## Appendix 3. Study Limitations that Researchers Reported

<table>
<thead>
<tr>
<th>1st Author (year)</th>
<th>Limitations</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abu (2022)</td>
<td>Not mentioned</td>
<td>Not mentioned</td>
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</tbody>
</table>
| Agyapong (2023)   | - Not certain of the effects if the intervention were extended or terminated  
                   - Used self-reported scales  
                   - Cannot generalize to all Zambian teachers because of low response rate | Not mentioned |
| Ansley (2021)     | - Volunteered participant’s interests in intervention may affect in outcome  
                   - Small sample size  
                   - Sample consisted mostly under age 35  
                   - Used self-reported scales  
                   - Programs has been conducted at the end of the semester that participants may be alleviated from work-related stress  
                   - Lack of follow-up data | - Conduct in larger sample  
                   - Include objective indicators and correlate with the self-reported outcomes  
                   - Conducted earlier in the school year  
                   - Collect follow-up data to assess degree to which participants maintain their outcomes later in the year |
| Ebert (2014)      | - Cannot be adopted to other types of occupations  
                   - Used self-reported scales  
                   - Not assessed treatment-as-usual utilization  
                   - Not analyzed all of the costs to conduct the interventions | - Include the indicators such as observer-based psychological instruments or biological sensors  
                   - Should clarify whether interventions to lower the threshold are effective in employees with depressive symptoms  
                   - Include higher proportion of male, and participants in low socioeconomic status  
                   - Investigate based on either work situation or individual risk factors  
                   - Explore potential negative effects of online mental health interventions for employees |
| Gaggioli (2014)   | - Cannot identify the relation between VR experiences and VR-based biofeedback intervention in mental health  
                   - Lack of follow-up data  
                   - Not measured physiological stress  
                   - Not evaluated the specific effectiveness in other tools in IR protocol  
                   - Financially expensive for both therapists and patients | - Analyze the correlation of VR experiences and VR-based intervention program in mental health  
                   - Evaluate the long term follow-up of behavior maintenance  
                   - Include measuring cortisol level sensitivity under long-term stress exposure  
                   - Identify the effective components of the IR protocol and the adequate intervention time |
| Hirshburg (2022)  | - Cannot demonstrate superiority of efficacy of the HMP against other programs  
                   - Not assessed specific occupational stress, satisfaction, or performance  
                   - Limiting to generalize in school employee pools  
                   - Used self-reported scales | - Conduct comparative efficacy research  
                   - Include specific instruments to measure occupational stress, satisfaction, or performance  
                   - Conduct with more heterogenous employee pools |
| Kayabinar (2021)  | - Not determined long-term effects of training  
                   - Social isolation and work stress due to COVID-19 pandemic may affected of mental health  
                   - Program mostly focused on musculoskeletal problem  
                   - Intervention time was limited due to summer holiday  
                   - Small sample size | - Establish the long-term effect of telerhabilitation program  
                   - Conduct intervention with more participants |
| Lang (2020)       | - Not randomized control trial  
                   - Small sample size  
                   - Not evaluated a long term effectiveness  
                   - Used self-report scales  
                   - Unable to track participant’s engagement online | - Conduct a RCT with a long term study  
                   - Employ additional technological features to track teacher’s progress through the program  
                   - Conduct focus group interview to understand their experiences of program  
                   - Examine workplace supports and cultures to mitigate work stress |
| Pozo-Rico (2020)  | - Small sample size  
                   - Absence of global educational standard to COVID-19 pandemic  
                   - Not considered the digital gap for teachers | - Implement program with a larger sample  
                   - Improve scope of the training to adapt international educational context  
                   - Conduct long-term program and methodologies to evaluate its impact on student’s academic achievement  
                   - Logistical and pedagogical considerations must be guaranteed in further study |
| Stavroulia (2019) | - Small sample size  
                   - Low attendance in visiting experiment place due to equipment  
                   - Negative awareness with unfamiliar technology | - Conduct interviews with ex-cannabis on a user  
                   - Revise scenario based on the feed-back such as drug incident place  
                   - Explore the effects of using VR in education with various scenarios  
                   - Explore participant’s emotions and improvement of skills in a different scenario  
                   - Investigate the effectiveness of using role-playing technique in VR |
| Zadok-Gurman (2021) | - Not randomized control trial  
                   - Most of the participants were female  
                   - Used self-reported scales  
                   - Lack of follow-up data | - Conduct study with a larger sample of male teachers to generalize the findings  
                   - Conduct randomized controlled design and assess objective health outcomes  
                   - Conduct longitudinal follow-up assessment study |

HMP=Healthy Minds Program; IR=Interreality; RCT=Randomized Controlled Trial; TFI=Therapeutic Factors Inventory; VR=Virtual Reality