



Editorial

The papers in the current edition illustrate the Journal's versatility and broad reach both in terms of academic areas of study and cross-cultural contexts. The papers include an experimental study on cognitive processes underlying text anxiety amongst engineering students in Mexico, a survey study examining the protective and risk factors of Bicycle Motocross amongst young people and adults in Australia, a study on how affective empathy and self-compassion mediate the emotional problems faced by adolescents in Vietnam, an evaluation of a social and emotional programme in Portugal, a study on emotional competencies and emotional coeducation amongst university students in Spain, a phenomenological study on the experiences of Syrian refugee children living in Turkey, and a detailed psychometric analysis on the adaptation and validation of a scale for early educators in Turkey.

The first paper presents a study with around 1400 students from three universities in northern Spain by Suberviola Ovejas (Spain), examining the students' emotional competences such as attention, clarity, and emotional regulation and how these vary by gender, academic discipline, and educational stage. The author found various differences in the three sets of emotional competences by gender and area and level of study, underlining the impact of gender socialisation and the academic discipline context on the development of students' emotional competences. The author concludes with a call to prioritise emotional coeducation as a key strategy to promote emotional equality and the holistic development of students in higher education.

In an experimental study with over 700 engineering students, Morales-Martinez and colleagues (Mexico) examined the systematic thinking modes underlying test anxiety with a particular focus to gender differences. Amongst other findings the authors report that female and male students exhibit different responses in their level of test anxiety, with the former judging the orientation and difficulty of the exam as most relevant, followed by the type and exam delivery mode, while latter identifying the exam orientation as the most important, followed by difficulty, mode, and type of assessment respectively. The authors also conclude that the data points to a connection between the anxiety level and the cognitive mechanisms to judge test situations, suggesting that cognitive algebra may be an effective method to identify the cognitive processing style underlying test anxiety.

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In another paper, Truong and colleagues (Vietnam) examined the complex relationship between affective empathy, negative emotions and self-compassion in emotional problems experience by adolescents. In a study with around 450 adolescents, the authors were particularly interested in how factors such as affective empathy and self-compassion may moderate the negative impact of emotional problems amongst adolescents. Structural equation modelling analyses revealed the moderating mediating effect of affective empathy and self-compassion, suggesting that these two emotional competences could be utilized more effectively to promote the social and emotional wellbeing of adolescents.

Camilleri and Katz (Australia) examined the role of Bicycle Motocross (BMX) beyond its recreational function, focusing instead on its potential impact on the wellbeing of riders. They investigated a range of individual and situational wellbeing factors, using linear regression analysis to identify the most significant individual and contextual predictors of wellbeing in BMX riders.

In a short research report, Moreira and colleagues (Portugal) evaluated the effectiveness of a universal social and emotional learning programme they developed with primary school students. Using a semi-randomised control trial with groups of students who received a 32-week training programme, the authors reported a positive impact for the programme, such as improvements in psychosocial adjustment and prosocial behaviour, even if effect sizes were small. This was a relatively small-scale study and further evaluation studies may confirm or otherwise these positive findings.

In a qualitative phenomenological study with Syrian refugee children living in Turkey, Naime Elcan Kaynak and Yeliz Abbak (Turkey) sought to listen to the voices of refugee children on their experiences of online education during their pandemic. The findings suggest that the COVID experience exacerbated an already difficult situation as the participants sought to adapt to the multiple challenges resulting from their displacement and resettlement. The study also exposed the digital divide between the affluent and less affluent and marginalized communities, and how the refugee children and their families struggled with lack of internet connection and electronic devices, in addition to previous long-standing issues such as language barriers and poverty. Listening to the voices of the refugee children was not just a lamentation of deprivation and exclusion but an invitation to create more inclusive and accessible learning environments for such children.

In the final paper, Üzümlü and colleagues (Turkey) describe how they adapted and examined the cross-cultural validity and reliability of the teachers' version of the *Coping with Children's Negative Emotions Scale* in the Turkish context. The scale provides early years' educators information on their reactions towards young children's negative emotions. The authors undertook two studies with over 700 early years' teachers making use of exploratory- and confirmatory factor analysis to examine the validity and reliability of the scale, with results supporting the two -actor model of the instrument.

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