

Special Issue

Advancing Research and Methods about Students and Teachers' Emotions: Correlates, Predictors, and Outcomes

Message from the Guest Editors

In recent decades, many studies have investigated the relationship between students' and/or teachers' emotions and a variety of constructs that can be considered as their correlates, predictors, or outcomes both in general and concerning specific domains, such as literacy, mathematics, sciences, technology, etc. However, several research questions about these issues remain. Advanced research and methods concerning the connection between emotions and constructs such as emotion regulation, coping, personality, wellbeing, achievement, and feedback are of critical relevance to inform policy makers in planning interventions to support wellbeing and learning. Original research articles and reviews are welcome.

Submissions should examine the relationship between students' and/or teachers' emotions and a variety of constructs playing the role of correlates, predictors, and/or outcomes, such as the following:

- Emotion regulation;
- Coping;
- Personality;
- Wellbeing;
- Achievement.

Moreover, studies about the development and/or validation of instruments for measuring the aforementioned constructs, and in particular emotions, are welcome.

Guest Editors

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Deadline for manuscript submissions

closed (1 June 2024)



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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