

Appendix 3. Study Limitations that Researchers Reported

1st Author (year)	Limitations	Recommendations
Abu (2022)	Not mentioned	Not mentioned
Agyapong (2023)	<ul style="list-style-type: none"> - Not certain of the effects if the intervention were extended or terminated - Used self-reported scales - Cannot generalize to all Zambia teachers because of low response rate 	Not mentioned
Ansley (2021)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Conduct comparative efficacy research - Include specific instruments to measure occupational stress, satisfaction, or performance - Conduct with more heterogenous employee pools
Kayabinar (2021)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Establish the long-term effect of telerehabilitation program - Conduct intervention with more participants
Lang (2020)	<ul style="list-style-type: none"> - Not randomized control trial - Small sample size - Not evaluated a long term effectiveness - Used self-report scales - Unable to track participant's engagement online 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Small sample size - Absence of global educational standard to COVID-19 pandemic - Not considered the digital gap for teachers 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Small sample size - Low attendance in visiting experiment place due to equipment - Negative awareness with unfamiliar technology 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Not randomized control trial - Most of the participants were female - Used self-reported scales - Lack of follow-up data 	<ul style="list-style-type: none"> - 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