



Editorial

Initial teacher education is increasingly paying more attention to the transformative role of social and emotional processes in the formation of teacher identity. In the first paper in this edition, Jacobs (Australia) presents a study on the affective and emotional experiences in arts-based teacher education at two universities in Australia. As part of their practice placement, a number of preservice teachers participated in a number of arts-based community programmes such as drama, dance and visual arts, making use of affect as a 'transformative pedagogy'. This emotional learning experience led to various benefits in the personal and professional development of the participants, contributing to more positive affirmations of their identity as prospective teachers. In another paper on the role of emotions in teacher education, Caires and colleagues (Portugal) carried out a qualitative evaluation of an emotional education programme for student teachers enrolled in various initial teacher education programmes in Portugal. An analysis of the participants' experiential portfolio indicated that the programme contributed to the participants' emotional awareness and expression, empathy and connectedness.

As mentioned in the journal's previous editorial (November, 2022), teacher wellbeing has become a priority issue in many schools in various parts of the world, as teachers face new and long-standing challenges in an 'emotionally charged profession'. In a study with 687 teachers from six European countries, Cavioni and colleagues (Italy, Europe) evaluated the impact of a mental health programme for schools, PROMEHS, on teachers' mental health and wellbeing. Making use of a semi-randomised control trial, the evaluation showed a significant improvement in the social and emotional competence, resilience and self-efficacy of the programme teachers, in contrast those of the waiting group teachers.

The role of empathy in positive and harmonious relationships is becoming more evident in an increasingly diverse, global world. Kalman Halevi and colleagues (Israel) investigated emotional regulation styles as mediators between controlling- versus autonomy -supportive maternal practices and empathy amongst college students and close friends. They found that autonomy-supportive parenting predicts

integrative emotion regulation and consequently emotional identification with others in need, while autonomy-suppressive parenting predicts dysregulation of emotions, resulting in personal distress in the face of adversity by close friends.

The next two papers examined empathy and emotional intelligence in medical and health care students respectively. In a cross-sectional study with medical students, Triffaux and colleagues (Belgium/France) examined whether medical students' empathy was impacted by the Covid-19 pandemic, comparing pre and peri-pandemic cohorts. The pandemic cohort showed a higher level of affective empathy and personal distress as well as cognitive empathy, fantasy, and perspective-taking, indicating a higher level of emotional difficulties in this cohort. Mosallanezhad and colleagues (Iran) investigated the relationship between ethical sensitivity and emotional intelligence amongst nursing, anesthesia, and operating room students. In a study with 486 health care students, the authors found a high level of ethical sensitivity but average emotional intelligence, with a significant relationship between the two.

In paper 7, Ozdogan and Akgul (Turkey) examined emotional intelligence and perfectionism among gifted and non-identified students with 857 fourth to sixth grade students in Turkey. They found that gifted students had higher scores in intrapersonal competence and adaptability and in overall emotional intelligence. Non-identified students scored significantly higher in positive perfectionism than their gifted peers, but there was no difference in negative perfectionism and in the other domains of emotional intelligence.

In a qualitative study with former students who had attended Learning Support Zones, classes providing psychosocial support for secondary school students experiencing social, emotional and behaviour difficulties, Cassar and Abela (Malta) examined how this educational experience may have impacted the participants' work and family life. The participants mentioned various positive factors related to their attendance at these classes, such as social and emotional skills, life skills and ability to deal effectively with challenges outside school.

The last paper addresses an issue related to the recent broadened scope of the journal, that is, the emotional education of adults in other contexts besides education. Aguinaga San José and colleagues (Spain) studied the relationship between the emotional competence of coaches of young athletes and the resultant training climate, and the athletes' emotional competence and psychological wellbeing. In a study with over 300 athletes and 17 coaches, the authors found that the coach's emotional competence is associated with an autonomy-supportive climate which is consequently related to the athletes' enhanced emotional competence and lower emotional, social and behavior difficulties.

Finally, a short research report by Hye-Soo Lim (Korea) investigates the impact of traditional play on the emotional intelligence, social competence, and self-esteem of children attending welfare centers, with indications that traditional play had a positive impact on the social and emotional development of the children attending these centres.

We would like to thank Caitlin Dee and Anastacia Castagna for proofreading the papers in this edition.

Finally, we would like to express our thanks and deepest gratitude to Professor Paul Cooper who has retired from joint-editor of this journal in December 2022. Professor Cooper was a joint founding editor of the

journal, and over the past 15 years he has worked tirelessly and selflessly to carve out a niche for the journal and raise its profile and quality in the international field. His extensive knowledge and lifetime experience were invaluable in steering the journal steadily forwards to where it stands today. Over all these years, he made sure he personally screened each and every one of the hundreds of papers we received for review. We are greatly indebted for his unfailing dedication and extraordinary contribution and wish him a happy retirement with his family. To honour his outstanding contribution not only to our journal but to the international academic world, we are publishing a special edition of the Journal in July 2023 dedicated to Prof Cooper and his work.

Carmel Cefai, Editor