



Editorial

The COVID-19 pandemic has helped to foreground mental health and wellbeing in education, underlining the need for a more caring education which addresses the social and emotional needs of students. It is becoming more evident than ever before, however, that educators cannot effectively support the social and wellbeing of students, unless their own social and emotional needs are addressed as well. As a result of the increasing evidence on the relationship between students' and staff's wellbeing, more attention is being given to the wellbeing of school staff as a prerequisite for quality education. In the first paper in this edition, Savage and Woloshyn (Canada) investigated the well-being, perceived stress, and use of coping strategies amongst 686 K-12 educators' and school staff in Canada. They found that all educators regardless of their grade or position reported overall lower scores of wellbeing and higher levels of perceived stress when compared to the general population. Maladaptive coping strategies were related to poorer wellbeing and higher levels of stress.

The COVID-19 pandemic significantly increased the use of online learning in educational institutions. In a qualitative study with over 40 preservice teachers in Israel, Lefler (Israel) explored how the potentially negative aspects of online learning such as feelings of distancing, alienation and loneliness, may be avoided through online social and emotional learning (O-SEL). The preservice teachers reported that O-SEL enhanced both their emotional and cognitive learning experience, underlining the need of 'social-emotional presence' in online learning. The COVID-19 pandemic also led to an increased time online by young people, with young people becoming more exposed to cyberbullying than before the pandemic. In a qualitative study with adolescents who witnessed cyberbullying during the pandemic, Adewoye (South Africa) reported that cyberstanding led to negative educational, psychological, and emotional consequences. The author underlines the need to recognise the negative impact of cyberstanding and makes various suggestions how cyberspace can become a more friendly and safer environment for young people.

The impact of climate change on physical, health, social and emotional wellbeing is becoming an increasing matter of concern as people struggle with unprecedented extreme weather patterns and dark forecasts for the coming years. The direct impact of climate change on children and young people's mental

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health and wellbeing, as well as the ways in which young people's perceptions about climate impact on their social-emotional well-being, is getting increasing attention in research as climate change continues to unfold. In a study with 589 undergraduate students in Nigeria, Mulikat et al (Nigeria) examined the impact of climate change awareness on undergraduates' beliefs about socio-emotional well-being. They reported that whilst most undergraduates were aware of climate change, they had little understanding of its origins, effects, and prevention. They found that the level of climate change awareness influences beliefs about socio-emotional wellbeing, as well as attitudes towards protecting the environment.

Vergara et al (Spain) conducted a study to validate the Assessment of Children's Emotional Skills- (ACES) with Spanish children. The Spanish ACES confirmed its three-factor structure (emotion recognition in faces, behaviours and situational emotional knowledge), and a second-order factor (, overall emotional knowledge). The results also indicated predictive validity in significant relationships both between emotional knowledge and child characteristics such as verbal ability, age and sex, and between emotional knowledge and social, behavioural and educational functioning.

In this edition we are also publishing two short research reports. Zsolnai and Kasik (Hungary) present the findings of a longitudinal study investigating the development of coping strategies between the ages of 8 and 12 years, with a particular focus on coping strategies in frustrating school situations. In the other report, Akram and Arshad (Pakistan) examined the relationship between alexithymia and depression amongst university students and how the relationship is mediated by anxiety.

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