Kelly, J., Stoyanov, D. and Francis, N.K. (2024) 'Evaluation of objective tools and artificial intelligence in robotic surgery technical skills assessment: a systematic review', *British Journal of Surgery*, Vol. 111, No. 1, pp.1–20, https://doi.org/10.1093/bjs/znad331.

Bobo, E., Lin, L., Acquaviva, E., Caci, H., Franc, N., Gamon, L., Picot, M.C., Pupier, F., Speranza, M., Falissard, B. and Purper-Ouakil, D. (2020) 'How do children and adolescents with attention deficit hyperactivity disorder (ADHD) experience lockdown during the COVID-19 outbreak?', *Encephale*, Vol. 46, No. 3, Spp.85–S92, https://doi.org/10.1016/j.encep.2020.05.011.

Bonato, G., Dinan-Thompson, M. and Salter, P. (2024) 'Investigating Indigenous games as indigenous knowledges and perspectives in PETE: a systematic literature review', *Curriculum Studies in Health and Physical Education*, Vol. 15, No. 2, pp.182–201, https://doi.org/10.1080/25742981.2023.2218350.

Bordoloi, R., Das, P. and Das, K. (2021) 'Perception towards online/blended learning at the time of Covid-19 pandemic: an academic analytics in the Indian context', *Asian Association of Open Universities Journal*, Vol. 16, No. 1, pp.41–60, https://doi.org/10.1108/AAOUJ-09-2020-0079.

Brennan, A., Broughan, J., McCombe, G., Brennan, J., Collins, C., Fawsitt, R., Gallagher, J., Guérandel, A., O'Kelly, B., Quinlan, D., Lambert, J.S. and Cullen, W. (2022) 'Enhancing the management of long COVID in general practice: a scoping review', *BJGP Open*, Vol. 6, No. 3, pp.1–9, https://doi.org/10.3399/BJGPO.2021.0178.

Buchta, R., Cichosz, W. and Zellma, A. (2021) 'Religious education in poland during the COVID-19 pandemic from the perspective of religion teachers of the Silesian Voivodeship', *Religions*, Vol. 12, No. 8, https://doi.org/10.3390/rel12080650.

Cabero-Almenara, J., Guillén-Gámez, F.D., Ruiz-Palmero, J. and Palacios-Rodríguez, A. (2022) 'Teachers' digital competence to assist students with functional diversity: identification of factors through logistic regression methods', *British Journal of Educational Technology*, Vol. 53, No. 1, pp.41–57, https://doi.org/10.1111/bjet.13151.

Cai, B., Shafait, Z. and Chen, L. (2022a) 'Teachers' adoption of emotions-based learning outcomes: significance of teachers' competence, creative performance, and university performance', *Frontiers in Psychology*, June, Vol. 13, pp.1–12, https://doi.org/10.3389/fpsyg.2022.812447.

Cai, Y., Wang, L., Bi, Y. and Tang, R. (2022b) 'How can the professional community influence teachers' work engagement? The mediating role of teacher self-efficacy', *Sustainability (Switzerland)*, Vol. 14, No. 16, https://doi.org/10.3390/su141610029.

Callo, E.C. and Yazon, A.D. (2020) 'Exploring the factors influencing the readiness of faculty and students on online teaching and learning as an alternative delivery mode for the new normal', *Universal Journal of Educational Research*, Vol. 8, No. 8, pp.3509–3518, https://doi.org/10.13189/ujer.2020.080826.

Camacho, D.A., Moore, S.A., Pas, E.T. and Bradshaw, C.P. (2022) 'Interactional quality in middle schools: Latent profiles and their associations with teacher, classroom, and school compositional factors', *Journal of School Psychology*, July, Vol. 93, pp.79–97, https://doi.org/10.1016/j.jsp.2022.06.001.

Cann, R.F., Riedel-Prabhakar, R. and Powell, D. (2021) 'A model of positive school leadership to improve teacher wellbeing', *International Journal of Applied Positive Psychology*, Vol. 6, No. 2, pp.195–218, https://doi.org/10.1007/s41042-020-00045-5.

Cao, Y., Gao, L., Fan, L., Jiao, M., Li, Y. and Ma, Y. (2022) 'The influence of emotional intelligence on job burnout of healthcare workers and mediating role of workplace violence: a cross sectional study', *Frontiers in Public Health*, May, Vol. 10, pp.1–11, https://doi.org/10.3389/fpubh.2022.892421.

Carvalho, A.R. and Santos, C. (2021) 'The transformative role of peer learning projects in 21st century schools—achievements from five Portuguese educational institutions', *Education Sciences*, Vol. 11, No. 5, https://doi.org/10.3390/educsci11050196.

Casacchia, M., Cifone, M.G., Giusti, L., Fabiani, L., Gatto, R., Lancia, L., Cinque, B., Petrucci, C., Giannoni, M., Ippoliti, R., Frattaroli, A.R., Macchiarelli, G. and Roncone, R. (2021) 'Distance education during COVID 19: an Italian survey on the university teachers' perspectives and their emotional conditions', *BMC Medical Education*, Vol. 21, No. 1, pp.1–17, https://doi.org/10.1186/s12909-021-02780-y.

Casimir, O.A., Blake, S.C., Klosky, J.V. and Gazmararian, J.A. (2023) 'Adaptations to the Learning Environment for Elementary School Children in Georgia during the COVID-19 pandemic', *Journal of Child and Family Studies*, Vol. 32, No. 6, pp.1585–1598, https://doi.org/10.1007/s10826-022-02531-7.

Castrellón, L.E., Fernández, É., Reyna Rivarola, A.R. and López, G.R. (2021) 'Centering loss and grief: positioning schools as sites of collective healing in the era of COVID-19', *Frontiers in Education*, April, Vol. 6, pp.1–15, https://doi.org/10.3389/feduc.2021.636993.

Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Cavioni, V., Conte, E., Ornaghi, V., Agliati, A., Gandellini, S., Tatalovic Vorkapic, S., Poulou, M., Martinsone, B., Stokenberga, I., Simões, C., Santos, M. and Colomeischi, A.A. (2022) 'The effectiveness of a school-based, universal mental health programme in six European countries', *Frontiers in Psychology*, August, Vol. 13, pp.1–13, https://doi.org/10.3389/fpsyg.2022.925614.

Chachula, K.M. (2021) 'Professional quality of life factors and relationships in nursing and psychiatric nursing students: an exploratory study', *SAGE Open Nursing*, Vol. 7, https://doi.org/10.1177/2377960821994394.

Chaisson, R. and Martinson, N. (2020) 'New England journal pragmatic trials', *The New England Journal of Medicine*, Vol. 11, No. 358, pp.1089–1092.

Chamane, N., Thompson, R., Goldstone, S. and Mashamba-Thompson, T.P. (2022) 'Designing and piloting of a mobile learning curriculum for quality point-of-care diagnostics services in rural clinics of KwaZulu-Natal, South Africa', *Frontiers in Reproductive Health*, February, Vol. 3, pp.1–10, https://doi.org/10.3389/frph.2021.728309.

Chamizo-Nieto, M.T., Arrivillaga, C., Rey, L. and Extremera, N. (2021) 'The role of emotional intelligence, the teacher-student relationship, and flourishing on academic performance in adolescents: a moderated mediation study', *Frontiers in Psychology*, July, Vol. 12, https://doi.org/10.3389/fpsyg.2021.695067.

Chan, C.K.Y. and Lee, K.K.W. (2023) 'The AI generation gap: are Gen Z students more interested in adopting generative AI such as ChatGPT in teaching and learning than their Gen X and millennial generation teachers?', *Smart Learning Environments*, Vol. 10, No. 1, https://doi.org/10–1186/s40561-023-00269-3.

Chasen, L.R. (2023) 'Teaching elementary social studies for scholarship, civic engagement, and mental health: the revolution WILL be dramatized', *Teaching Elementary Social Studies for Scholarship, Civic Engagement, and Mental Health: The Revolution WILL Be Dramatized*, pp.1–303, https://doi.org/10.1163/9789004539631.

Chauhan, C., Dhir, A., Akram, M.U. and Salo, J. (2021) 'Food loss and waste in food supply chains. A systematic literature review and framework development approach', *Journal of Cleaner Production*, Vol. 295, p.126438, https://doi.org/10.1016/j.jclepro.2021.126438.

Chen, S., Wang, R., Wang, T. and Zhou, W. (2022) 'The impact of student-teacher policy perception on employment intentions in rural schools for educational sustainable development based on push-pull theory: an empirical study from China', *Sustainability (Switzerland)*, Vol. 14, No. 11, https://doi.org/10–3390/su14116639.

Cheng, P.H., Yeh, T.K., Chao, Y.K., Lin, J. and Chang, C.Y. (2020) 'Design ideas for an issue-situation-based board game involving multirole scenarios', *Sustainability (Switzerland)*, Vol. 12, No. 5, pp.1–20, https://doi.org/10.3390/su12052139.

Chirico, F., Sharma, M., Zaffina, S. and Magnavita, N. (2020) 'Spirituality and prayer on teacher stress and burnout in an Italian cohort: a pilot, before-after controlled study', *Frontiers in Psychology*, January, Vol. 10, pp.1–7, https://doi.org/10.3389/fpsyg.2019.02933.

Chiva-Bartoll, O., Baena-Extremera, A., Hortiguela-Alcalá, D. and Ruiz-Montero, P.J. (2020) 'Contributions of service-learning on PETE students' effective personality: a mixed methods research', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 23, pp.1–15, https://doi.org/10.3390/ijerph17238756.

Chongcharoen, D., Waiyaroop, S., Phangsanga, D. and Khan, M.S. (2024) 'Promoting the emotional and social intelligence of early childhood by improving pre-service teacher performance through collaborative learning process', *Revista de Gestao Social e Ambiental*, Vol. 18, No. 3, pp.1–12, https://doi.org/10.24857/rgsa.v18n3-145.

Cohen, A. and Abedallah, M. (2020) 'Examining correlates of organizational citizenship behavior and counterproductive work behavior in a collectivist culture: the case of Arab teachers in Israel', *Organization Management Journal*, Vol. 18, Nos. 3–4, pp.98–120, https://doi.org/10.1108/OMJ-01-2020-0863.

Collie, R.J. (2023) 'Teachers' work motivation: examining perceived leadership practices and salient outcomes', *Teaching and Teacher Education*, September, Vol. 135, p.104348, https://doi.org/10.1016/j.tate.2023.104348.

Cooper, A., Timmons, K. and MacGregor, S. (2021) 'exploring how Ontario teachers adapted to learn-at-home initiatives during COVID-19: blending technological and pedagogical expertise in a time of growing inequities', *Journal of Teaching and Learning*, Vol. 15, No. 2, pp.81–101, https://doi.org/10.22329/jtl.v15i2.6726.

Corti, L. and Gelati, C. (2020) 'Mindfulness and coaching to improve learning abilities in university students: a pilot study', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 6, pp.1–20, https://doi.org/10.3390/ijerph17061935.

Cree-Green, M., Carreau, A.M., Davis, S.M., Frohnert, B.I., Kaar, J.L., Ma, N.S., Nokoff, N.J., Reusch, J.E.B., Simon, S.L. and Nadeau, K.J. (2020) 'Peer mentoring for professional and personal growth in academic medicine', *Journal of Investigative Medicine*, Vol. 68, No. 6, pp.1128–1134, https://doi.org/10.1136/jim-2020-001391.

Cristóvão, A.M., Valente, S., Rebelo, H. and Ruivo, A.F. (2023) 'Emotional education for sustainable development: a curriculum analysis of teacher training in Portugal and Spain', *Frontiers in Education*, June, Vol. 8, pp.1–9, https://doi.org/10.3389/feduc.2023.1165319.

Cunningham, A., Harvey, K. and Waite, P. (2022) 'School staffs' experiences of supporting children with school attendance difficulties in primary school: a qualitative study', *Emotional and Behavioural Difficulties*, Vol. 27, No. 1, pp.72–87, https://doi.org/10.1080/13632752.2022.2067704.

Czabanowska, K. and Kuhlmann, E. (2021) 'Public health competences through the lens of the COVID-19 pandemic: what matters for health workforce preparedness for global health emergencies', *International Journal of Health Planning and Management*, January, Vol. 36, pp.14–19, https://doi.org/10.1002/hpm.3131.

D'Amico, A. and Geraci, A. (2022) 'MetaEmotions at school: a program for promoting emotional and metaemotional intelligence at school; a research-intervention study', *Education Sciences*, Vol. 12, No. 9, https://doi.org/10.3390/educsci12090589.

D'Amico, A., Geraci, A. and Tarantino, C. (2020) 'The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: an exploratory study', *Psihologijske Teme*, Vol. 29, pp.63–84, https://doi.org/10.31820/pt.29.1.4.

d'Orville, H. (2020) 'COVID-19 causes unprecedented educational disruption: Is there a road towards a new normal?', *Prospects*, Vol. 49, Nos. 1–2, pp.11–15, https://doi.org/10.1007/s11125-020-09475-0.

Dadaczynski, K., Rathmann, K., Hering, T. and Okan, O. (2020) 'The role of school leaders' health literacy for the implementation of health promoting schools', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 6, https://doi.org/10.3390/ijerph17061855.

Daliman, M. and James, J. (2023) 'The servant of god as a proactive manager: a team service solution model for meeting COVID-19 challenges in Indonesia', *Cogent Arts and Humanities*, Vol. 10, No. 1, https://doi.org/10.1080/23311983.2023.2225885.

Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O. and Dresel, M. (2021) 'Shifting from face-to-face to online teaching during COVID-19: the role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality', *Computers in Human Behavior*, Vol. 118, September 2020, January, https://doi.org/10.1016/j.chb.2020.106677.

Davaei, M., Gunkel, M., Veglio, V. and Taras, V. (2022) 'The influence of cultural intelligence and emotional intelligence on conflict occurrence and performance in global virtual teams', *Journal of International Management*, Vol. 28, No. 4, 100969, https://doi.org/10.1016/j.intman.2022.100969.

de Klerk, E.D. and Smith, N. (2021) 'Transformative intervention strategies for teacher leaders during the pandemic and beyond', *International Journal of Learning, Teaching and Educational Research*, Vol. 20, No. 9, pp.52–67, https://doi.org/10.26803/ijlter.20.9.4.

de Mesquita Comelli, F.A., da Costa, M. and dos Santos Tavares, E. (2021) '"I don't know if I can handle it all": students' affect during remote education in the COVID-19 pandemic in Brazil', *International Review of Research in Open and Distributed Learning*, Vol. 22, No. 4, pp.53–71, https://doi.org/10.19173/irrodl.v23i1.5869.

De Vera García, M.I.V. and Gambarte, M.I.G. (2020) 'Associated factors with resilience and burnout: a cross-sectional study in a teaching group in Spain', *Aula Abierta*, Vol. 49, No. 2, pp.177–184, https://doi.org/10.17811/RIFIE.49.2.2020.177-184.

Dell'Angela, L., Zaharia, A., Lobel, A., Vico Begara, O., Sander, D. and Samson, A.C. (2020) 'Board games on emotional competences for school-age children', *Games for Health Journal*, Vol. 9, No. 3, 187–196, https://doi.org/10.1089/g4h.2019.0050.

Deng, X., Chen, J. and Zhao, Y. (2023) 'Mediation effects of positive and negative affect on the relationship between emotional intelligence and life satisfaction in rural school teachers', *Frontiers in Psychology*, April, Vol. 14, https://doi.org/10.3389/fpsyg.2023.1129692.

Devis-Rozental, C. and Farquharson, L. (2020) 'What influences students in their development of socio-emotional intelligence whilst at university?', *Higher Education Pedagogies*, Vol. 5, No. 1, pp.294–309, https://doi.org/10.1080/23752696.2020.1820887.

Dewaele, J.M. and Wu, A. (2021) 'Predicting the emotional labor strategies of Chinese English foreign language teachers', *System*, October, Vol. 103, p.102660, https://doi.org/10.1016/j.system.2021.102660.

Dhaliwal, G. and Hauer, K.E. (2021) 'Excellence in medical training: developing talent – not sorting it', *Perspectives on Medical Education*, Vol. 10, No. 6, pp.356–361, https://doi.org/10.1007/s40037-021-00678-5.

Diallo, T., Roberge, M., Bérubé, A. and Audate, P.P. (2023) 'Integrating climate change into nursing curricula and continuing education: a scoping review protocol', *BMJ Open*, Vol. 13, No. 1, pp.1–6, https://doi.org/10.1136/bmjopen-2022-068520.

Do, T.T.T., Sellars, M. and Le, T.T. (2022) 'Primary English language education policy in vietnam's disadvantaged areas: implementation barriers', *Education Sciences*, Vol. 12, No. 7, p.445, https://doi.org/10.3390/educsci12070445.

Doh Nubia, W. and Blignaut, S. (2024) 'Rethinking curriculum implementation in time of COVID-19 and beyond: lessons learnt from rural science teachers', *Curriculum Perspectives*, Vol. 44, No. 1, pp.15–24, https://doi.org/10.1007/s41297-023-00211-0.

Dolev, N., Itzkovich, Y. and Katzman, B. (2021) 'A gender-focused prism on the long-term impact of teachers' emotional mistreatment on resilience: do men and women differ in their quest for social-emotional resources in a masculine society?', *Sustainability (Switzerland)*, Vol. 13, No. 17, https://doi.org/10.3390/su13179832.

Dorothy Catherine, V. and Anitha Devi, V. (2023) 'Overcoming the student's speaking anxiety disorders through playback theatre therapy', *Human Research in Rehabilitation*, Vol. 13, No. 1, pp.110–119, https://doi.org/10.21554/hrr.042313.

Du, J., Mayer, G., Hummel, S., Oetjen, N., Gronewold, N., Zafar, A. and Schultz, J.H. (2020) 'Mental health burden in different professions during the final stage of the COVID-19 lockdown in China: cross-sectional survey study', *Journal of Medical Internet Research*, Vol. 22, No. 12, pp.1–14, https://doi.org/10.2196/24240.

Duan, H., Yan, H., He, Y. and Li, X. (2021) 'Spatiotemporal analysis of the achievement of equitable quality basic education in Gansu Province, Northwest China', *Sustainability (Switzerland)*, Vol. 13, No. 11, pp.1–19, https://doi.org/10.3390/su13115862.

Durand-Bush, N., Baker, J., van den Berg, F., Richard, V. and Bloom, G.A. (2023) 'The gold medal profile for sport psychology (GMP-SP)', *Journal of Applied Sport Psychology*, Vol. 35, No. 4, pp.547–570, https://doi.org/10.1080/10413200.2022.2055224.

Econ, C. (2023) 'Creación de una empresa simulada a partir de ideas creativas como herramienta didáctica en España', *Revista de Ciencias Sociales*, Vol. XXIX, No. 2, https://doi.org/10.31876/rcs.v29i2.39968.

El-Masri, D., Petrillo, F., Guéhéneuc, Y.G., Hamou-Lhadj, A. and Bouziane, A. (2020) 'A systematic literature review on automated log abstraction techniques', *Information and Software Technology*, December 2018, Vol. 122, p.106276, https://doi.org/10.1016/j.infsof.2020.106276.

Elmi, C. (2020) 'Integrating social emotional learning strategies in higher education', *European Journal of Investigation in Health, Psychology and Education*, Vol. 10, No. 3, pp.848–858, https://doi.org/10.3390/ejihpe10030061.

Epifanio, M.S., La Grutta, S., Piombo, M.A., Riolo, M., Spicuzza, V., Franco, M., Mancini, G., De Pascalis, L., Trombini, E. and Andrei, F. (2023) 'Hopelessness and burnout in Italian healthcare workers during COVID-19 pandemic: the mediating role of trait emotional intelligence', *Frontiers in Psychology*, May, Vol. 14, pp.1–12, https://doi.org/10.3389/fpsyg.2023.1146408.

Estaji, M. and Fatalaki, J.A. (2022) 'Teacher educators' perceptions of critical incidents in teaching practice: the case of novice EFL teachers', *East European Journal of Psycholinguistics*, Vol. 9, No. 1, pp.30–47, https://doi.org/10.29038/eejpl.2022.9.1.est.

Farina, E., Pepe, A., Ornaghi, V. and Cavioni, V. (2021) 'Trait emotional intelligence and school burnout discriminate between high and low Alexithymic profiles: a study with female adolescents', *Frontiers in Psychology*, July, Vol. 12, https://doi.org/10.3389/fpsyg.2021.645215.

Farrell, F. (2020) '"Walking on egg shells": Brexit, British values and educational space', *Education and Training*, Vol. 62, No. 9, pp.981–997, https://doi.org/10.1108/ET-12-2018-0248.

Fernández Álvarez, M., Paz-Albo, J., Hervás-Escobar, A. and Montes, A. (2022) 'Bilingual education teachers' perceptions of the educational climate and policies in the United States and Spain', *Revista Complutense de Educacion*, Vol. 33, No. 1, pp.13–25, https://doi.org/10.5209/RCED.70926.

Fernández Herrero, J., Gómez Donoso, F. and Roig Vila, R. (2023) 'The first steps for adapting an artificial intelligence emotion expression recognition software for emotional management in the educational context', *British Journal of Educational Technology*, Vol. 54, No. 6, pp.1939–1963, https://doi.org/10.1111/bjet.13326.

Fernández-Sánchez, M.R., Garrido-Arroyo, M. del, C. and Porras-Masero, I. (2022) 'Curricular integration of digital technologies in teaching processes', *Frontiers in Education*, October, Vol. 7, pp.1–16, https://doi.org/10.3389/feduc.2022.1005499.

Ferreira-da-Silva, R., Alves, J.M., Vieira, C., Silva, A.M., Marques, J., Morato, M., Polónia, J.J. and Ribeiro-Vaz, I. (2023) 'Motivation and knowledge of Portuguese community pharmacists towards the reporting of suspected adverse reactions to medicines: a cross-sectional survey', *Journal of Community Health*, Vol. 48, No. 2, pp.295–308, https://doi.org/10.1007/s10900-022-01168-3.

Fessell, D. and Cherniss, C. (2020) 'Coronavirus disease 2019 (COVID-19) and beyond: micropractices for burnout prevention and emotional wellness', *Journal of the American College of Radiology*, Vol. 17, No. 6, pp.746–748, https://doi.org/10.1016/j.jacr.2020.03.013.

Finkle, C., Martin, K., Salas, I., Mirano, J., Mwaikambo, L., Lokko, K. and Rimon, J. (2024) 'A platform for sustainable scale: the challenge initiative's innovative approach to scaling proven interventions', *Global Health Science and Practice*, Vol. 12, pp.S1–S16, https://doi.org/10.9745/GHSP-D-22-00167.

Fiorilli, C., Farina, E., Buonomo, I., Costa, S., Romano, L., Larcan, R. and Petrides, K.V. (2020) 'Trait emotional intelligence and school burnout: the mediating role of resilience and academic anxiety in high school', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 9, https://doi.org/10.3390/ijerph17093058.

Flynn, N., Powell, D., Stainthorp, R. and Stuart, M. (2021) 'Training teachers for phonics and early reading: developing research-informed practice', *Journal of Research in Reading*, Vol. 44, No. 2, pp.301–318, https://doi.org/10.1111/1467-9817.12336.

Franco, C.M., Lima, J.G. and Giovanella, L. (2021) 'Primary healthcare in rural areas: access, organization, and health workforce in an integrative literature review', *Cadernos de Saude Publica*, Vol. 37, No. 7, pp.1–22, https://doi.org/10.1590/0102-311X00310520.

Frangou, S.M., Länsman, U. and Keskitalo, P. (2023) 'Teachers' technology-enhanced remote teaching competency in an Arctic ubiquitous pedagogical context', *International Journal of Online Pedagogy and Course Design*, Vol. 13, No. 1, pp.1–12, https://doi.org/10.4018/IJOPCD.322783.

Freitas, J.K.G.R., de Assis, C.F., de Oliveira, T.R.M., de Medeiros Maia, C.M., de Sousa, B.J., de Medeiros, G.C.B.S., Seabra, L.M.A.J. and da Silva Chaves Damasceno, K.S.F. (2023) 'Prevalence of staphylococcal toxin in food contaminated by Staphylococcus spp.: protocol for a systematic review with meta-analysis', *PLoS ONE*, 2 February, Vol. 18, pp.1–10, https://doi.org/10.1371/journal.pone.0282111.

Gagné, M., Parker, S.K., Griffin, M.A., Dunlop, P.D., Knight, C., Klonek, F.E. and Parent-Rocheleau, X. (2022) 'Understanding and shaping the future of work with self-determination theory', *Nature Reviews Psychology*, Vol. 1, No. 7, pp.378–392, https://doi.org/10.1038/s44159-022-00056-w.

Galaiya, R., Kinross, J. and Arulampalam, T. (2020) 'Factors associated with burnout syndrome in surgeons: a systematic review', *Annals of the Royal College of Surgeons of England*, Vol. 102, No. 6, pp.401–407, https://doi.org/10.1308/rcsann.2020.0040.

Gan, Z. (2020) 'How learning motivation influences feedback experience and preference in chinese university EFL students', *Frontiers in Psychology*, March, Vol. 11, pp.1–14, https://doi.org/10.3389/fpsyg.2020.00496.

Gao, X. (2022) 'Development model of college English education service talents based on nonlinear random matrix', *Mathematical Problems in Engineering*, Vol. 2022, https://doi.org/10.1155/2022/2725506.

Garcia-Holgado, A., Gonzalez-Gonzalez, C.S. and Peixoto, A. (2020) 'A comparative study on the support in engineering courses: a case study in Brazil and Spain', *IEEE Access*, Vol. 8, pp.125179–125190, https://doi.org/10.1109/ACCESS.2020.3007711.

García-Martínez, I., Fernández-Batanero, J.M., Fernández-Cerero, J. and León, S.P. (2023) 'Analysing the impact of artificial intelligence and computational sciences on student performance: systematic review and meta-analysis', *Journal of New Approaches in Educational Research*, Vol. 12, No. 1, pp.171–197, https://doi.org/10.7821/naer.2023.1.1240.

Garcia-Sampedro, M. and Prado, S.A. (2020) 'Affective and motivational factors in English as a second language in Spain', *Journal of Education Culture and Society*, Vol. 11, No. 1, pp.163–173, https://doi.org/10.15503/jecs2020.1.163.173.

Gaunt, H., Duffy, C., Coric, A., González Delgado, I.R., Messas, L., Pryimenko, O. and Sveidahl, H. (2021) 'Musicians as "makers in society" : a conceptual foundation for contemporary professional higher music education', *Frontiers in Psychology*, August, Vol. 12, pp.1–20, https://doi.org/10.3389/fpsyg.2021.713648.

Gautam, M., Tandon, M. and Bajpai, A. (2021) 'Emotional intelligence and its impact upon learning and teaching – a case study of a teacher in higher education', *Journal of Higher Education Theory and Practice*, Vol. 21, No. 16, pp.125–133, https://doi.org/10.33423/jhetp.v21i16.4919.

Gavín Chocano, Ó., Molero López-Barajas, D. and García-Martínez, I. (2020) 'Relación entre Satisfacción Vital, Burnout e Inteligencia Emocional de profesionales de atención directa a personas con discapacidad intelectual', *Electronic Journal of Research in Education Psychology*, Vol. 18, No. 52, pp.425–446, https://doi.org/10.25115/ejrep.v18i52.3080.

Gavriluță, C., Dalban, C.M. and Ioan, B.G. (2022) 'Educational, emotional, and social impact of the emergency state of COVID-19 on Romanian university students', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 7, https://doi.org/10.3390/ijerph19073990.

Gawlik-Kobylińska, M., Kabashkin, I., Misnevs, B. and Maciejewski, P. (2023) 'Education mobility as a service: a study of the features of a novel mobility platform', *Applied Sciences (Switzerland)*, Vol. 13, No. 9, https://doi.org/10.3390/app13095245.

Getie, A.S. (2020) 'Factors affecting the attitudes of students towards learning English as a foreign language', *Cogent Education*, Vol. 7, No. 1, https://doi.org/10.1080/2331186X.2020.1738184.

Gharaibeh, M., Alzu'bi, D., Abdullah, M., Hmeidi, I., Al Nasar, M.R., Abualigah, L. and Gandomi, A.H. (2022) 'Radiology imaging scans for early diagnosis of kidney tumors: a review of data analytics-based machine learning and deep learning approaches', *Big Data and Cognitive Computing*, Vol. 6, No. 1, pp.1–29, https://doi.org/10.3390/bdcc6010029.

Gibson, S., Patfield, S., Gore, J.M. and Fray, L. (2022) 'Aspiring to higher education in regional and remote Australia: the diverse emotional and material realities shaping young people's futures', *Australian Educational Researcher*, Vol. 49, No. 5, pp.1105–1124, https://doi.org/10.1007/s13384-021-00463-7.

Golisch, K.B., Sanders, J.M., Rzhetsky, A. and Tatebe, L.C. (2023) 'Addressing surgeon burnout through a multi-level approach: a national call to action', *Current Trauma Reports*, Vol. 9, No. 2, pp.28–39, https://doi.org/10.1007/s40719-022-00249-x.

Goodyear, P., Carvalho, L. and Yeoman, P. (2021) 'Activity-centred analysis and design (ACAD): core purposes, distinctive qualities and current developments', *Educational Technology Research and Development*, Vol. 69, No. 2, pp.445–464, https://doi.org/10.1007/s11423-020-09926-7.

Grady-Dominguez, P., Ragen, J., Sterman, J., Spencer, G., Tranter, P., Villeneuve, M. and Bundy, A. (2021) 'Expectations and assumptions: Examining the influence of staff culture on a novel school-based intervention to enable risky play for children with disabilities', *International Journal of Environmental Research and Public Health*, Vol. 18, No. 3, pp.1–20, https://doi.org/10.3390/ijerph18031008.

Granero-Gallegos, A., Gómez-López, M., Baena-Extremera, A. and Martínez-Molina, M. (2020) 'Interaction effects of disruptive behaviour and motivation profiles with teacher competence and school satisfaction in secondary school physical education', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 1, pp.1–14, https://doi.org/10.3390/ijerph17010114.

Gualda, R.C., Moraleda, A. and Brackett, M.A. (2023) 'Preventive initiatives to promote psychological adjustment among primary students: findings of RULER approach in Spanish public schools', *International Journal of Educational Psychology*, Vol. 12, No. 2, pp.206–232, https://doi.org/10.17583/ijep.10970.

Guerrero-Barona, E., Guerrero-Molina, M., García-Gómez, A., Moreno-Manso, J.M. and García-Baamonde, M.E. (2020) 'Quality of working life, psychosocial factors, burnout syndrome and emotional intelligence', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 24, pp.1–15, https://doi.org/10.3390/ijerph17249550.

Gui, T. and Wu, C. (2023) 'Enhancing college English teaching models through the application of cognitive psychology: a focus on listening processes', *Frontiers in Education*, June, Vol. 8, pp.1–11, https://doi.org/10.3389/feduc.2023.1092672.

Guralnik, J.M., Cawthon, P.M., Bhasin, S., Fielding, R., Magaziner, J., Cruz-Jentoft, A.J., Vellas, B., Clarke, L., Lattimer, L. and Evans, W. (2023) 'Limited physician knowledge of sarcopenia: a survey', *Journal of the American Geriatrics Society*, Vol. 71, No. 5, pp.1595–1602, https://doi.org/10.1111/jgs.18227.

Guzzo, T., Boffo, S., Ferri, F., Gagliardi, F. and Grifoni, P. (2022) 'Towards quality digital learning: lessons learned during COVID-19 and recommended actions – the teachers' perspective', *Sustainability (Switzerland)*, Vol. 14, No. 14, https://doi.org/10.3390/su14148438.

Hadriana, Mahdum, Isjoni, Futra, D. and Primahardani, I. (2021) 'Online learning management in the era of COVID-19 pandemic at junior high schools in Indonesia', *Journal of Information Technology Education: Research*, Vol. 20, pp.351–383, https://doi.org/10.28945/4819.

Hagqvist, P., Oikarainen, A., Tuomikoski, A.M., Juntunen, J. and Mikkonen, K. (2020) 'Clinical mentors' experiences of their intercultural communication competence in mentoring culturally and linguistically diverse nursing students: a qualitative study', *Nurse Education Today*, January, Vol. 87, p.104348, https://doi.org/10.1016/j.nedt.2020.104348.

Hamdani, S.U., Huma, Z.#., Suleman, N., Warraitch, A., Muzzafar, N., Farzeen, M., Minhas, F.A., Rahman, A. and Wissow, L.S. (2021) 'Scaling-up school mental health services in low resource public schools of rural Pakistan: the theory of change (ToC) approach', *International Journal of Mental Health Systems*, Vol. 15, No. 1, pp.1–10, https://doi.org/10.1186/s13033-021-00435-5.

Hammond, J., Rosenblum, N., Breseman, D., Gorman, L., Manners, R., van Wijk, M.T., Sibomana, M., Remans, R., Vanlauwe, B. and Schut, M. (2020) 'Towards actionable farm typologies: scaling adoption of agricultural inputs in Rwanda', *Agricultural Systems*, May, Vol. 183, p.102857, https://doi.org/10.1016/j.agsy.2020.102857.

Hamoen, E.C., van Blankenstein, F.M., de Jong, P.G.M., Ray, A. and Reinders, M.E.J. (2020) 'Development of a clinical teaching unit in internal medicine to promote interprofessional and multidisciplinary learning: a practical intervention', *Teaching and Learning in Medicine*, Vol. 33, No. 1, pp.78–88, https://doi.org/10.1080/10401334.2020.1792309.

Han, S. (2022) 'Flipped classroom: challenges and benefits of using social media in English language teaching and learning', *Frontiers in Psychology*, September, Vol. 13, pp.1–11, https://doi.org/10.3389/fpsyg.2022.996294.

Hannum, E. and Wang, F. (2022) 'Fewer, better pathways for all? Intersectional impacts of rural school consolidation in China's minority regions', *World Development*, Vol. 151, p.105734, https://doi.org/10.1016/j.worlddev.2021.105734.

Hao, D. (2023) 'Study on incentive factors and incentive effect differences of teachers in universities and colleges under the view of demographic variables', *BMC Psychology*, Vol. 11, No. 1, pp.1–10, https://doi.org/10.1186/s40359-023-01426-6.

Hasin, I. and, Nasir, M.K.M. (2021) 'The effectiveness of the use of information and communication technology (ICT) in rural secondary schools in Malaysia', *Journal of Education and E-Learning Research*, Vol. 8, No. 1, pp.59–64, https://doi.org/10.20448/JOURNAL.509.2021.81.59.64.

Hayes, G.M., LaLonde-Paul, D.F., Perret, J.L., Steele, A., McConkey, M., Lane, W.G., Kopp, R.J., Stone, H.K., Miller, M. and Jones-Bitton, A. (2020) 'Investigation of burnout syndrome and job-related risk factors in veterinary technicians in specialty teaching hospitals: a multicenter cross-sectional study', *Journal of Veterinary Emergency and Critical Care*, Vol. 30, No. 1, pp.18–27, https://doi.org/10.1111/vec.12916.

He, W., Tian, G., Li, Q., Liu, L.B. and Zhou, J. (2022) 'Examining the relationships between student teacher professional identity tensions and motivation for teaching: mediating role of emotional labor strategies in China', *Sustainability (Switzerland)*, Vol. 14, No. 19, https://doi.org/10.3390/su141912727.

Heltne, U.M., Sarkadi, A., Lien, L. and Dybdahl, R. (2023) 'Correction: training non-specialists in teaching recovery techniques (TRT) to help traumatised children in humanitarian settings: a qualitative analysis of experiences gained from 20 years of practice (*International Journal for Equity in Health*, (2023), 2', *International Journal for Equity in Health*, Vol. 22, No. 1, pp.1–14, https://doi.org/10.1186/s12939-023-02021-2.

Hernandez, A.M., Michael, O., Canning, G., Joshi, M., Osuna, A. and Locke, J. (2023) 'Educators' experiences and reflections on the implementation of evidence-based practices for autistic students in public schools during the COVID-19 pandemic', *Implementation Research and Practice*, Vol. 4, https://doi.org/10.1177/26334895231189197.

Herrmann, L., Nielsen, B.L. and Aguilar-Raab, C. (2021) 'The impact of COVID-19 on interpersonal aspects in elementary school', *Frontiers in Education*, June, Vol. 6, pp.1–17, https://doi.org/10.3389/feduc.2021.635180.

Hervás-Gómez, C., Díaz-Noguera, M.D., De la Calle-Cabrera, A.M. and Guijarro-Cordobés, O. (2021) 'Perceptions of university students towards digital transformation during the pandemic. *Education Sciences*, Vol. 11, No. 11, https://doi.org/10.3390/educsci11110738.

Hidayat, R. and Patras, Y.E. (2024) 'Education transformation in Indonesia requires the implementation of differentiated learning', *International Journal of Evaluation and Research in Education*, Vol. 13, No. 3, pp.1526–1536, https://doi.org/10.11591/ijere.v13i3.27658.

Hidayat, R., Adnan, M., Abdullah, M.F.N.L. and Safrudiannur. (2022) 'A systematic literature review of measurement of mathematical modeling in mathematics education context', *Eurasia Journal of Mathematics, Science and Technology Education*, Vol. 18, No. 5, https://doi.org/10.29333/ejmste/12007.

Hina, M., Chauhan, C., Kaur, P., Kraus, S. and Dhir, A. (2022) 'Drivers and barriers of circular economy business models: where we are now, and where we are heading', *Journal of Cleaner Production*, July 2021, Vol. 333, p.130049, https://doi.org/10.1016/j.jclepro.2021.130049.

Ho, H.C.Y., Poon, K.T., Chan, K.K.S., Cheung, S.K., Datu, J.A.D. and Tse, C.Y.A. (2023) 'Promoting preservice teachers' psychological and pedagogical competencies for online learning and teaching: the, T.E.A.C.H. program', *Computers and Education*, November 2022, Vol. 195, p.104725, https://doi.org/10.1016/j.compedu.2023.104725.

Hodson, D. (2020) 'Going beyond STS education: building a curriculum for sociopolitical activism', *Canadian Journal of Science, Mathematics and Technology Education*, Vol. 20, No. 4, pp.592–622, https://doi.org/10.1007/s42330-020-00114-6.

Hollweck, T. and Lofthouse, R.M. (2021) 'Contextual coaching: levering and leading school improvement through collaborative professionalism', *International Journal of Mentoring and Coaching in Education*, Vol. 10, No. 4, pp.399–417, https://doi.org/10.1108/IJMCE-01-2021-0019.

Hooda, M., Rana, C., Dahiya, O., Shet, J.P. and Singh, B.K. (2022) 'Integrating la and EDM for improving students success in higher education using FCN algorithm', *Mathematical Problems in Engineering*, https://doi.org/10.1155/2022/7690103.

Hossain, M.R., Akhter, F. and Sultana, M.M. (2022) 'SMEs in COVID-19 crisis and combating strategies: a systematic literature review (SLR) and a case from emerging economy', *Operations Research Perspectives*, January, Vol. 9, p.100222, https://doi.org/10.1016/j.orp.2022.100222.

Hsieh, Y.Z., Lin, S.S., Luo, Y.C., Jeng, Y.L., Tan, S.W., Chen, C.R. and Chiang, P.Y. (2020) 'ARCS-assisted teaching robots based on anticipatory computing and emotional Big Data for improving sustainable learning efficiency and motivation', *Sustainability (Switzerland)*, Vol. 12, No. 14, https://doi.org/10.3390/su12145605.

Iacolino, C., Cervellione, B., Isgrò, R., Lombardo, E.M.C., Ferracane, G., Barattucci, M. and Ramaci, T. (2023) 'The role of emotional intelligence and metacognition in teachers' stress during pandemic remote working: a moderated mediation model', *European Journal of Investigation in Health, Psychology and Education*, Vol. 13, No. 1, pp.81–95, https://doi.org/10.3390/ejihpe13010006.

Ilomäki, L., Lakkala, M., Kallunki, V., Mundy, D., Romero, M., Romeu, T. and Anastasia, G. (2023) 'Critical digital literacies at school level: a systematic review', *Review of Education*, Vol. 11, No. 3, pp.1–28, https://doi.org/10.1002/rev3.3425.

Iqbal, J., Asghar, M.Z., Ashraf, M.A. and Yi, X. (2022) 'The impacts of emotional intelligence on students' study habits in blended learning environments: the mediating role of cognitive engagement during COVID-19', *Behavioral Sciences*, Vol. 12, No. 1, https://doi.org/10.3390/BS12010014.

Isaacowitz, D.M., Freund, A.M., Mayr, U., Rothermund, K. and Tobler, P.N. (2021) 'Age-related changes in the role of social motivation: Implications for healthy aging', *Journals of Gerontology – Series B Psychological Sciences and Social Sciences*, Vol. 76, pp.S115–S124, https://doi.org/10.1093/geronb/gbab032.

Ismail, A.A., Sulaiman, T. and Roslan, S. (2020) 'Models of relationship between emotional, spiritual, physical and social intelligence, resilience and burnout among high school teachers', *Universal Journal of Educational Research*, Vol. 8, No. 1 A, pp.1–7, https://doi.org/10.13189/ujer.2020.081301.

Isnandar, Ichwanto, M.A. and Ansyorie, M.M. Al. (2023) 'Sister-cousin TF model based on the influence of work preparedness and learning outcome', *Social Sciences and Humanities Open*, Vol. 8, No. 1, pp.100722, https://doi.org/10.1016/j.ssaho.2023.100722.

Jakubowski, T.D. and Sitko-Dominik, M.M. (2021) 'Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland', *PLoS ONE*, 9 September, Vol. 16, pp.1–25, https://doi.org/10.1371/journal.pone.0257252.

Jeffery, J., Rogers, S., Redley, B. and Searby, A. (2023) 'Nurse manager support of graduate nurse development of work readiness: an integrative review', *Journal of Clinical Nursing*, Vol. 32, Nos. 17–18, pp.5712–5736, https://doi.org/10.1111/jocn.16694.

Jepson, P.R. (2022) 'To capitalise on the Decade of ecosystem restoration, we need institutional redesign to empower advances in restoration ecology and rewilding', *People and Nature*, Vol. 4, No. 6, pp.1404–1413, https://doi.org/10.1002/pan3.10320.

Jermaina, N., Kusmaedi, N., Ma'mun, A., Gaffar, V., Purnomo, E. and Marheni, E. (2022) 'Effects of relaxation exercises to reduce anxiety in beginner athletes', *International Journal of Human Movement and Sports Sciences*, Vol. 10, No. 6, pp.1275–1283, https://doi.org/10.13189/saj.2022.100618.

Jevsikova, T., Stupuriene, G., Stumbriene, D., Juškevičiene, A. and Dagiene, V. (2021) 'Acceptance of distance learning technologies by teachers: determining factors and emergency state influence', *Informatica (Netherlands)*, Vol. 32, No. 3, pp.517–542, https://doi.org/10.15388/21-INFOR459.

Jung, J., Choi, S. and Fanguy, M. (2024) 'Exploring teachers' digital literacy experiences', *International Review of Research in Open and Distributed Learning*, Vol. 25, No. 2, pp.41–59, https://doi.org/10.19173/irrodl.v25i2.7572.

Kachel, T., Huber, A., Strecker, C., Höge, T. and Höfer, S. (2021) 'Reality meets belief: a mixed methods study on character strengths and well-being of hospital physicians', *Frontiers in Psychology*, June, Vol. 12, pp.1–15, https://doi.org/10.3389/fpsyg.2021.547773.

Kakulavarapu, S. and Elkbuli, A. (2021) 'Emotional intelligence in medicine – a necessity for success or a tool for survival?', *International Journal of Surgery Open*, Vol. 34, p.100365, https://doi.org/10.1016/j.ijso.2021.100365.

Kant, R. and Shanker, A. (2021) 'Relationship between emotional intelligence and burnout: an empirical investigation of teacher educators', *International Journal of Evaluation and Research in Education*, Vol. 10, No. 3, pp.966–975, https://doi.org/10.11591/IJERE.V10I3.21255.

Kantzara, V. and Loos, M. (2021) 'Maintaining close contact from a distance: digital aikido training under COVID-19 conditions', *Martial Arts Studies*, Vol. 2021, No. 11, pp.32–45, https://doi.org/10.18573/mas.128.

Karakus, M., Usak, M. and Ersozlu, A. (2021) 'Emotions in learning, teaching, and leadership: a bibliometric review of Asian literature (1990–2018)', *SAGE Open*, Vol. 11, No. 1, https://doi.org/10.1177/2158244020988865.

Karamuk, E. and Dulay, S. (2023) 'The predictive power of emotional intelligence on conflict management strategies of school principals from the perspective of teachers', *Milli Egitim*, Vol. 52, No. 239, pp.2077–2106, https://doi.org/10.37669/milliegitim.1149350.

Karki, S., Burton, P. and Mackey, B. (2020) 'Climate change adaptation by subsistence and smallholder farmers: insights from three agro-ecological regions of Nepal', *Cogent Social Sciences*, Vol. 6, No. 1, https://doi.org/10.1080/23311886.2020.1720555.

Katz, B.N., Soldavini, J., Grover, K., Jilcott Pitts, S., Martin, S.L., Thayer, L., Ammerman, A.S. and Lane, H.G. (2022) '"Let's use this mess to our advantage": calls to action to optimize school nutrition program beyond the pandemic', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 13, https://doi.org/10.3390/ijerph19137650.

Kennedy, A.I., Mejía-Rodríguez, A.M. and Strello, A. (2022) 'Inequality in remote learning quality during COVID-19: student perspectives and mitigating factors', *Large-Scale Assessments in Education*, Vol. 10, No. 1, https://doi.org/10.1186/s40536-022-00143-7.

Khasawneh, Y.J.A., Alsarayreh, R., Ajlouni, A.A. Al, Eyadat, H.M., Ayasrah, M.N. and Khasawneh, M.A.S. (2023) 'An examination of teacher collaboration in professional learning communities and collaborative teaching practices', *Journal of Education and E-Learning Research*, Vol. 10, No. 3, pp.446–459, https://doi.org/10.20448/jeelr.v10i3.4841.

Khodajou-Masouleh, N. and Barekat, B. (2022) 'Faciality and de-facialization in ken kesey's one flew over the cuckoo's nest: a Deleuze and Guattari's semiotic study', *Language Related Research*, Vol. 13, No. 5, pp.303–324, https://doi.org/10.52547/LRR.13.5.11.

Kim, S., Lee, T.W., Kim, G.S., Cho, E., Jang, Y., Choi, M., Baek, S., Lindsay, D., Chan, S., Lee, R.L.T., Guo, A., Wong, F.K.Y., Yu, D., Chair, S.Y., Shimpuku, Y., Mashino, S., Lim, G., Bonito, S., Rumsey, M., … Hazarika, I. (2021) 'Nurses in advanced roles as a strategy for equitable access to healthcare in the WHO Western Pacific region: a mixed methods study', *Human Resources for Health*, Vol. 19, No. 1, pp.1–9, https://doi.org/10.1186/s12960-021-00555-6.

Koç, S., Altınay, F., Koç, A., Altınay, Z. and Dagli, G. (2024) 'Cooperation of emotional intelligence and social activities in education: effects on school culture and value acquisition', *Sustainability*, Vol. 16, No. 14, pp.6022, https://doi.org/10.3390/su16146022.

Köpsén, J. (2022) 'The work of programme managers in state-funded employer-driven Swedish higher VET', *International Journal for Research in Vocational Education and Training*, Vol. 9, No. 2, pp.195–215, https://doi.org/10.13152/IJRVET.9.2.3.

Kotera, Y., Aledeh, M., Rushforth, A., Otoo, N., Colman, R. and Taylor, E. (2022) 'A shorter form of the work extrinsic and intrinsic motivation scale: construction and factorial validation', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 21, https://doi.org/10.3390/ijerph192113864.

Krainer, K., Even, R., Park Rogers, M. and Berry, A. (2021) 'Research on learners and teachers of mathematics and science: forerunners to a focus on teacher educator professional growth', *International Journal of Science and Mathematics Education*, Vol. 19, pp.1–19, https://doi.org/10.1007/s10763-021-10189-8.

Kraus, A. and Wojtas, N. (2021) 'Labour migration of parents and threats to children and youth', *Journal of Risk and Financial Management*, Vol. 14, No. 8, https://doi.org/10.3390/jrfm14080377.

Kritkharuehart, S., Vimolsilp, U. and Photipussa, P. (2024) 'Development of competency-based assessment model for KRU RAK THIN scholarship' recipients', *Cogent Education*, Vol. 11, No. 1, https://doi.org/10.1080/2331186X.2024.2373230.

Kumar, A., Sarkar, M., Davis, E., Morphet, J., Maloney, S., Ilic, D. and Palermo, C. (2021) 'Impact of the COVID-19 pandemic on teaching and learning in health professional education: a mixed methods study protocol', *BMC Medical Education*, Vol. 21, No. 1, pp.1–7, https://doi.org/10.1186/s12909-021-02871-w.

Kumar, N., Tandon, R. and Misra, N. (2022) 'Emotional intelligence as intangible class content for effective communication in managing university classes: a bibliometric analysis', *Journal of Content, Community and Communication*, Vol. 16, No. 8, pp.26–36, https://doi.org/10.31620/JCCC.12.22/03.

Kung, J.Y., Fraser, K.L. and Winn, D. (2020) 'Diversity initiatives to recruit and retain academic librarians: a systematic review', *College and Research Libraries*, Vol. 81, No. 1, pp.96–108, https://doi.org/10.5860/crl.81.1.96.

Larrain, N. and Groene, O. (2021) 'Simulation modeling to assess performance of integrated healthcare systems: literature review to characterize the field and visual aid to guide model selection', *PLoS ONE*, 7 July, Vol. 16, pp.1–25, https://doi.org/10.1371/journal.pone.0254334.

Lavidas, K., Apostolou, Z. and Papadakis, S. (2022) 'Challenges and opportunities of mathematics in digital times: preschool teachers' views. *Education Sciences*, Vol. 12, No. 7, https://doi.org/10.3390/educsci12070459.

Le, T.T. and Pham, T.T. (2024) 'Emotional maturity in EFL teaching: exploring Vietnamese teachers' perceptions and its impact on student learning outcomes', *Ampersand*, June, Vol. 13, p.100183, https://doi.org/10.1016/j.amper.2024.100183.

Ledger, S., Masinire, A., Diaz, M.D.A. and Burgess, M. (2021) 'Reframing the policy discourse: a comparative analysis of teacher preparation for rural and remote education in Australia, South Africa, and Mexico', *Education Policy Analysis Archives*, Vol. 29, pp.1–22, https://doi.org/10.14507/epaa.29.6233.

Lemay, D.J., Bazelais, P. and Doleck, T. (2021) 'Transition to online learning during the COVID-19 pandemic', *Computers in Human Behavior Reports*, Vol. 4, p.100130, https://doi.org/10.1016/j.chbr.2021.100130.

Lepinoy, A., Vanderlinde, R. and Lo Bue, S. (2023) 'Emergency remote teaching, students' motivation and satisfaction of their basic psychological needs in higher education', *Frontiers in Education*, Vol. 8, https://doi.org/10.3389/feduc.2023.1187251.

Levina, V., Zubanova, S. and Ivanov, A. (2021) 'Axiological linguistics and teaching of Russian as a foreign language in the context of distance learning against the backdrop of the pandemic', *XLinguae*, Vol. 14, No. 1, pp.212–227, https://doi.org/10.18355/XL.2021.14.01.17.

Li, J., Ju, S.Y., Kong, L.K. and Jiang, N. (2023) 'A study on the mechanism of spiritual leadership on burnout of elementary and secondary school teachers: the mediating role of career calling and emotional intelligence', *Sustainability (Switzerland)*, Vol. 15, No. 12, https://doi.org/ 10.3390/su15129343.

Li, M., Liu, F. and Yang, C. (2024) 'Teachers' Emotional intelligence and organizational commitment: a moderated mediation model of teachers' psychological well-being and principal transformational leadership', *Behavioral Sciences*, Vol. 14, No. 4, https://doi.org/10.3390/bs14040345.

Li, Q., Li, Z. and Han, J. (2021) 'A hybrid learning pedagogy for surmounting the challenges of the COVID-19 pandemic in the performing arts education', *Education and Information Technologies*, Vol. 26, No. 6, pp.7635–7655, https://doi.org/10.1007/s10639-021-10612-1.

Li, S., Li, Y., Lv, H., Jiang, R., Zhao, P., Zheng, X., Wang, L., Li, J. and Mao, F. (2020) 'The prevalence and correlates of burnout among Chinese preschool teachers', *BMC Public Health*, Vol. 20, No. 1, pp.1–10, https://doi.org/10.1186/s12889-020-8287-7.

Lie, A., Tamah, S.M., Gozali, I., Triwidayati, K.R., Utami, T.S.D. and Jemadi, F. (2020) 'Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia', *Journal of Information Technology Education: Research*, Vol. 19, pp.803–832, https://doi.org/10.28945/4626.

Ligthart, A., Catal, C. and Tekinerdogan, B. (2021) 'Systematic reviews in sentiment analysis: a tertiary study', in *Artificial Intelligence Review*, Vol. 54, No. 7, Springer Netherlands, https://doi.org/10.1007/s10462-021-09973-3.

Lindgren, M., Holm, M., Kieseppä, T. and Suvisaari, J. (2020) 'Neurocognition and social cognition predicting 1-year outcomes in first-episode psychosis', *Frontiers in Psychiatry*, December, Vol. 11, pp.1–10, https://doi.org/10.3389/fpsyt.2020.603933.

Liu, C. (2020) 'Chinese efl learners' motivation mediated by the perceived teacher factors— different voices from different levels of education', Journal of Language Teaching and Research, 11 (6), 920–930, https://doi.org/10.17507/jltr.1106.07.

Liu, H., Chu, W., Fang, F. and Elyas, T. (2021) 'Examining the professional quality of experienced efl teachers for their sustainable career trajectories in rural areas in china', *Sustainability (Switzerland)*, Vol. 13, No. 18, https://doi.org/10.3390/su131810054.

Llinares-Insa, L.I., Casino-García, A.M. and García-Pérez, J. (2020) 'Subjective well-being, emotional intelligence, and mood of parents: a model of relationships. impact of giftedness', *Sustainability (Switzerland)*, Vol. 12, No. 21, pp.1–22, https://doi.org/10.3390/su12218810.

Lockdown, S.C., Geraci, A., Domenico, L.D., Inguglia, C. and Amico, A.D. (2023) 'Teachers' emotional intelligence, burnout, work engagement, and self-efficacy during COVID-19 lockdown', *Behavioral Sciences (Basel, Switzerland)*, Vol. 13, No. 4, p.296, https://doi.org/ 10.3390/bs13040296.

Lorente, L.M.L., Arrabal, A.A. and Pulido-Montes, C. (2020) 'The right to education and ICT during COVID-19: an international perspective', *Sustainability (Switzerland)*, Vol. 12, No. 21, pp.1–17, https://doi.org/10.3390/su12219091.

Lovett, S. (2023) 'Teacher leadership and teachers' learning: actualizing the connection from day one', *Professional Development in Education*, Vol. 49, No. 6, pp.1010–1021, https://doi.org/ 10.1080/19415257.2023.2235583.

Lowe, T., French, M., Hawkins, M., Hesselgreaves, H. and Wilson, R. (2021) 'New development: responding to complexity in public services – the human learning systems approach', *Public Money and Management*, Vol. 41, No. 7, pp.573–576, https://doi.org/10.1080/09540962.2020. 1832738.

Lubkov, A.V., Gordienko, O.V. and Sokolova, A.A. (2020) 'A humanitarian approach to the digitization of education', *Education and Self Development*, Vol. 15, No. 3, pp.89–96, https://doi.org/10.26907/esd15.3.08.

Lucas-Mangas, S., Valdivieso-León, L., Espinoza-Díaz, I.M. and Tous-Pallarés, J. (2022) 'Emotional intelligence, psychological well-being and burnout of active and in-training teachers', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 6, https://doi.org/10.3390/ijerph19063514.

Luu, V.T.M. and Trinh, T.T. (2023) 'Listening errors at chunk level in the case of Vietnamese university learners of English as a foreign language', *3L: Language, Linguistics, Literature*, Vol. 29, No. 1, pp.50–60, https://doi.org/10.17576/3L-2023-2901-04.

Maalouf, E., Hallit, S. and Obeid, S. (2022) 'Personality traits and quality of life among Lebanese medical students: any mediating effect of emotional intelligence? A path analysis approach', *BMC Psychology*, Vol. 10, No. 1, pp.1–12, https://doi.org/10.1186/s40359-022-00739-2.

Macanovic, A. and Przepiorka, W. (2024) 'A systematic evaluation of text mining methods for short texts: mapping individuals' internal states from online posts', *Behavior Research Methods*, Vol. 56, No. 4, pp.2782–2803, https://doi.org/10.3758/s13428-024-02381-9.

Mahony, S.E., Juncos, D.G. and Winter, D. (2022) 'Acceptance and commitment coaching for music performance anxiety: piloting a 6-week group course with undergraduate dance and musical theatre students', *Frontiers in Psychology*, March, Vol. 13, pp.1–23, https://doi.org/10.3389/fpsyg.2022.830230.

Majitol, D. and Yunus, M.M. (2023) 'Teacher's perception on student's self-regulated learning in a technology-based learning setting', *International Journal of Evaluation and Research in Education*, Vol. 12, No. 3, pp.1155–1164, https://doi.org/10.11591/ijere.v12i3.25123.

Makeleni, S., Mutongoza, B.H., Linake, M.A. and Ndu, O.G. (2023) 'Teacher self-efficacy and learner assessment: a perspective from literature on south african indigenous languages in the foundation phase', *Journal of Curriculum Studies Research*, Vol. 5, No. 3, pp.44–64, https://doi.org/10.46303/jcsr.2023.30.

Mäkipää, T., Hildén, R. and Samulin, T. (2022) 'The perceptions of student teachers of online pedagogical courses and assessment practices in Finnish subject teacher education', *Education Sciences*, Vol. 12, No. 6, pp.1–16, https://doi.org/10.3390/educsci12060389.

Malish, R., Allen, S., Arroyo-Cazurro, M.A., Geslak, K.M., Hacker, J.B., Hall, B.T., Ingram, J.C., Stokoe, S.J. and Whiddon, M.S. (2023) 'Pivoting to the QUAD AIM-lessons learned from the Central Texas market', *Military Medicine*, Vol. 188, Nos. 3–4, pp.E797–E803, https://doi.org/10.1093/milmed/usab336.

Malki, M.A., Rushaidi, I.A. and Saidi, A.A. (2024) 'Omani English classroom environment: pre-service English language teachers' perspectives', *International Journal of Learning, Teaching and Educational Research*, Vol. 23, No. 3, pp.527–547, https://doi.org/10.26803/ijlter.23.3.26.

Mancini, G., Mameli, C. and Biolcati, R. (2022) 'Burnout in Italian primary teachers: the predictive effects of trait emotional intelligence, trait anxiety, and job instability', *Europe's Journal of Psychology*, Vol. 18, No. 2, pp.168–180, https://doi.org/10.5964/ejop.2685.

Mapunda, G. and Gibson, H. (2022) 'On the suitability of Swahili for early schooling in remote rural Tanzania: do policy and practice align?', *Journal of the British Academy*, Vol. 10, No. S4, pp.141–168, https://doi.org/10.5871/jba/010s4.141.

Marek, M.W., Chew, C.S. and Wu, W.C.V. (2021) 'Teacher experiences in converting classes to distance learning in the COVID-19 pandemic', *International Journal of Distance Education Technologies*, Vol. 19, No. 1, pp.89–109, https://doi.org/10.4018/IJDET.20210101.oa3.

Mariani, M.M., Machado, I., Magrelli, V. and Dwivedi, Y.K. (2023) 'Artificial intelligence in innovation research: a systematic review, conceptual framework, and future research directions', *Technovation*, December 2021, Vol. 122, p.102623, https://doi.org/10.1016/j.technovation.2022.102623.

Markaki, A., Prajankett, O. on, Shorten, A., Shirey, M.R. and Harper, D.C. (2021) 'Academic service-learning nursing partnerships in the Americas: a scoping review', *BMC Nursing*, Vol. 20, No. 1, pp.1–15, https://doi.org/10.1186/s12912-021-00698-w.

Marsch, L.A., Campbell, A., Campbell, C., Chen, C.H., Ertin, E., Ghitza, U., Lambert-Harris, C., Hassanpour, S., Holtyn, A.F., Hser, Y.I., Jacobs, P., Klausner, J.D., Lemley, S., Kotz, D., Meier, A., McLeman, B., McNeely, J., Mishra, V., Mooney, L., … Young, S. (2020) 'The application of digital health to the assessment and treatment of substance use disorders: the past, current, and future role of the National Drug Abuse Treatment Clinical Trials Network', *Journal of Substance Abuse Treatment*, February, Vol. 112, pp.4–11, https://doi.org/10.1016/j.jsat.2020.02.005.

Martinelli, S.M., Chen, F., Isaak, R.S., Huffmyer, J.L., Neves, S.E. and Mitchell, J.D. (2021) 'Educating anesthesiologists during the coronavirus disease 2019 pandemic and beyond', *Anesthesia and Analgesia*, Vol. 132, No. 3, pp.585–593, https://doi.org/10.1213/ANE. 0000000000005333.

Martínez-Pérez, S., Cabero-Almenara, J., Barroso-Osuna, J. and Palacios-Rodríguez, A. (2022) 'T-MOOC for initial teacher training in digital competences: technology and educational innovation', *Frontiers in Education*, June, Vol. 7, pp.1–14, https://doi.org/10.3389/feduc. 2022.846998.

Martínez-Ramón, J.P., Morales-Rodríguez, F.M. and Pérez-López, S. (2021) 'Burnout, resilience, and COVID-19 among teachers: predictive capacity of an artificial neural network', *Applied Sciences (Switzerland)*, Vol. 11, No. 17, https://doi.org/10.3390/app11178206.

Matiz, A., Fabbro, F., Paschetto, A., Cantone, D., Paolone, A.R. and Crescentini, C. (2020) 'Positive impact of mindfulness meditation on mental health of female teachers during the COVID-19 outbreak in Italy', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 18, pp.1–22, https://doi.org/10.3390/ijerph17186450.

Medeiros, N.B., Fogliatto, F.S., Rocha, M.K. and Tortorella, G.L. (2021) 'Forecasting the length-of-stay of pediatric patients in hospitals: a scoping review', *BMC Health Services Research*, Vol. 21, No. 1, pp.1–14, https://doi.org/10.1186/s12913-021-06912-4

Mérida-López, S., Quintana-Orts, C., Hintsa, T. and Extremera, N. (2022) 'Emotional intelligence and social support of teachers: exploring how personal and social resources are associated with job satisfaction and intentions to quit job', *Revista de Psicodidactica*, Vol. 27, No. 2, pp.168–175, https://doi.org/10.1016/j.psicod.2022.02.001.

Meyer, P., Reiter, A., Akoto, R., Steadman, J., Pagenstert, G., Frosch, K.H. and Krause, M. (2022) 'Imaging of the medial collateral ligament of the knee: a systematic review', *Archives of Orthopaedic and Trauma Surgery*, Vol. 142, No. 12, pp.3721–3736, https://doi.org/10.1007/s00402-021-04200-8.

Mikhail, D., Margolin, E.J., Sfakianos, J., Clifton, M., Sorenson, M., Thavaseelan, S., Haleblian, G., Kavoussi, L., Badalato, G.M. and Richstone, L. (2021) 'Changing the status quo: developing a virtual sub-internship in the era of COVID-19', *Journal of Surgical Education*, Vol. 78, No. 5, pp.1544–1555, https://doi.org/10.1016/j.jsurg.2021.03.007.

Milner, A.L., Browes, N. and Murphy, T.R.N. (2020) 'All in this together? The reconstitution of policy discourses on teacher collaboration as governance in post-crisis Europe', *European Educational Research Journal*, Vol. 19, No. 3, pp.225–246, https://doi.org/10.1177/1474904120911754.

Mitchell, R., Hampton, P. and Mambwe, R. (2022) 'Teacher futures: global reaction to teacher shortages in rural locations', *IAFOR Journal of Education*, Vol. 10, No. 3, pp.9–30, https://doi.org/10.22492/ije.10.3.01.

Mojtahedzadeh, R., Hasanvand, S., Mohammadi, A., Malmir, S. and Vatankhah, M. (2024) 'Students' experience of interpersonal interactions quality in e-Learning: a qualitative research', *PLoS ONE*, 3 March, Vol. 19, pp.1–20, https://doi.org/10.1371/journal.pone. 0298079.

Molavi, H. (2024) 'Exploring stakeholder perceptions and policy implications for strategic managment of large-size classes: a systematic literature review', *Review of Education*, Vol. 12, No. 2, pp.1–35, https://doi.org/10.1002/rev3.3481.

Molina-Guzmán, L.P., Gutiérrez-Builes, L.A. and Ríos-Osorio, L.A. (2022) 'Models of spatial analysis for vector-borne diseases studies: a systematic review', *Veterinary World*, Vol. 15, No. 8, pp.1975–1989, https://doi.org/10.14202/vetworld.2022.1975-1989.

Mooij, R., Kapanga, R.R., Mwampagatwa, I.H., Mgalega, G.C., van Dillen, J., Stekelenburg, J. and de Kok, B.C. (2022) 'Role of male partners in the long-term well-being of women who have experienced severe pre-eclampsia and eclampsia in rural Tanzania: a qualitative study', *Journal of Obstetrics and Gynaecology*, Vol. 42, No. 5, pp.906–913, https://doi.org/10.1080/01443615.2021.1958766.

Moreno-Guerrero, A.J., Rodríguez-Jiménez, C., Gómez-García, G. and Navas-Parejo, M.R. (2020) 'Educational innovation in higher education: use of role playing and educational video in future teachers' training', *Sustainability (Switzerland)*, Vol. 12, No. 6, https://doi.org/10.3390/su12062558.

Morrison, E.H. and Vlachopoulos, D. (2023) 'Exploring secondary students' emergency remote teaching and learning experience in science curriculum during the COVID-19 pandemic', *Contemporary Educational Technology*, Vol. 15, No. 4, https://doi.org/10.30935/cedtech/13703.

Morzillo, A.T., Campbell, L.K., King, K.L., Lautar, K.J., Scott, L., Johnson, M.L., Clarke, M., Rhodes, L., Pincetl, S., Sonti, N.F., Locke, D.H., Schmit, J.P., Fahey, R.T., Baker, M.E., Darling, L. and Johnson, L.R. (2022) 'A tale of urban forest patch governance in four eastern US cities', *Urban Forestry and Urban Greening*, June, Vol. 75, p.127693, https://doi.org/10.1016/j.ufug.2022.127693.

Muassomah, Abdullah, I., Istiadah, Mujahidin, A., Masnawi, N. and Sohrah. (2020) 'Believe in literature: character education for Indonesia's youth', *Universal Journal of Educational Research*, Vol. 8, No. 6, pp.2223–2231, https://doi.org/10.13189/ujer.2020.080605.

Muhaimin, Asrial, Habibi, A., Mukminin, A. and Hadisaputra, P. (2020) 'Science teachers' integration of digital resources in education: a survey in rural areas of one Indonesian province', *Heliyon*, Vol. 6, No. 8, epp.04631, https://doi.org/10.1016/j.heliyon.2020.e04631.

Muhibbin, A., Patmisari, P., Naidu, N.B.M., Prasetiyo, W.H. and Hidayat, M.L. (2023) 'An analysis of factors affecting student wellbeing: Emotional intelligence, family and school environment', *International Journal of Evaluation and Research in Education*, Vol. 12, No. 4, pp.1954–1963, https://doi.org/10.11591/ijere.v12i4.25670.

Mujahid, M., Lee, E., Rustam, F., Washington, P.B., Ullah, S., Reshi, A.A. and Ashraf, I. (2021) 'Sentiment analysis and topic modeling on tweets about online education during COVID-19', *Applied Sciences (Switzerland)*, Vol. 11, No. 18, https://doi.org/10.3390/app11188438.

Muktiarni, M., Ana, A., Dwiyanti, V., Sari, A.R. and Mupita, J. (2021) 'Digital platform trends in vocational education during the COVID-19 pandemic', *Journal of Technical Education and Training*, Vol. 13, No. 3, pp.180–189, https://doi.org/10.30880/jtet.2021.13.03.018.

Murray, N., Liddicoat, A.J., Zhen, G. and Mosavian, P. (2023) 'Constraints on innovation in English language teaching in hinterland regions of China', *Language Teaching Research*, Vol. 27, No. 5, pp.1246–1267, https://doi.org/10.1177/1362168820979855.

Murwaningsih, T. and Fauziah, M. (2023) 'The influence of professional attitude, welfare, self-sustaining development, and job satisfaction on teacher performance', *Journal of Education and Learning*, Vol. 17, No. 2, pp.271–284, https://doi.org/10.11591/edulearn.v17i2.20785.

Mynaříková, L. and Novotný, L. (2020) 'Knowledge society failure? Barriers in the use of ICTs and further teacher education in the Czech Republic', *Sustainability (Switzerland)*, Vol. 12, No. 17, https://doi.org/10.3390/SU12176933.

Mystakidis, S. and Christopoulos, A. (2022) 'Teacher perceptions on virtual reality escape rooms for STEM education', *Information (Switzerland)*, Vol. 13, No. 3, pp.1–13, https://doi.org/10.3390/info13030136.

Nadim, K., Ragab, A. and Ouali, M.S. (2023) 'Data-driven dynamic causality analysis of industrial systems using interpretable machine learning and process mining', *Journal of Intelligent Manufacturing*, Vol. 34, No. 1, pp.57–83, https://doi.org/10.1007/s10845-021-01903-y.

Namaziandost, E., Kargar Behbahani, H. and Heydarnejad, T. (2024) 'Tapping the alphabets of learning-oriented assessment: self-assessment, classroom climate, mindsets, trait emotional intelligence, and academic engagement are in focus', *Language Testing in Asia*, Vol. 14, No. 1, pp.1–30, https://doi.org/10.1186/s40468-024-00293-1.

Newton, P.M., Da Silva, A. and Berry, S. (2020) 'the case for pragmatic evidence-based higher education: a useful way forward?', *Frontiers in Education*, December, Vol. 5, pp.1–13, https://doi.org/10.3389/feduc.2020.583157.

Ngui, G.K. and Lay, Y.F. (2020) 'The effect of emotional intelligence, self-efficacy, subjective well-being and resilience on student teachers' perceived practicum stress: a Malaysian case study', *European Journal of Educational Research*, Vol. 9, No. 1, pp.277–291, https://doi.org/10.12973/eu-jer.9.1.277.

Nina-Gutiérrez, E.A., Pacheco-Alanya, J.E. and Morales-Arevalo, J.C. (2024) 'SocialBullyAlert: a web application for cyberbullying detection on minors' social media', *International Journal of Advanced Computer Science and Applications*, Vol. 15, No. 7, pp.769–778, https://doi.org/10.14569/IJACSA.2024.0150776.

Nind, M., Holmes, M., Insenga, M., Lewthwaite, S. and Sutton, C. (2020) 'Student perspectives on learning research methods in the social sciences', *Teaching in Higher Education*, Vol. 25, No. 7, pp.797–811, https://doi.org/10.1080/13562517.2019.1592150.

Noçka, E.S., Mani, A.X., Kapaj, A. and Basha, A. (2023) 'Territorial impact of the agriculture vocational education in Albania', *WSEAS Transactions on Computer Research*, Vol. 11, pp.275–285, https://doi.org/10.37394/232018.2023.11.25.

Oberrauch, A., Mayr, H., Nikitin, I., Bügler, T., Kosler, T. and Vollmer, C. (2021) '"I wanted a profession that makes a difference" – an online survey of first-year students' study choice motives and sustainability-related attributes', *Sustainability (Switzerland)*, Vol. 13, No. 15, https://doi.org/10.3390/su13158273.

Olivares, S.L.O., Lopez, M., Martinez, R., Alvarez, J.P.N. and Valdez-García, J.E. (2021) 'Faculty readiness for a digital education model: a self-assessment from health sciences educators', *Australasian Journal of Educational Technology*, Vol. 37, No. 5, pp.116–127, https://doi.org/10.14742/ajet.7105.

Oliveira, G., Grenha Teixeira, J., Torres, A. and Morais, C. (2021) 'An exploratory study on the emergency remote education experience of higher education students and teachers during the COVID-19 pandemic', *British Journal of Educational Technology*, Vol. 52, No. 4, pp.1357–1376, https://doi.org/10.1111/bjet.13112.

Oliveira, S., Roberto, M.S., Veiga-Simão, A.M. and Marques-Pinto, A. (2022) 'Effects of the A+ intervention on elementary-school teachers' social and emotional competence and occupational health', *Frontiers in Psychology*, October, Vol. 13, https://doi.org/10.3389/fpsyg.2022.957249.

Olupeliyawa, A.M., Venkateswaran, S., Wai, N., Mendis, K., Flynn, E. and Hu, W. (2020) 'Transferability of faculty development resources', *Clinical Teacher*, Vol. 17, No. 1, pp.86–91, https://doi.org/10.1111/tct.13024.

Omar, M.K., Zahar, F.N. and Rashid, A.M. (2020) 'Knowledge, skills, and attitudes as predictors in determining teachers' competency in Malaysian TVET institutions. *Universal Journal of Educational Research*, Vol. 8, No. 33C, pp.95–104, https://doi.org/10.13189/ujer.2020.081612.

Oreopoulos, P. (2021) 'What limits college success? A review and further analysis of Holzer and Baum's *Making College Work*', *Journal of Economic Literature*, Vol. 59, No. 2, pp.546–573, https://doi.org/10.1257/jel.20191614.

Ortega-Ochoa, E., Arguedas, M. and Daradoumis, T. (2024) 'Empathic pedagogical conversational agents: a systematic literature review', *British Journal of Educational Technology*, Vol. 55, No. 3, pp.886–909, https://doi.org/10.1111/bjet.13413.

Oyibo, K. and Morita, P.P. (2022) 'COVID alert: factors influencing the adoption of exposure notification apps among Canadian residents', *Frontiers in Digital Health*, March, Vol. 4, https://doi.org/10.3389/fdgth.2022.842661.

Palmer, M., Tarver, J., Carter Leno, V., Paris Perez, J., Frayne, M., Slonims, V., Pickles, A., Scott, S., Charman, T. and Simonoff, E. (2023) 'Parent, teacher and observational reports of emotional and behavioral problems in young autistic children', *Journal of Autism and Developmental Disorders*, Vol. 53, No. 1, pp.296–309, https://doi.org/10.1007/s10803-021-05421-x.

Pan, B., Wu, H. and Zhang, X. (2022) 'The effect of trait mindfulness on subjective well-being of kindergarten teachers: the sequential mediating roles of emotional intelligence and work-family balance', *Psychology Research and Behavior Management*, September, Vol. 15, pp.2815–2830, https://doi.org/10.2147/PRBM.S381976.

Pan, X., Zheng, M., Xu, X. and Campbell, A.G. (2021) 'Knowing your student: targeted teaching decision support through asymmetric mixed reality collaborative learning', *IEEE Access*, Vol. 9, pp.164742–164751, https://doi.org/10.1109/ACCESS.2021.3134589.

Papadakis, S., Anastasaki, M., Papadakaki, M., Antonopoulou, M., Chliveros, C., Daskalaki, C., Varthalis, D., Triantafyllou, S., Vasilaki, I., McEwen, A. and Lionis, C. (2020) '"Very brief advice" (VBA) on smoking in family practice: a qualitative evaluation of the tobacco user's perspective', *BMC Family Practice*, Vol. 21, No. 1, pp.1–11, https://doi.org/10.1186/s12875-020-01195-w.

Park, M.N., Moulton, E.E. and Laugeson, E.A. (2023) 'Parent-assisted social skills training for children with autism spectrum disorder: PEERS for preschoolers', *Focus on Autism and Other Developmental Disabilities*, Vol. 38, No. 2, pp.80–89, https://doi.org/10.1177/10883576221110158.

Parlangeli, O., Palmitesta, P., Bracci, M., Marchigiani, E., Di Pomponio, I. and Guidi, S. (2022) 'University teachers during the first lockdown due to SARS-CoV-2 in Italy: stress, issues and perceptions of misconduct', *Science and Engineering Ethics*, Vol. 28, No. 1, pp.1–22, https://doi.org/10.1007/s11948-022-00362-9.

Penmetsa, M.K. and Camara, S.J.B. (2022) 'Building a super smart nation: scenario analysis and framework of essential stakeholders, characteristics, pillars, and challenges', *Sustainability (Switzerland)*, Vol. 14, No. 5, https://doi.org/10.3390/su14052757.

Pérez, E.J., Yagüe Jara, M.I.d.V., Fresneda, R.G. and Guirao, P.G. (2021) 'Sustainable education, emotional intelligence and mother-child reading competencies within multiple mediation models', *Sustainability (Switzerland)*, Vol. 13, No. 4, pp.1–16, https://doi.org/10.3390/su13041803.

Pérez-Rodríguez, N., Santisteban, A., De-Alba-Fernández, N. and Navarro-Medina, E. (2022) 'The construction of identities in the pre-service training of social sciences teachers', *Societies*, Vol. 12, No. 5, https://doi.org/10.3390/soc12050138.

Philipp, J., Truttmann, S., Zeiler, M., Franta, C., Wittek, T., Schöfbeck, G., Mitterer, M., Mairhofer, D., Zanko, A., Imgart, H., Auer-Welsbach, E., Treasure, J., Wagner, G. and Karwautz, A.F.K. (2020) 'Reduction of high expressed emotion and treatment outcomes in anorexia nervosa – caregivers' and adolescents' perspective', *Journal of Clinical Medicine*, Vol. 9, No. 7, pp.1–16, https://doi.org/10.3390/jcm9072021.

Phongluxa, K., Langeslag, G., Jat, T.R., Kounnavong, S., Khan, M.A. and Essink, D.R. (2020) 'Factors influencing sexual and reproductive health among adolescents in Lao PDR', *Global Health Action*, Vol. 13, No. sup2, https://doi.org/10.1080/16549716.2020.1791426.

Phytanza, D.T.P. and Burhaein, E. (2020) 'The effects of tenure, teacher certification, and work motivation on special needs teacher performance', *Universal Journal of Educational Research*, Vol. 8, No. 9, pp.4348–4356, https://doi.org/10.13189/ujer.2020.080962.

Pinero de Plaza, M.A., Yadav, L. and Kitson, A. (2023) 'Co-designing, measuring, and optimizing innovations and solutions within complex adaptive health systems', *Frontiers in Health Services*, March, Vol. 3, https://doi.org/10.3389/frhs.2023.1154614.

Posangi, S.S. (2024) 'Supervisory performance approach in improving the professional competence of Islamic religious education teachers in Madrasah Aliyah, Gorontalo Province, Indonesia', *Revista de Gestao Social e Ambiental*, Vol. 18, No. 3, pp.1–24, https://doi.org/10.24857/rgsa.v18n3-111.

Poudel, A., Gurung, B. and Khanal, G.P. (2020) 'Perceived social support and psychological wellbeing among Nepalese adolescents: the mediating role of self-esteem', *BMC Psychology*, Vol. 8, No. 1, pp.1–8, https://doi.org/10.1186/s40359-020-00409-1.

Pozo-Rico, T., Gilar-Corbí, R., Izquierdo, A. and Castejón, J.L. (2020) 'Teacher training can make a difference: tools to overcome the impact of COVID-19 on primary schools. An experimental study', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 22, pp.1–23, https://doi.org/10.3390/ijerph17228633.

Pozo-Rico, T., Poveda, R., Gutiérrez-Fresneda, R., Castejón, J.L. and Gilar-Corbi, R. (2023) 'Revamping teacher training for challenging times: teachers' well-being, resilience, emotional intelligence, and innovative methodologies as key teaching competencies', *Psychology Research and Behavior Management*, January, Vol. 16, pp.1–18, https://doi.org/10.2147/PRBM.S382572.

Prado-Gascó, V., Gómez-Domínguez, M.T., Soto-Rubio, A., Díaz-Rodríguez, L. and Navarro-Mateu, D. (2020) 'Stay at home and teach: a comparative study of psychosocial risks between Spain and Mexico during the pandemic', *Frontiers in Psychology*, September, Vol. 11, pp.1–12, https://doi.org/10.3389/fpsyg.2020.566900.

Prenger, R., Poortman, C.L. and Handelzalts, A. (2021) 'Professional learning networks: from teacher learning to school improvement?', *Journal of Educational Change*, Vol. 22, No. 1, Springer Netherlands, https://doi.org/10.1007/s10833-020-09383-2.

Prieto-Ballester, J.M., Revuelta-Domínguez, F.I. and Pedrera-Rodríguez, M.I. (2021) 'Secondary school teachers self-perception of digital teaching competence in spain following COVID-19 confinement', *Education Sciences*, Vol. 11, No. 8, https://doi.org/10.3390/educsci11080407.

Pulgar, J., Ramírez, D., Umanzor, A., Candia, C. and Sánchez, I. (2022) 'Long-term collaboration with strong friendship ties improves academic performance in remote and hybrid teaching modalities in high school physics', *Physical Review Physics Education Research*, Vol. 18, No. 1, p.10146, https://doi.org/10.1103/PhysRevPhysEducRes.18.010146.

Pyhältö, K., Pietarinen, J., Haverinen, K., Tikkanen, L. and Soini, T. (2021) 'Teacher burnout profiles and proactive strategies', *European Journal of Psychology of Education*, Vol. 36, No. 1, pp.219–242, https://doi.org/10.1007/s10212-020-00465-6.

Qin, J., Li, D. and Yang, F. (2024) 'Spatial and emotional distances in parent-child relationships: Impacts on human capital development in rural Chinese boarding children', *Acta Psychologica*, June 2023, Vol. 246, p.104283, https://doi.org/10.1016/j.actpsy.2024.104283.

Que, E.N. (2021) 'Sustaining successful ICT integration in remote rural schools', *Pertanika Journal of Social Sciences and Humanities*, Vol. 29, No. 3, pp.1487–1506, https://doi.org/10.47836/pjssh.29.3.02.

Răducu, C.M. and Stănculescu, E. (2021) 'Adaptability to online teaching during COVID-19 pandemic: a multiple mediation analysis based on Kolb's theory', *International Journal of Environmental Research and Public Health*, Vol. 18, No. 15, https://doi.org/10.3390/ijerph18158032.

Rahmani, A.M., Azhir, E., Ali, S., Mohammadi, M., Ahmed, O.H., Ghafour, M.Y., Ahmed, S.H. and Hosseinzadeh, M. (2021) 'Artificial intelligence approaches and mechanisms for big data analytics: a systematic study', *PeerJ Computer Science*, Vol. 7, pp.1–28, https://doi.org/10.7717/peerj-cs.488.

Ramanadhan, S., Cruz, J.L., Weese, M., Naveed, N., Kirk, S., Rivard, M.K., Kirk, J., Whitaker, A., Peterson, K. and Eisenkraft, A. (2023) 'Similar skills, different frames: a thematic analysis exploring conceptualizations held by community-based organization practitioners and academics regarding skills to use evidence-based interventions to address cancer inequities', *Implementation Science Communications*, Vol. 4, No. 1, pp.1–12, https://doi.org/10.1186/s43058-023-00472-w.

Rashid, S.M.M. and Wong, M.T. (2023) 'Challenges of implementing the individualized education plan (IEP) for special needs children with learning disabilities: systematic literature review (SLR)', *International Journal of Learning, Teaching and Educational Research*, Vol. 22, No. 1, pp.15–34, https://doi.org/10.26803/ijlter.22.1.2.

Rasmitadila, Aliyyah, R.R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M. and Tambunan, A.R.S. (2020) 'The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: a case study in Indonesia', *Journal of Ethnic and Cultural Studies*, Vol. 7, No. 2, pp.90–109, https://doi.org/10.29333/ejecs/388.

Raudeliuniene, J., Tvaronavičiene, M. and Blažyte, M. (2020) 'Knowledge management practice in general education schools as a tool for sustainable development', *Sustainability (Switzerland)*, Vol. 12, No. 10, https://doi.org/10.3390/SU12104034.

Recke, M.P. and Perna, S. (2021) 'Emergent narratives in remote learning experiences for project based education', *Electronic Journal of E-Learning*, Vol. 19, No. 2, pp.59–70, https://doi.org/10.34190/ejel.19.2.2142.

Redondo-Flórez, L., Fernández-Lucas, J. and Clemente-Suárez, V.J. (2020) 'Cultural differences in stress-related psychological, nutrition, physical activity and oral health factors of professors', *Nutrients*, Vol. 12, No. 12, pp.1–13, https://doi.org/10.3390/nu12123644.

Ribeiro-Navarrete, S., Saura, J.R. and Palacios-Marqués, D. (2021) 'Towards a new era of mass data collection: assessing pandemic surveillance technologies to preserve user privacy', *Technological Forecasting and Social Change*, September 2020, Vol. 167, https://doi.org/10.1016/j.techfore.2021.120681.

Richmond, S.A., Bruin, S., Black, A.M., Pike, I. and Babul, S. (2021) 'Active & safe central: using a mixed-methods design and the RE-AIM framework to evaluate a sport and recreational injury prevention resource for practitioners in Canada', *BMJ Open*, Vol. 11, No. 1, https://doi.org/10.1136/bmjopen-2020-039070.

Ricker, M., Maizes, V., Brooks, A.J., Lindberg, C., Cook, P. and Lebensohn, P. (2020) 'A longitudinal study of burnout and well-being in family medicine resident physicians', *Family Medicine*, Vol. 52, No. 10, pp.716–723, https://doi.org/10.22454/FamMed.2020.179585.

Rivera-Pérez, S., Fernandez-Rio, J. and Gallego, D.I. (2021) 'Effects of an 8-week cooperative learning intervention on physical education students' task and self-approach goals, and emotional intelligence', *International Journal of Environmental Research and Public Health*, Vol. 18, No. 1, pp.1–11, https://doi.org/10.3390/ijerph18010061.

Rizun, M. and Strzelecki, A. (2020) 'Students' acceptance of the COVID-19 impact on shifting higher education to distance learning in Poland', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 18, pp.1–19, https://doi.org/10.3390/ijerph17186468.

Rodríguez, J.L., Romero, I. and Codina, A. (2021) 'The influence of neotrie vr's immersive virtual reality on the teaching and learning of geometry', *Mathematics*, Vol. 9, No. 19, pp.17–19, https://doi.org/10.3390/math9192411.

Romano, L., Tang, X., Hietajärvi, L., Salmela-Aro, K. and Fiorilli, C. (2020) 'Students' trait emotional intelligence and perceived teacher emotional support in preventing burnout: the moderating role of academic anxiety', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 13, pp.1–15, https://doi.org/10.3390/ijerph17134771.

Romero, F., Bandera, G., Romero, J. and Romero, L.F. (2023) 'A countless variant simulation-based toolkit for remote learning and evaluation', *Cogent Engineering*, Vol. 10, No. 1, https://doi.org/10.1080/23311916.2023.2203437.

Rostami, M., Berahmand, K., Forouzandeh, S., Ahmadian, S., Farrahi, V. and Oussalah, M. (2024) 'A novel healthy food recommendation to user groups based on a deep social community detection approach', *Neurocomputing*, January, Vol. 576, p.127326, https://doi.org/10.1016/j.neucom.2024.127326.

Ruhendi, A. and Kosim, N. (2022) 'Developing Arabic language teachers' competence and performance through teacher profession education', *Jurnal Pendidikan Islam*, Vol. 8, No. 1, pp.37–50, https://doi.org/10.15575/jpi.v8i1.18243.

Sadeghi Moghadam, M.R., Ghasemnia Arabi, N. and Khoshsima, G. (2021) 'A review of case study method in operations management research', *International Journal of Qualitative Methods*, Vol. 20, pp.1–11, https://doi.org/10.1177/16094069211010088.

Sadłowska-Wrzesińska, J., Piosik, K. and Nejman, Ż. (2022) 'Psychosocial context of OSH-remote work of academic teachers in the perspective of sustainable development', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 22, https://doi.org/10.3390/ijerph192214783.

Sáez-Delgado, F., López-Angulo, Y., Mella-Norambuena, J., Hartley, K. and Sepúlveda, F. (2023) 'Mental health in school teachers: an explanatory model with emotional intelligence and coping strategies', *Electronic Journal of Research in Educational Psychology*, Vol. 21, No. 61, pp.559–586, https://doi.org/10.25115/EJREP.V21I61.8322.

Sağlam, R.B., Miller, V. and Franqueira, V.N.L. (2023) 'A systematic literature review on cyber security education for children', *IEEE Transactions on Education*, Vol. 66, No. 3, pp.274–286, https://doi.org/10.1109/TE.2022.3231019.

Sailer, M. and Sailer, M. (2021) 'Gamification of in-class activities in flipped classroom lectures', *British Journal of Educational Technology*, Vol. 52, No. 1, pp.75–90, https://doi.org/10.1111/bjet.12948.

Sainz-Gómez, M., Bermejo, R. and Ruiz-Melero, M.J. (2024) 'emotional knowledge in a sample of university students', *Sustainability (Switzerland)*, Vol. 16, No. 2, https://doi.org/10.3390/su16020846.

Sakhi, A., Mansour, S.E. and Sekkaki, A. (2024) 'Using learning focal point algorithm to classify emotional intelligence', *Journal of Robotics and Control (JRC)*, Vol. 5, No. 1, pp.263–270, https://doi.org/10.18196/jrc.v5i1.20895.

Sales, D., Cuevas-Cerveró, A. and Gómez-Hernández, J.A. (2020) 'Perspectives on the information and digital competence of social sciences students and faculty before and during lockdown due to COVID-19', *Profesional de La Informacion*, Vol. 29, No. 4, pp.1–20, https://doi.org/10.3145/epi.2020.jul.23.

Salinas-Falquez, S., Roman-Lorente, C., Buzica, M., Álvarez, J., Gutiérrez, N. and Trigueros, R. (2022) 'Teachers' mental health and their involvement in educational inclusion', *Behavioral Sciences*, Vol. 12, No. 8, https://doi.org/10.3390/bs12080261.

Salloum, S.A., Bettayeb, A., Salloum, A., Aburayya, A., Khadragy, S., Hamoudi, R. and Alfaisal, R. (2023) 'Novel machine learning based approach for analysing the adoption of metaverse in medical training: a UAE case study', *Informatics in Medicine Unlocked*, June, Vol. 42, p.101354, https://doi.org/10.1016/j.imu.2023.101354.

Sánchez-Pujalte, L., Gómez Yepes, T., Etchezahar, E. and Navarro Mateu, D. (2023) 'Teachers at risk: depressive symptoms, emotional intelligence, and burnout during COVID-19', *Frontiers in Public Health*, Vol. 11, https://doi.org/10.3389/fpubh.2023.1092839.

Sánchez-Pujalte, L., Mateu, D.N., Etchezahar, E. and Gómez Yepes, T. (2021) 'Teachers' burnout during COVID-19 pandemic in Spain: trait emotional intelligence and socioemotional competencies', *Sustainability (Switzerland)*, Vol. 13, No. 13, pp.1–11, https://doi.org/10.3390/su13137259.

Santoso, I.R., Mallongi, S., Siradjuddin, & Paly, M.B. (2024) 'Mediating effects of islamic business success on productive Zakat and Mustahiq welfare', *International Journal of Business and Society*, Vol. 25, No. 1, pp.111–127, https://doi.org/10.33736/ijbs.6903.2024.

Sawalmeh, M.H. and Dey, M. (2023) 'Globalization and the increasing demand for spoken English teachers', *Research Journal in Advanced Humanities*, Vol. 4, No. 2, pp.47–60, https://doi.org/10.58256/rjah.v4i2.1097.

Schoeps, K., Tamarit, A., Peris-Hernández, M. and Montoya-Castilla, I. (2021) 'Impact of emotional intelligence on burnout among Spanish teachers: a mediation study', *Psicologia Educativa*, Vol. 27, No. 2, pp.135–143, https://doi.org/10.5093/psed2021a10.

Scuteri, D., Corasaniti, M.T., Tonin, P., Nicotera, P. and Bagetta, G. (2021) 'Role of CGRP pathway polymorphisms in migraine: a systematic review and impact on CGRP mAbs migraine therapy', *Journal of Headache and Pain*, Vol. 22, No. 1, https://doi.org/10.1186/s10194-021-01295-7.

Selvaraj, A., Radhin, V., KA, N., Benson, N. and Mathew, A.J. (2021) 'Effect of pandemic based online education on teaching and learning system', *International Journal of Educational Development*, June, Vol. 85, p.102444, https://doi.org/10.1016/j.ijedudev.2021.102444.

Seng, W. (2022) 'Remote music teaching classroom based on machine learning and 5G network station', *Wireless Communications and Mobile Computing*, https://doi.org/10.1155/2022/7569763.

Sepriano, A., Kerschbaumer, A., Smolen, J.S., Van Der Heijde, D., Dougados, M., Van Vollenhoven, R., McInnes, I.B., Bijlsma, J.W., Burmester, G.R., De Wit, M., Falzon, L. and Landewé, R. (2020) 'Safety of synthetic and biological DMARDs: a systematic literature review informing the 2019 update of the EULAR recommendations for the management of rheumatoid arthritis', *Annals of the Rheumatic Diseases*, Vol. 79, No. 6, Spp.760–S770, https://doi.org/10.1136/annrheumdis-2019-216653.

Shah, I.A., Yadav, A., Afzal, F., Shah, S.M.Z.A., Junaid, D., Azam, S., Jonkman, M., De Boer, F., Ahammad, R. and Shanmugam, B. (2020) 'Factors affecting staff turnover of young academics: job embeddedness and creative work performance in higher academic institutions', *Frontiers in Psychology*, December, Vol. 11, pp.1–13, https://doi.org/10.3389/fpsyg.2020.570345.

Shahab, H., Ghazali, E. and Mohtar, M. (2022) 'A systematic literature review and future research agenda for the gratification discrepancies approach', *Contemporary Management Research*, Vol. 18, No. 1, pp.1–33, https://doi.org/10.7903/cmr.21583.

Shen, M.R., Zhuo, L., Madison, K., Bredbeck, B.C., Kemp, M.T., Santos-Parker, J.R., Sandhu, G., George, B.C., Gauger, P.G., Hughes, D.T., Dimick, J.B. and Kwakye, G. (2022) 'How we do it: an innovative general surgery mentoring program', *Journal of Surgical Education*, Vol. 79, No. 5, pp.1088–1092, https://doi.org/10.1016/j.jsurg.2022.04.004.

Shibiti, R. (2020) 'Public school teachers' satisfaction with retention factors in relation to work engagement', *SA Journal of Industrial Psychology*, Vol. 46, pp.1–9, https://doi.org/10.4102/sajip.v46i0.1675.

Shimony, O., Malin, Y., Fogel-Grinvald, H., Gumpel, T.P. and Nahum, M. (2022) 'Understanding the factors affecting teachers' burnout during the COVID-19 pandemic: a cross-sectional study', *PLoS ONE*, 12 December, Vol. 17, pp.1–17, https://doi.org/10.1371/journal.pone.0279383.

Short, C.R., Graham, C.R., Holmes, T., Oviatt, L. and Bateman, H. (2021) 'Preparing teachers to teach in K-12 blended environments: a systematic mapping review of research trends, impact, and themes', *TechTrends*, Vol. 65, No. 6, pp.993–1009, https://doi.org/10.1007/s11528-021-00626-4.

Signorini, G., Scurati, R., D'Angelo, C., Rigon, M. and Invernizzi, P.L. (2022) 'Enhancing motivation and psychological wellbeing in the workplace through conscious physical activity: Suggestions from a qualitative study examining workers' experience', *Frontiers in Psychology*, Vol. 13, https://doi.org/10.3389/fpsyg.2022.1006876.

Singer-Chang, G., Dong, F., Seffinger, M., Nevins, N., Blumer, J., Musharbash, H. and Helf, S. (2020) 'Empathy in medicine self and other in medical education: initial emotional intelligence trend analysis widens the lens around empathy and burnout', *Journal of the American Osteopathic Association*, Vol. 120, No. 6, pp.388–394, https://doi.org/10.7556/jaoa.2020.069.

Siopis, G., Jones, A. and Allman-Farinelli, M. (2020) 'The dietetic workforce distribution geographic atlas provides insight into the inequitable access for dietetic services for people with type 2 diabetes in Australia', *Nutrition and Dietetics*, Vol. 77, No. 1, pp.121–130, https://doi.org/10.1111/1747-0080.12603.

Skyhar, C. (2021) 'Teacher-directed collaborative action research as a mediating tool for professional learning in rural contexts', *Australian and International Journal of Rural Education*, Vol. 31, No. 1, pp.12–29, https://doi.org/10.47381/aijre.v31i1.264.

Soares Jr., N.E. and Borges, L.F.F. (2021) 'As políticas curriculares da educação profissional e o trabalho docente', *Educação e Pesquisa*, Vol. 47, p.1, https://doi.org/10.1590/s1678-4634202147222664.

Soemantri, D., Findyartini, A., Mustika, R., Felaza, E., Arsyaf, M.A., Alfandy, B.P. and Greviana, N. (2023) 'Looking beyond the COVID-19 pandemic: the recalibration of student-teacher relationships in teaching and learning process', *Medical Education Online*, Vol. 28, No. 1, https://doi.org/10.1080/10872981.2023.2259162.

Sonnleitner, P. and Kovacs, C. (2020) 'Differences between students' and teachers' fairness perceptions: exploring the potential of a self-administered questionnaire to improve teachers' assessment practices', *Frontiers in Education*, February, Vol. 5, pp.1–14, https://doi.org/10.3389/feduc.2020.00017.

Soriano, R.M., Catabay, M.Q. and Quijano, M.G. (2023) 'In a road of trying times: unraveling the lived experiences of students in the new normal', *International Journal of Evaluation and Research in Education*, Vol. 12, No. 2, pp.675–683, https://doi.org/10.11591/ijere.v12i2.23027.

Sosa Díaz, M.J. (2021) 'emergency remote education, family support and the digital divide in the context of the COVID-19 lockdown', *International Journal of Environmental Research and Public Health*, Vol. 18, No. 15, https://doi.org/10.3390/ijerph18157956.

Soto-Rubio, A., Giménez-Espert, M.D.C. and Prado-Gascó, V. (2020) 'Effect of emotional intelligence and psychosocial risks on burnout, job satisfaction, and nurses' health during the COVID-19 pandemic', *International Journal of Environmental Research and Public Health*, Vol. 17, No. 21, 1–14, https://doi.org/10.3390/ijerph17217998.

Spiker, A., Brock, C. and Kelly, A. (2023) 'We never left work: challenges to sustaining high-quality teaching and learning during COVID-19', *Sustainability (Switzerland)*, Vol. 15, No. 5, https://doi.org/10.3390/su15053938.

Stadler-Heer, S. (2021) 'Introducing German pre-service teachers to remote teaching: policy, preparation and perceptions of competence development of future foreign language teachers', *Training, Language and Culture*, Vol. 5, No. 1, pp.68–85, https://doi.org/10.22363/2521-442X-2021-5-1-68-85.

Stanciu, A. (2022) 'Value systems as motivational forces for the suppression of ageism towards older people amongst young adults: an analysis across countries', *Ageing and Society*, Vol. 42, No. 4, pp.868–895, https://doi.org/10.1017/S0144686X20001257.

Steel, J., Williams, J.M. and McGeown, S. (2021) 'Reading to dogs in schools: an exploratory study of teacher perspectives', *Educational Research*, Vol. 63, No. 3, pp.279–301, https://doi.org/10.1080/00131881.2021.1956989.

Stratil, J.M., Biallas, R.L., Burns, J., Arnold, L., Geffert, K., Kunzler, A.M., Monsef, I., Stadelmaier, J., Wabnitz, K., Litwin, T., Kreutz, C., Boger, A.H., Lindner, S., Verboom, B., Voss, S. and Movsisyan, A. (2021) 'Non-pharmacological measures implemented in the setting of long-term care facilities to prevent SARS-CoV-2 infections and their consequences: a rapid review', *Cochrane Database of Systematic Reviews*, No. 9, https://doi.org/10.1002/14651858.CD015085.pub2.

Suhrheinrich, J., Schetter, P., England, A., Melgarejo, M., Nahmias, A.S., Dean, M. and Yasuda, P. (2020) 'Statewide interagency collaboration to support evidence-based practice scale up: the california autism professional training and information network (CAPTAIN)', *Evidence-Based Practice in Child and Adolescent Mental Health*, Vol. 5, No. 4, 468–482, https://doi.org/10.1080/23794925.2020.1796545.

Suhrheinrich, J., Wang, T., Chan, J., Holt, T., Stahmer, A.C., Rieth, S.R., Roesch, S. and Sam, A. (2022) 'Developing an empirically-based adaptation an training model for intervention scale up of classroom pivotal response teaching: a protocol paper', *International Journal of Educational Research Open*, October 2021, Vol. 3, p.100107, https://doi.org/10.1016/j.ijedro.2021.100107.

Syamsiah, Ramly, M., Basalamah, S. and Bunyamin, A. (2024) 'Performance enhancement of madrasah teachers': a structural equation model', *Revista de Gestao Social e Ambiental*, Vol. 18, No. 2, pp.1–12, https://doi.org/10.24857/RGSA.V18N2-067.

Syundyukov, E., Mednis, M., Zaharenko, L., Pildegovica, E., Danovska, I., Kistkins, S., Seidmann, A., Benis, A., Pirags, V. and Tzivian, L. (2021) 'Data-driven decision making and proactive citizen-scientist communication: a cross-sectional study on COVID-19 vaccination adherence', *Vaccines*, Vol. 9, No. 12, pp.1–17, https://doi.org/10.3390/vaccines9121384.

Szabó, Z.P., Czibor, A., Neve, J., Restás, P., Hadarics, M., Szijjártó, L., Simon, E., Marót, J.L., Kun, Á. and Bereczkei, T. (2023) 'Development of the Hungarian version of the short dark triad questionnaire (SD3-HU): psychometric properties and validity', *Current Psychology*, Vol. 42, No. 14, pp.11628–11645, https://doi.org/10.1007/s12144-021-02470-4.

Terry, D., Phan, H., Peck, B., Hills, D., Kirschbaum, M., Bishop, J., Obamiro, K., Hoang, H., Nguyen, H., Baker, E. and Schmitz, D. (2021) 'Correction to: factors contributing to the recruitment and retention of rural pharmacist workforce: a systematic review', *BMC Health Services Research*, Vol. 21, No. 1, p.1052, 10.1186/s12913-021-07072-1.

Teunissen, P.W., Watling, C.J., Schrewe, B., Asgarova, S., Ellaway, R., Myers, K., Topps, M. and Bates, J. (2021) 'Contextual competence: how residents develop competent performance in new settings', *Medical Education*, Vol. 55, No. 9, pp.1100–1109, https://doi.org/10.1111/medu.14517.

Thirumalesh Madanaguli, A., Dhir, A., Kaur, P., Mishra, S. and Srivastava, S. (2023) 'A systematic literature review on corporate social responsibility (CSR) and hotels: past achievements and future promises in the hospitality sector', *Scandinavian Journal of Hospitality and Tourism*, Vol. 23, Nos. 2–3, pp.141–175, https://doi.org/10.1080/15022250.2023.2221214.

Thuy, T.T., Thuy, P.T. and Thao, L.T. (2024) 'Empathetic pedagogies in english as a foreign language (efl) teaching: specific strategies and experiences from the Mekong Delta context', *International Journal of Learning, Teaching and Educational Research*, Vol. 23, No. 1, pp.39–58, https://doi.org/10.26803/ijlter.23.1.3.

Tian, X. and Cui, S. (2022) 'The application of scientific games by artificial intelligence in preschool education under the Smart City', *Security and Communication Networks*, https://doi.org/10.1155/2022/7483566.

Trabelsi, O., Souissi, M.A., Scharenberg, S., Mrayeh, M. and Gharbi, A. (2022) 'YouTube as a complementary learning tool in times of COVID-19: self-reports from sports science students', *Trends in Neuroscience and Education*, September, Vol. 29, p.100186, https://doi.org/10.1016/j.tine.2022.100186.

Trabelsi, Z., Alnajjar, F., Parambil, M.M.A., Gochoo, M. and Ali, L. (2023) 'Real-time attention monitoring system for classroom: a deep learning approach for student's behavior recognition', *Big Data and Cognitive Computing*, Vol. 7, No. 1, pp.1–17, https://doi.org/10.3390/bdcc7010048.

Trujillo-Torres, J.M., Hossein-Mohand, H., Gómez-García, M., Hossein-Mohand, H. and Hinojo-Lucena, F.J. (2020) 'Estimating the academic performance of secondary education mathematics students: a gain lift predictive model', *Mathematics*, Vol. 8, No. 12, pp.1–23, https://doi.org/10.3390/math8122101.

Tungsupreechameth, A., Tanpowpong, P. and Puranitee, P. (2023) 'Mistreatment in paediatric residency programs in Thailand: a national survey', *Medical Education Online*, Vol. 28, No. 1, https://doi.org/10.1080/10872981.2023.2220176.

Unsworth, R. (2024) 'A new mode of control: an actor-network theory account of effects of power and agency in establishing education policy', *Journal of Educational Administration and History*, Vol. 56, No. 1, pp.54–68, https://doi.org/10.1080/00220620.2023.2258827.

Valente, S. and Lourenço, A.A. (2020) 'Conflict in the classroom: how teachers' emotional intelligence influences conflict management', *Frontiers in Education*, February, Vol. 5, pp.1–10, https://doi.org/10.3389/feduc.2020.00005.

van der Loos, H.Z.A., Negro, S.O. and Hekkert, M.P. (2020) 'International markets and technological innovation systems: the case of offshore wind', *Environmental Innovation and Societal Transitions*, December 2019, Vol. 34, pp.121–138, https://doi.org/10.1016/j.eist.2019.12.006.

van der Plas, E., Spencer Noakes, T.L., Butcher, D.T., Weksberg, R., Galin-Corini, L., Wanstall, E.A., Te, P., Hopf, L., Guger, S., Hitzler, J., Schachar, R.J., Ito, S. and Nieman, B.J. (2021) 'Cognitive and behavioral risk factors for low quality of life in survivors of childhood acute lymphoblastic leukemia', *Pediatric Research*, Vol. 90, No. 2, pp.419–426, https://doi.org/10.1038/s41390-020-01230-7.

van Reeuwijk, M., Rahmah, A. and Mmari, K. (2023) 'Creating an enabling environment for a comprehensive sexuality education intervention in Indonesia: findings from an implementation research study', *Journal of Adolescent Health*, Vol. 73, No. 1, Spp.15–S20, https://doi.org/10.1016/j.jadohealth.2022.07.016.

Van Wyk, N., McCallum, N.T. and Katz, L. (2022) 'Developing an intentionally designed physical activity model of programming for children's structured recreation in Canada', *Journal of Park and Recreation Administration*, Vol. 40, No. 3, pp.69–87, https://doi.org/10.18666/JPRA-2021-10910.

Veckalne, R. and Tambovceva, T. (2022) 'The role of digital transformation in education in promoting sustainable development', *Virtual Economics*, Vol. 5, No. 4, pp.65–86, https://doi.org/10.34021/ve.2022.05.04 (4).

Velander, J., Taiye, M.A., Otero, N. and Milrad, M. (2024) 'Artificial intelligence in K-12 Education: eliciting and reflecting on Swedish teachers' understanding of AI and its implications for teaching & learning', *Education and Information Technologies*, Vol. 29, No. 4, pp.4085–4105, https://doi.org/10.1007/s10639-023-11990-4.

Vergara, D., Antón-Sancho, Á., Extremera, J. and Fernández-Arias, P. (2021) 'Assessment of virtual reality as a didactic resource in higher education', *Sustainability (Switzerland)*, Vol. 13, No. 22, pp.1–22, https://doi.org/10.3390/su132212730.

Vermooten, N., Malan, J., Kidd, M. and Boonazier, B. (2021) 'Relational dynamics amongst personal resources: consequences for employee engagement', *SA Journal of Human Resource Management*, Vol. 19, pp.1–12, https://doi.org/10.4102/SAJHRM.V19I0.1310.

Wahab, O.A., Mourad, A., Otrok, H. and Taleb, T. (2021) 'Federated machine learning: survey, multi-level classification, desirable criteria and future directions in communication and networking systems', *IEEE Communications Surveys and Tutorials*, Vol. 23, No. 2, pp.1342–1397, https://doi.org/10.1109/COMST.2021.3058573.

Wahid, S.S., Munar, W., Das, S., Gupta, M. and Darmstadt, G.L. (2020) '"Our village is dependent on us. That's why we can't leave our work". Characterizing mechanisms of motivation to perform among Accredited Social Health Activists (ASHA) in Bihar', *Health Policy and Planning*, Vol. 35, No. 1, pp.58–66, https://doi.org/10.1093/heapol/czz131.

Wahyuningsih, S., Afandi, M., Kasriyati, D. and Khoeroni, F. (2018) 'Barriers to teaching English to non-native English-speaking teachers', *European Journal of Education Research*, Vol. 12, No. 4, pp.1617–1629.

Wang, H. (2022a) 'Online corpus construction of english text collection, data cleaning, and similarity analysis', *Mobile Information Systems*, https://doi.org/10.1155/2022/3105790.

Wang, L. (2022b) 'Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: a moderated mediation model', *Frontiers in Psychology*, January, Vol. 12, https://doi.org/10.3389/fpsyg.2021.810559.

Wang, J., Yang, Y., Li, H. and van Aalst, J. (2021a) 'Continuing to teach in a time of crisis: the Chinese rural educational system's response and student satisfaction and social and cognitive presence', *British Journal of Educational Technology*, Vol. 52, No. 4, pp.1494–1512, https://doi.org/10.1111/bjet.13129.

Wang, Y. (2023) 'Artificial intelligence technologies in college English translation teaching', *Journal of Psycholinguistic Research*, Vol. 52, No. 5, pp.1525–1544, https://doi.org/10.1007/s10936-023-09960-5.

Wang, Y., Pan, B., Yu, Z. and Song, Z. (2024) 'The relationship between preschool teacher trait mindfulness and teacher-child relationship quality: the chain mediating role of emotional intelligence and empathy', *Current Psychology*, Vol. 43, No. 3, pp.2667–2678, https://doi.org/10.1007/s12144-023-04512-5.

Wang, Y., Xiao, B., Tao, Y. and Li, Y. (2022) 'The relationship between mindfulness and job burnout of chinese preschool teachers: the mediating effects of emotional intelligence and coping style', *International Journal of Environmental Research and Public Health*, Vol. 19, No. 12, https://doi.org/pp.10.3390/ijerph19127129.

Wang, Y., Yang, L., Zhang, X. and Shao, Z. (2023) 'Students' career intention to teach in rural areas by region and household registration: a study of students at an Eastern Chinese local normal university', *Sustainability (Switzerland)*, Vol. 15, No. 15, https://doi.org/10.3390/su151511755.

Wasson, B. and Kirschner, P.A. (2020) 'Learning design: european approaches', *TechTrends*, Vol. 64, No. 6, pp.815–827, https://doi.org/10.1007/s11528-020-00498-0.

Watson, S. and Barnes, N. (2022) 'Online educational populism and New Right 2.0 in Australia and England', *Globalisation, Societies and Education*, Vol. 20, No. 2, pp.208–220, https://doi.org/10.1080/14767724.2021.1882292.

Weinberg, A.E., Balgopal, M.M. and Sample McMeeking, L.B. (2021) 'Professional growth and identity development of STEM teacher educators in a community of practice', *International Journal of Science and Mathematics Education*, Vol. 19, pp.99–120, https://doi.org/10.1007/s10763-020-10148-9.

Wilson, D.B. and Lipsey, M.W. (2024) 'Scaling up effective juvenile delinquency programs by focusing on change levers: evidence from a large meta-analysis', *Criminology and Public Policy*, Vol. 23, No. 2, pp.261–286, https://doi.org/10.1111/1745-9133.12663.

Wu, J., Yang, Y., Yu, H., Li, L., Chen, Y. and Sun, Y. (2023) 'Comparative effectiveness of school-based exercise interventions on physical fitness in children and adolescents: a systematic review and network meta-analysis', *Frontiers in Public Health*, June, Vol. 11, pp.1–14, https://doi.org/10.3389/fpubh.2023.1194779.

Wulandari, H. and Raharjo, T. (2023) 'Systematic literature and expert review of agile methodology usage in business intelligence projects', *Journal of Information Systems Engineering and Business Intelligence*, Vol. 9, No. 2, pp.214–227, https://doi.org/10.20473/jisebi.9.2.214-227.

Wullur, M.M. and Werang, B.R. (2020) 'Emotional exhaustion and organizational commitment: primary school teachers' perspective', *International Journal of Evaluation and Research in Education*, Vol. 9, No. 4, pp.912–919, https://doi.org/10.11591/ijere.v9i4.20727.

Xing, Z. (2022) 'English as a foreign language teachers' work engagement, burnout, and their professional identity', *Frontiers in Psychology*, June, Vol. 13, pp.1–8, https://doi.org/10.3389/fpsyg.2022.916079.

Xue, E. and Li, J. (2022) 'The weak school reform in China's rural areas: a policy mapping perspective', *Beijing International Review of Education*, Vol. 4, No. 3, pp.491–497, https://doi.org/10.1163/25902539-04030015.

Yadav, P., Davies, P.J. and Asumadu-Sarkodie, S. (2021) 'Fuel choice and tradition: why fuel stacking and the energy ladder are out of step?', *Solar Energy*, February 2020, Vol. 214, pp.491–501, https://doi.org/10.1016/j.solener.2020.11.077.

Yangari, M. and Inga, E. (2021) 'Article educational innovation in the evaluation processes within the flipped and blended learning models', *Education Sciences*, Vol. 11, No. 9, https://doi.org/10.3390/educsci11090487.

Yashadhana, A., Serova, N., Lee, L., Luque, L.C., Ramirez, L., Silva, J.C. and Burnett, A.M. (2021) 'Access to school-based eye health programs: a qualitative case study, Bogotá, Colombia', *Revista Panamericana de Salud Publica/Pan American Journal of Public Health*, Vol. 45, pp.1–9, https://doi.org/10.26633/RPSP.2021.154.

Yaw Atiglo, D., Jayson-Quashigah, P.N., Sowah, W., Tompkins, E.L. and Addo, K.A. (2024) 'Misperception of drivers of risk alters willingness to adapt in the case of sargassum influxes in West Africa', *Global Environmental Change*, October 2023, Vol. 84, p.102779, https://doi.org/10.1016/j.gloenvcha.2023.102779.

Yeo, S.C., Wang, H., Ang, Y.G., Lim, C.K. and Ooi, X.Y. (2024) 'Cost-effectiveness of screening for chronic kidney disease in the general adult population: a systematic review', *Clinical Kidney Journal*, Vol. 17, No. 1, pp.1–15, https://doi.org/10.1093/ckj/sfad137.

Yikici, B., Altinay, F., Altinay, Z., Sharma, R.C. and Dagli, G. (2022) 'Adoption of online education and pedagogy as new codes of life for new future in rural regions', *Sustainability (Switzerland)*, Vol. 14, No. 9, pp.1–19, https://doi.org/10.3390/su14095528.

Yuan, Y. and Yi, X. (2021) 'Research on the effect of sports on students' physical fitness under the health intervention policy', *Revista Brasileira de Medicina Do Esporte*, Vol. 27, No. 5, pp.468–471, https://doi.org/10.1590/1517-8692202127042021_0092.

Zapata-Garibay, R., González-Fagoaga, J.E., Asadi-González, A.A., Martínez-Alvarado, J.R., Chavez-Baray, S.M., Plascencia-López, I. and González-Fagoaga, C.J. (2021) 'Mental Health stressors in higher education instructors and students in mexico during the emergency remote teaching implementation due to COVID-19', *Frontiers in Education*, June, Vol. 6, pp.1–12, https://doi.org/10.3389/feduc.2021.670400.

Zhao, Y., Yusof, S.M. and Hou, M. (2024) '"Why are these problems still unresolved?" Those pending problems, and neglected contradictions in online classroom in the post-COVID-19 era', *Open Education Studies*, Vol. 6, No. 1, https://doi.org/10.1515/edu-2022-0212.

Zhou, Y., Li, X. and Wijaya, T.T. (2022) 'Determinants of behavioral intention and use of interactive whiteboard by K-12 teachers in remote and rural areas', *Frontiers in Psychology*, June, Vol. 13, pp.1–19, https://doi.org/10.3389/fpsyg.2022.934423.

Zhu, W., Liu, Q. and Hong, X. (2022) 'Implementation and challenges of online education during the COVID-19 outbreak: a national survey of children and parents in China', *Early Childhood Research Quarterly*, Vol. 61, pp.209–219, https://doi.org/10.1016/j.ecresq.2022.07.004.

Zhu, X., Meng, X. and Zhang, M. (2021) 'Application of multiple criteria decision making methods in construction: a systematic literature review', *Journal of Civil Engineering and Management*, Vol. 27, No. 6, pp.372–403, https://doi.org/10.3846/jcem.2021.15260.

Zou, C., Li, P. and Jin, L. (2021) 'Online college English education in Wuhan against the COVID-19 pandemic: Student and teacher readiness, challenges and implications', *PLoS ONE*, 10 October, Vol. 16, pp.1–24, https://doi.org/10.1371/journal.pone.0258137.

Zumbach, J., Rademacher, A. and Koglin, U. (2021) 'Conceptualizing callous-unemotional traits in preschoolers: associations with social-emotional competencies and aggressive behavior', *Child and Adolescent Psychiatry and Mental Health*, Vol. 15, No. 1, pp.1–10, https://doi.org/10.1186/s13034-021-00376-4.