

Editor's preface

The topic of our 2025 year English issue is: New approaches to promoting well-being: innovations in the cultural sector, community building, and HR practices. The six articles are dealing with different aspects of this concept, and give a quite broad picture.

The first article is about childhood well-being, and the factors which are influencing it. The paper highlights well-being-oriented and community-based educational models as potential environments for fostering children's autonomy, emotional safety, and social relationships. The author emphasizes the significance of the teacher's role from a mental health perspective, demonstrating that the educator's well-being is essential for supporting children's emotional and social development, this way contributing to the development of a child-centered, empathetic, and reflective educational culture.

The second article is an analysis of Franz Liszt's *Funérailles*. The instrument of this analysis is musical hermeneutics, by which the sonic body is dissected into its constituent layers, through the lens of the works of Hegel, Sartre, Camus, and Heidegger, haunting the interstices between the notes and offer their testimonies. The result is that *Funérailles* is not music but a performative retrial of History. Its triumphant central section is a radiant deception, hope a mayfly simulacrum annulled by the eternal law of mourning.

The third study is about digital parenting, which is essential for well-being of our children in this digital world. A systematic review was conducted in accordance with the PRISMA 2020 guidelines. The literature search was performed using the Web of Science database, resulting in the selection of 19 studies that were subjected to full-text analysis. Findings reveal that digital parenting is a complex, context-sensitive practice that requires adaptive approaches, shaped by individual, relational, and cultural factors and informed by diverse methodological perspectives. Practically, the findings highlight the need for educational programs that enhance digital literacy, emotional attunement, and adaptive mediation among parents.

The fourth article is a comparison of Hungarian and Serbian adult education. The aim of the research is to examine the activities, competences and related professionalism of adult educators who provide professional development for early childhood educators. Adult education and training typically encompass a wide range of practices that are interwoven with many other areas. The link between the theory of hybrid professionalism and the practice of adult education is confirmed by the interviewees presented.

The study written by Bettina Botos explores the theoretical framework of integrating nonverbal, body-awareness-based methods — specifically Dance and Movement Therapy into teacher education programs to improve Social and Emotional Learning skills. It connects insights from emotional intelligence theory, embodiment theory, positive psychology, and psychological capital, and proposes that body-based, experiential approaches can strengthen teachers' empathy, emotion regulation, self-

awareness, and relational competence, thereby improving their psychological well-being and pedagogical effectiveness. The study contributes to the evolving discourse on holistic, well-being-oriented teacher education through embodied and arts-based pedagogical innovation.

Sadia Nur Habib investigates the motivational factors that drive academicians in Bangladesh to engage in lifelong learning and continuous professional development. The study highlights that in collectivist societies such as Bangladesh, extrinsic motivators, when aligned with individual values can reinforce intrinsic motivation. Implications for institutional leadership and policy formulation to enhance academic professional development are discussed.

We hope, that this issue of Knowledge Management will contribute significantly to our readers' well-being.

Katalin Varga

chief editor

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