



Editorial

In this edition, we have several studies on the mental health, wellbeing and social and emotional competence of university students and staff. In a study on mindfulness and flow with 270 university students, Lubjin Golub and Gajšek (Croatia) report on the positive relationship between mindfulness and academic flow and how they are both associated with higher academic engagement and academic flourishing and lower anxious engagement. The results indicate that flow in academic activities mediates the relationship between mindfulness and academic engagement and academic flourishing. In another research report, Delgado and colleagues (Peru) examined the role of socio-informative strategies in enhancing the mental health and emotional intelligence of university students, reporting that socio-informative strategies decreased depression, anxiety and stress and enhanced emotional intelligence.

In another short research report, Villena-Martínez and colleagues (Spain) found a high level of empathy amongst university teachers in early education degrees and argue on the importance of promoting empathy as a transversal competence in teacher education programmes. Dmitrenko and colleagues (Ukraine) argue on the need to cultivate communication skills in teacher education programmes during times of crisis. They examined how incorporating social and emotional learning in the assessment of students in English as a Foreign Language teacher education programmes enhanced learning outcomes such as communication competence.

Cinegaglia Viz Leutwiler and colleagues (Brazil) present the findings of a scoping review on the emotional labour of teachers in higher education, highlighting key areas like affective interaction events, technical-pedagogical issues, intrapersonal factors, and emotional regulation strategies. They conclude that there is a clear need for more extensive and quality research on emotional labour amongst higher education teachers, particularly quantitative studies.

Coli and colleagues (Uruguay) refer to the integration of social and emotional learning (SEL) in Uruguay in recent years and the consequent need for adequate teacher education. In a qualitative study on the implementation of the SEL Coaching Toolkit, they underline the need for more adequate teacher training and support in SEL, such as providing more indepth knowledge and understanding of SEL, enhancing skills in developing social and emotional competences in students, and promoting collaborative working. Weiss-

Klayman and colleagues (Israel/USA) undertook three studies to validate a new self report questionnaire, the Social-Emotional Questionnaire for Students in Grades 4-6 developed from culturally and developmentally sensitive social-emotional learning standards in Israel.

In a study with 479 high school students, Ávila-Toscano and colleagues (Colombia) investigated the experience of shame and humiliation in mathematics classrooms. They found both gender and grade differences, with shame being particularly associated with peer teasing, and humiliation with peer exclusion and repressive teacher behaviours. Finally, a short research report by Tahir and colleagues (Pakistan) explored the relationship between sport motivation, personality traits and sport anxiety amongst 200 university sports athletes, identifying several antecedents of burnout that can help to address the symptoms of burnout.

Finally, we would like to honour the memory of a loyal member of our editorial board who had been with us since the establishment of the Journal. It is with great sadness that we heard that our dear friend and colleague, Dr Kathy Evans, had passed away in October 2024. Kathy had been an active member of our editorial board for more than 15 years, even during times when she was not well. She was also one of the earliest and longest serving chairs of the Network for Social and Emotional Competence (ENSEC). We are greatly indebted to Kathy's contribution during all these years and for being an active member of our community. We will surely miss her support to our journal, but above all we will miss her wonderful company.

Carmel Cefai, Editor

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