



Editorial

The increasing awareness of the importance of social and emotional learning in the curriculum and the role of education in promoting students' mental health and wellbeing is gradually being accompanied by the realisation that the teachers' own wellbeing needs to be addressed as well in efforts to promote children's wellbeing in school. Teachers' wellbeing and social and emotional competence are related to students' social, emotional and academic learning as well as to quality teaching and teachers' own commitment and satisfaction at work. This issue is addressed in three of the papers in this edition.

Kaynak (Turkey) takes a closer look at primary school teachers' wellbeing in the US, conducting a qualitative investigation to capture teachers' stories and experiences on their sense of wellbeing and the contextual factors which promote or hinder their wellbeing. They conclude with the need to restructure the teaching context so that teachers will feel more valued, respected and empowered. Schafer and colleagues (Germany) examine the different coping strategies employed by more than 450 Physical Education pre-service teachers in Germany, and the way these strategies operate as mediators between emotion-regulation and perceived stress. They conclude with a number of recommendations on how particular coping strategies may protect PE teachers against the stress of the profession. Finally, in their theoretical framework in mental health promotion in school, Cavioni and colleagues (Italy) underline that teachers' mental health and wellbeing is one of the areas which has not received adequate attention within whole school approaches to mental health and wellbeing. They propose a comprehensive framework addressing the whole school community, including students, staff and parents, based on three pillars, namely social and emotional learning, resilience and prevention of social, emotional and behaviour problems. Mental health promotion in school has become particularly relevant in these COVID -19 days and will become even more so in post COVID-19.

In an interesting study on aggressive behaviour in adolescence, Saric Drnas (Croatia) examine the role of gender in the relationship between reinforcement sensitivity and aggression among 656 adolescents. She discusses gender differences in positive and negative reinforcement sensitivity and how this knowledge may

be used to improve the treatment of aggressive behaviour in adolescence. In another quantitative study with over 1500 children, Fontanesi and her colleagues (Italy) studied the personal and family correlates to happiness in children and preadolescents on the basis of both children's and parents' views, examining also how the correlates vary by age and gender.

In this edition we are also publishing two short research reports. In the first report, Keresztes and her colleagues (Hungary/Australia) conducted a survey with Hungarian university students to explore their sexual attitudes and behaviours, such as sexual self-concept, socio-sexual orientation and sexual sensation-seeking, and how these are related to risk taking behaviour. In the other report, Craig and colleagues (UK) investigate the emotional intelligence exhibited by primary school teachers while delivering Physical Education, concluding that providing teachers with support and training in specific emotional competences would lead to better-quality P.E lessons.

Finally, we would like to wish our contributors, our editorial board and our readers good health and wellbeing during these challenging COVID-19 times. We want you to know how much we value and appreciate our Emotional Education community and would like to express our solidarity to those who have suffered or are still suffering during this difficult time. Our journal will continue to operate as usual despite the present circumstances, even more so given the direct relevance of the themes addressed in our journal to the challenges presented by COVID-19.

Paul Cooper and Carmel Cefai, Editors
April 2020