



# Systematic Literature Review: Analysis of Early Childhood Education Teachers' Resilience Capabilities in Facing Professional and Contextual Challenges

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## Abstract

This research aims to analyze the resilience capabilities of Early Childhood Education (ECE) teachers in facing professional and contextual challenges through a Systematic Literature Review (SLR) approach. Using the PRISMA method, 12 articles from 2015–2024 were identified and analyzed to explore the internal and external factors of ECE teachers' resilience. The analysis results indicate that 33% of the articles highlight the role of internal resilience factors such as self-compassion, ego-resilience, and self-esteem. In comparison, 50% of the articles emphasize the importance of social support, institutional policies, and training as external resilience factors. 17% of the articles discuss the interaction between internal and external factors. These findings affirm that resilience results from a dynamic interaction between the individual and their environment. This research recommends developing resilience-based training programs and institutional policies that support the well-being of ECE teachers. With a holistic approach, early childhood education teachers are expected to be better prepared to face professional and contextual challenges that optimally contribute to supporting the development of young children.

**Keywords:** *Early Childhood Education; Teacher Resilience; Systematic Literature Review; PRISMA.*

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## Introduction

Early childhood education (ECE) plays a crucial role in character formation and the holistic development of children. In this context, ECE teachers serve as primary facilitators who support children's academic aspects and emotional, social, and moral development. However, ECE teachers often face complex challenges, both professional and contextual, that test their resilience. One of the professional challenges is administrative pressure, where task burdens such as report preparation and evaluation often consume time. Additionally, frequent curriculum changes compel teachers to adjust their teaching methods continuously, often without adequate training support. Another challenge that has emerged, particularly after the pandemic, is technostress, where technology in online learning becomes an additional burden for early childhood education teachers who are not yet accustomed to this system. This challenge is exacerbated by contextual conditions, such as limited resources in remote areas that force teachers to work with minimal facilities and learning aids (Kaveri et al., 2024). Furthermore, traumatic experiences in childhood can also affect teachers' ability to manage work-related stress (Rancher & Moreland, 2023), and limited social support, whether from

family, colleagues, or the community, further worsens teachers' emotional conditions (Chen, 2022).

In Indonesia, the challenges faced by early childhood education teachers vary from structural issues to personal dynamics. From a structural perspective, one of the main challenges is the lack of adequate educational facilities in various regions, particularly in remote areas. Teachers often have to improvise with the limited resources to create a conducive learning environment. This can increase the risk of prolonged stress, ultimately affecting their emotional well-being (Pearce & Morrison, 2011).

In the personal aspect, teachers must also face the demands of meeting the expectations of students' parents and the diverse community. They are often regarded as figures fully responsible for the development of children without considering the existing limitations. This creates significant psychological pressure, which can only be addressed with strong resilience (Beltman et al., 2011).

Furthermore, the COVID-19 pandemic has presented significant additional challenges for early childhood education teachers. Many have had to adapt to online learning technologies despite lacking prior training or technical support. This sudden change has affected their teaching methods and their relationships with children and students' parents. This situation has created an urgent need for resilience development strategies that can assist teachers in coping with these pressures (Bozkurt, A., 2020).

According to Newman (Burnes et al., 2012), resilience is the ability of individuals to adapt to tragedy, trauma, hardship, suffering, and the stressors of life that are occurring. Meanwhile, according to Paulson (Burnes et al., 2012), resilience is an adaptive process in which individuals voluntarily transcend difficulties or threats to achieve personal growth, utilizing internal and external resources.

In education, teacher resilience is one of the key factors determining the success of the learning process, particularly at the early childhood education level. Previous research has shown that highly resilient teachers manage stress more effectively, maintain healthy interpersonal relationships, and sustain motivation to continue developing their professional competencies (Mansfield et al., 2016).

The resilience of teachers is closely related to their psychological well-being, which is crucial in the educational context. Research indicates that gratitude significantly contributes to teachers' psychological well-being, including Early Childhood Education (ECE) teachers (Truzoli et al., 2021). Gratitude can enhance mood and reduce stress, which in turn supports teachers' mental health (Yirci et al., 2022). Teachers with high levels of resilience tend to be better equipped to cope with the stress and challenges they face, positively impacting their performance in educating children (Ouellette et al., 2018). This resilience not only assists teachers in managing work pressure but also contributes to their job satisfaction and commitment to the profession (Manuti et al., 2022).

The importance of institutional support for teachers cannot be overlooked. Educational institutions must provide adequate self-development and welfare programs to help teachers remain motivated and effective (Demir Polat & İskender, 2018). Research shows that support from school leaders and colleagues is crucial in enhancing teachers' resilience (Baguri et al., 2022). For instance, supportive school leaders can create a positive work environment, enabling teachers to rely on their resources when facing challenges (Ratanasiripong et al., 2021). Furthermore, training programs focused on developing coping skills can assist teachers in managing stress and improving their well-being (Liu et al., 2021).

The importance of this resilience is increasingly evident in various situations that require rapid adaptation, such as natural disasters, unstable socio-political conditions, and global pandemic situations. Research also highlights that early childhood education teachers with high levels of resilience can maintain their emotional stability and create a positive learning environment for children, even in challenging conditions (Jennings & Greenberg, 2009).

Furthermore, the resilience of teachers is closely related to job satisfaction and the profession's sustainability. Studies indicate that teachers with high levels of resilience tend to be more capable of coping with job pressures, maintaining positive working relationships with colleagues, and demonstrating a strong dedication to their profession (Howard & Johnson, 2004). This becomes increasingly important considering the high turnover rate in the education sector, often caused by work-related stress and a lack of institutional support.

In addition to internal factors such as an individual's ability to manage stress, resilience is also influenced by various external factors, such as family support, school policies, and access to professional training. This support serves as an emotional resource and provides teachers with the confidence to face various challenges (Tait, 2008). Therefore, a systematic approach to examining the resilience of early childhood education teachers becomes a crucial step in understanding how they can better support the educational needs of children.

In this context, this research aims to significantly contribute to understanding the dynamics of early childhood education teachers' resilience through a comprehensive literature review. By identifying various factors that influence resilience and effective strategies for its development, it is hoped that the results of this research can serve as a basis for better decision-making in supporting teachers.

This literature review research aims to analyze the resilience capabilities of early childhood education teachers based on existing literature, identify the factors that influence the resilience of early childhood education teachers, and formulate strategic recommendations for developing research on the resilience of early childhood education teachers in Indonesia.

## Methodology

This research employs the Systematic Literature Review (SLR) method. SLR is a research approach that is conducted systematically and objectively to collect, evaluate, and synthesize relevant evidence from various previously published literature sources (Primadianningsih et al., 2023; Raharja et al., 2019; Suciati et al., 2022). Data analysis in Systematic Literature Review (SLR) research involves systematically searching and organizing data from various library sources, making the resulting information easier to understand and convey to others (Hamzah, 2020). The selected literature sources are based on appropriate research keywords and are then reviewed and systematically identified according to SLR procedures (Triandini et al., 2019).

The method used in this systematic literature review research is the *Preferred Reporting Item for Systematic Reviews and Meta-Analyses* (PRISMA) method. This research explores educators' resilience capabilities in facing challenges in early childhood education. The literature review process begins by searching for relevant articles on resilience and early childhood education teachers available in databases such as Google Scholar and Scopus. By the steps outlined in the PRISMA method, this literature mapping is conducted through several stages: identification, screening, eligibility, and final inclusion (Sastypratiwi & Nyoto, 2020).

### Identification

The first stage in this systematic review is to search for all potentially relevant research to the specified topic. The article selection process is carried out based on previously determined criteria. The Publish or Perish application collected data from Google Scholar and Scopus databases. The search used relevant keywords related to the resilience ability of early childhood education teachers, combined with the keywords "AND" and "OR." The articles found are filtered by keywords listed in Table 1.

**Table 1. Keywords Used to Search for Relevant Articles**

Google Scholar	Scopus
<ul style="list-style-type: none"> <li>• "Teacher" OR "Resilience" OR "Early Childhood"</li> <li>• "Teacher" AND "Resilience" AND "Early Childhood"</li> </ul>	<ul style="list-style-type: none"> <li>• "Teacher" OR "Resilience" OR "Early Childhood"</li> <li>• "Teacher" AND "Resilience" AND "Early Childhood"</li> </ul>

### Screening and Eligibility

After obtaining the search results from the database, duplicate publications will be removed before applying the specified filters. Articles deemed irrelevant, which may arise due to suboptimal search engine performance, will be filtered using inclusion criteria, and corrections will be made to the title and abstract. The evaluation criteria can be found in Table 2.

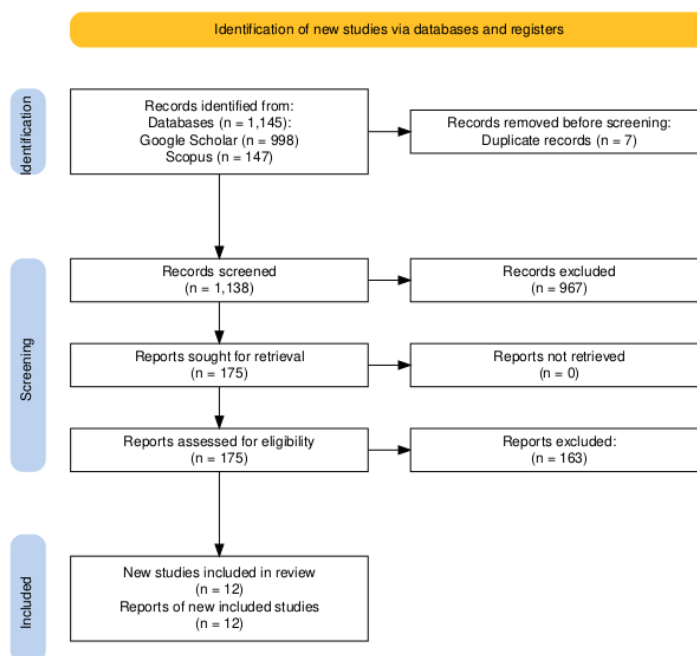
**Table 2. Eligibility Criteria**

Inclusion Criteria	Exclusion Criteria
Publication year 2015-2024	Publications below the year 2015
Articles & Proceedings	Books, Reviews
Open Access	Not Open Access
Relevant to the study	Not relevant to the study
Using English	Not using English

After the article is declared to meet the eligibility criteria, the next step is to download the full text and separate the articles that do not meet the exclusion criteria. At this stage, the articles that have passed the selection must be able to answer the questions posed in the research.

### Included

After checking the articles' eligibility based on the predetermined criteria, the articles that meet the requirements will be analyzed according to the guidelines referring to Participants, Interventions, Comparison Conditions, Outcomes, and Studies (PICOS). The following is the flow of article search using the PRISMA diagram:

**Figure 1. PRISMA Model Search Flow**



strengthening the resilience of early childhood education teachers is a strategic step to face professional challenges while simultaneously improving the quality of early childhood education.

## Results and Discussion

The results of the analysis of articles that meet the criteria regarding the resilience capabilities of educators in facing early childhood education challenges are explained in Table 3.

**Table 3. Review of Selected Article Results**

No	Authors	Title	Journal	Result
1	Kaveri et al., (2024)	Crisis and adaptability: a model of early childhood teacher resilience across five countries	Early Years: An International Research Journal	The early childhood education teachers in five countries demonstrate resilience through organizational support, a focus on child welfare, and pedagogical flexibility. They address challenges with innovative adaptations and collaboration with families, exhibiting high professionalism despite significant pressure.
2	Jang & Kim, (2024)	The Effect of Early Childhood Teachers' Job Satisfaction on Teacher-Child Interactions: The Moderated Mediating Effect of Teacher Efficacy and Resilience.	Asia-Pacific Journal Of Research In Early Childhood Education	The job satisfaction of early childhood teachers positively influences teacher efficacy and teacher-child interaction. Teacher efficacy acts as a mediator in this relationship, with resilience strengthening the mediating effect depending on the level of individual resilience. This highlights the importance of supporting teacher resilience to enhance positive interactions with children.
3	Pasiningsih & Pancaningrum, (2023)	Resilience of Male Teachers and Prospective Male Teachers as Minorities in the Early Childhood Education Field	Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini	This research discusses the challenges faced by male and prospective male teachers in Early Childhood Education as a minority, including the stereotype that Early Childhood Education is a profession for women, low salaries, and social isolation. Nevertheless, intrinsic motivations such as love for children and the teaching profession, support from family, friends, colleagues, and religious beliefs serve as key protective factors that help them persevere. Contextual support, such as a supportive work environment and the hope for improved teacher welfare, is essential.
4	Rancher & Moreland, (2023)	Adverse childhood experiences,	Early Childhood Research	Adverse Childhood Experiences (ACEs) and workplace stress independently reduce the resilience

No	Authors	Title	Journal	Result
		stress, and resilience among early childhood teachers	Quarterly	of early childhood teachers. Furthermore, only ACEs affect the quality of teacher-child interactions and children's classroom behaviour, emphasizing the importance of trauma-informed interventions to support teacher well-being.
5	Chen, et. al. (2022)	Self-compassion as key to stress resilience among first-year early childhood teachers during COVID-19: An interpretative phenomenological analysis	Teaching and Teacher Education	Early childhood educators manage high stress through self-compassion and social support. These findings emphasize the importance of social-emotional training and professional support for teachers' mental health.
6	Flores-Buils et al., (2022)	Resilience in Teachers: Validation of the Spanish Version of the CD-RISC10© Scale in Early Childhood, Primary and Special Education Teachers	International Journal of Environmental Research and Public Health	Early childhood education and elementary school teachers with extended experience tend to have higher resilience scores. In contrast, special education teachers have the lowest resilience scores, which may be due to more significant challenges. This research emphasizes that resilience is not an inherent attribute but a skill that can be developed through training and interaction with the environment. This is important for enhancing teachers' well-being and supporting them in promoting student resilience.
7	Lipscomb et al., (2021)	Impacts of Roots of Resilience professional development for early childhood teachers on Young children's protective factors	Early Childhood Research Quarterly	This research examines the impact of the Roots of Resilience program on teacher-student interactions, child engagement, and school readiness in early childhood. The results indicate an increase in supportive emotional interactions between teachers and students, a reduction in negative child engagement, and an improvement in children's mathematical abilities. This program supports trauma-responsive practices and resilience through online courses and video-based training.
8	Kim & Lee, (2021)	The Mediating Effects of Ego Resilience on the Relationship between	International Journal of Learning, Teaching, and Educational	This research found that the perception of professionalism among early childhood teachers has a negative relationship with technostress and a positive

No	Authors	Title	Journal	Result
		Professionalism Perception and Technostress of Early Childhood Teachers	Research	relationship with ego resilience. Furthermore, ego resilience mediates the relationship between professionalism perception and technostress, indicating that teachers with a high perception of professionalism and strong ego resilience can better manage technostress.
9	Wu, M. Y. H, et al. (2020)	Early childhood social-emotional learning based on the Cope-Resilience program: Impact of teacher experience	Issues in Educational Research	This study evaluates the effectiveness of the COPE-Resilience program in early childhood. The results showed that experienced teachers produced increased empathy, prosocial behaviour, positive coping strategies, and reduced problematic behaviour. Teacher experience has a significant impact on the success of the social-emotional program.
10	Lang et al. (2020)	Social Emotional Learning for Teachers (SELF-T): A Short-term, Online Intervention to Increase Early Childhood Educators' Resilience	Early Education and Development	This research evaluates a short-term online intervention program, Social Emotional Learning for Teachers (SELF-T), aimed at enhancing the emotional resilience of early childhood education teachers. The results indicate improved teachers' understanding of stress, the use of stress reduction strategies, and positive emotional responses towards children despite increased personal stress.
11	F. Y. Siu & H. C. Chan (2020)	Preschool Teachers' Resilience and Their Readiness to Develop Resilience to Young Children in a Chinese Context	Asia-Pacific Journal Of Research In Early Childhood Education	The research results indicate that teachers possess a relatively high level of resilience, particularly in family cohesion. However, their social competence is relatively lower, influenced by the cultural norms of Hong Kong. Teachers generally support child resilience development programs but express doubts regarding their implementation, which is related to a less supportive institutional environment.
12	Song et al. (2017)	An Analysis of Pre-Primary Teachers' Happiness: Influence of Ego Resiliency, Teacher	International Journal of Korea Open Association for Early Childhood Education	The research findings indicate that self-esteem is the most decisive factor in teachers' happiness, followed by ego-resiliency, motivation, and teacher efficacy. The factor of optimism within ego-resiliency has the most significant

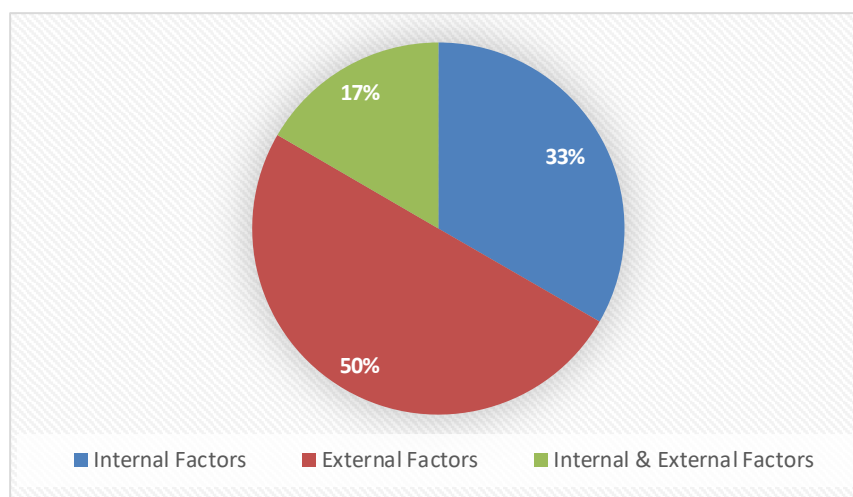
No	Authors	Title	Journal	Result
		Motivation, Teacher Efficacy, and Self-esteem		influence on happiness. This study highlights the importance of supporting the development of educational environments that enhance teachers' self-confidence and resilience through experiential learning methods, mentoring, and flexibility in the curriculum.

The review of the 12 selected articles in Table 3 indicates that each article highlights specific aspects of resilience in early childhood education. Chen (2022) emphasizes the role of self-compassion as a key to stress resilience among novice teachers during the pandemic. F. Y. Siu & H. C. Chan (2020) focus on teachers' readiness to develop children's resilience in Chinese culture. Flores-Buils et al. (2022) developed the validation of the CD-RISC10© resilience measurement tool for early childhood education teachers in Spain, while Jang & Kim (2024) analyze the relationship between job satisfaction, teacher efficacy, and teacher-child interaction, with resilience as a moderator. On the other hand, Kaveri et al. (2024) offer a cross-cultural model examining early childhood education teachers' resilience in five countries (Australia, Bangladesh, India, Norway, and Singapore), while im & Lee, (2021) highlight the mediation of ego-resilience in the relationship between professionalism perception and technostress among early childhood education teachers.

Interventions and training have also become a focus of several articles. Lang et al. (2020) evaluated the effectiveness of short-term online interventions to enhance teachers' social-emotional resilience. Lipscomb et al. (2021) explored the impact of the "Roots of Resilience" training on developing protective factors for children. Rancher & Moreland (2023) examined the effect of adverse childhood experiences (ACEs) and work-related stress on teachers' resilience. Other articles, such as Pasingih & Pancaningrum (2023), highlight the challenges faced by male teachers as a minority in early childhood education in Indonesia, while Wu, M. Y. H, (2020) evaluated a resilience-based social-emotional program (Cope-Resilience) for experienced teachers.

The methodologies employed in this article are diverse. Some, such as Jang & Kim (2024), Flores-Buils et al. (2022), Rancher & Moreland (2023), and Lipscomb et al. (2021), utilize a quantitative approach. Chen (2022), Pasingih & Pancaningrum (2023), and F. Y. Siu & H. C. Chan (2020) opt for a qualitative approach, while Wu, M. Y. H (2020) and Lang et al. (2020) combine both quantitative and qualitative methods.

The similarities among these articles include the importance of protective factors such as social support, professional training, and self-development in building resilience among early childhood education teachers. Resilience is a dynamic process involving the interaction between individual factors (such as self-compassion and ego-resilience) and contextual factors (social support and local culture). Some articles also highlight the COVID-19 pandemic as a significant stressor for early childhood education teachers, emphasizing the importance of adaptation strategies. The relationship between resilience and teacher-child interactions is also a considerable concern, with resilient teachers tending to have more positive interactions with children. Figure 3 is a diagram illustrating the distribution of articles based on the main themes:



**Figure 3. Article Distribution**

The analysis of the distribution of articles indicates that 33% of the articles highlight the internal factors of teachers' resilience capabilities, 50% focus on external factors, and 17% discuss internal and external factors simultaneously. Internal factors include self-compassion, the individual's ability to empathize with oneself when facing stress; ego-resilience, which is the capacity to adapt to challenging situations while remaining optimistic; and self-esteem, a positive perception of oneself that enhances coping abilities. This aligns with the research by Rees et al. (2018) that individuals with high levels of self-compassion tend to be more capable of dealing with stress and experiencing post-traumatic growth.

Ego-resilience, which is the capacity to adapt to difficult situations and remain optimistic, also plays an important role. Individuals with high ego resilience can respond to challenges more positively, enhancing their mental well-being (Kwon, 2013; Sun et al., 2021). Furthermore, positive self-esteem is a buffer against stress, improving individuals' ability to endure challenging situations (Petrie et al., 2021).

Meanwhile, external factors include social support from family, colleagues, and the community that provides a sense of security and motivation, institutional policies that create a supportive work environment, professional training, and reduced administrative burdens. Past experiences, both positive and negative, also play a significant role in influencing individual resilience. This aligns with Lebares et al. (2021) and Usset et al. (2024) that strong social support can reduce fatigue and enhance overall well-being. The institutional policies that create a supportive work environment, including reducing administrative burdens, also contribute to resilience. Organizations that provide professional training and emotional support tend to have more resilient employees (Labrecque et al., 2024; Usset et al., 2024). Past experiences, both positive and negative, play a crucial role in shaping how individuals respond to stress. Positive experiences can enhance self-confidence and the ability to cope with challenges, while negative experiences can provide valuable lessons that strengthen resilience (Hwang et al., 2018).

Resilience is a complex concept that involves various factors, including social support, self-reflection, and cultural context. This aligns with the social-ecological resilience model proposed by Ungar (2006) and Masten (2014), emphasizing the importance of interaction between individuals and the social environment. This model emphasizes the importance of interaction between internal and external factors in building individual resilience. For example, children with high adaptability (internal factors) tend to better utilize social support from family and community (external factors). This supports the finding that resilience results from dynamic interaction between individuals and their environment.

Chen (2022) emphasized that self-introspection and social support are essential in strengthening self-compassion, a key mechanism in individual resilience. This aligns with research findings that self-compassion can help individuals cope with stress and improve their mental well-being (Pérez-Aranda et al., 2021). In addition, research by Kaveri et al. (2024) and Pasiningsih & Pancaningrum (2023) shows that local culture and gender stereotypes influence how individuals develop resilience. In this context, culture can provide a framework that supports or hinders the development of resilience, depending on the values and norms in a society (Yu et al., 2022). Research shows that culture influences how individuals and communities cope with trauma and shapes the coping mechanisms they use to cope with challenges (Raghavan & Sandanapitchai, 2024; Ungar, 2013; Tyler et al., 2023). For example, in the context of trauma, cultural factors such as collectivist norms and family traditions can serve as resources that strengthen individual and community resilience (Ungar, 2013; Tyler et al., 2023).

Research by Day & Hong (2016) shows that social support strengthens teacher resilience, which is in line with the findings of Chen, (2022) and Pasiningsih & Pancaningrum, (2023). In addition, Rancher & Moreland, (2023) confirmed the relationship between childhood trauma and obstacles in building resilience, which aligns with research by Luthar et al., (2000). Adverse experiences in childhood have also been shown to significantly impact an individual's ability to manage stress and interact positively with others. Rancher & Moreland, (2023) found that adverse childhood experiences can reduce teachers' ability to manage stress, affecting student interactions. This study is in line with the findings of Ozaslan et al. (2022) which show that childhood trauma can hinder the development of psychological resilience in teachers. In addition, Lipscomb et al. (2021) and Lang et al. (2020) highlighted the importance of training and interventions in improving teachers' social-emotional resilience, suggesting that with the proper support, individuals can develop the skills necessary to address the challenges they face.

Research conducted by (Mansfield et al., 2016) revealed that training programs that integrate stress management skills, emotional intelligence, and interpersonal communication can improve teachers' adaptability to daily challenges. In addition, psychosocial support provided through discussion forums between teachers has also proven effective in reducing stress levels and improving their mental well-being. In a global context, (Gu & Day, 2007) stated that individual factors and institutional and cultural contexts determine teacher resilience.

At the social level, support from family, colleagues, and community is an essential component in building resilience. Positive relationships with colleagues, for example, can provide significant mutual support in dealing with work pressures. In addition, involvement in professional communities or support groups can also offer opportunities for teachers to share experiences and strategies in dealing with challenges (Le Cornu, 2009).

Policies supporting teacher well-being are a determining factor at the institutional level. This includes providing regular professional training, reducing excessive administrative workloads, and providing access to counselling services. Educational institutions must also create a supportive work culture where teachers feel valued and heard (Schussler & Knarr, 2013).

This study uniquely highlights the Indonesian context, particularly early childhood education (ECE). In Indonesia, implementing policies that support teacher welfare, such as improving welfare and access to training, can be a first step in creating an environment conducive to developing resilience. Based on this literature review, it can be concluded that ECE teacher resilience results from a complex interaction between individual and environmental factors. To support strengthening resilience, a comprehensive and evidence-based strategy is needed, including the development of relevant training programs, increased organizational support, and government policies responsive to ECE teachers' needs. With the

right approach, ECE teachers can be better prepared to face the challenges of their profession while making optimal contributions to early childhood development.

## Conclusion

The literature review results of the twelve articles that met the inclusion criteria provided rich insights into the resilience of ECE teachers in various contexts. Differences were seen in research focus, methodology, and geographic context. At the same time, similarities included the importance of social support, the dynamic process of resilience, and the positive impact of resilience on teacher-child interactions. The analysis showed that 33% of the articles highlighted the role of internal resilience factors such as self-compassion, ego resilience, and self-esteem. In contrast, 50% of the articles emphasized the importance of social support, institutional policies, and training as external resilience factors. 17% of the articles discussed the interaction between internal and external factors. These findings highlight the critical role of social support in strengthening teachers' emotional resilience and the importance of proactive institutional policies, such as reducing administrative burdens and providing ongoing professional training. Practical implications of this study include the development of resilience-based training programs, such as "Roots of Resilience," that can be integrated into teacher training to enhance their social-emotional resilience. In addition, it is recommended that educational institutions adopt policies that support teacher well-being, such as counselling services and professional community development.

This study enriches the literature on resilience by analyzing the relationship between internal and external factors and linking the findings to resilience theory. With the addition of visualization and deeper analysis, this study provides new insights relevant to early childhood education in Indonesia. This study has several limitations, including the limited geographic coverage of specific articles and potential publication bias due to the selection of open-access articles. Further research is recommended to expand the geographic coverage, explore resilience factors in more diverse cultural contexts, and test the effectiveness of various resilience-based interventions in practical contexts.

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