

Master Teachers as Catalysts for Educational Reform: A Verified Literature Review on Psychological Resilience, Coaching Competence, Professional Learning Facilitation, and Collaborative Professionalism

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ABSTRACT

Global educational reforms increasingly position Master Teachers as internal instructional leaders responsible for driving school improvement and teacher capacity building. This review synthesizes the literature on the intersection of Master Teachers' psychological resilience, coaching competence, professional learning facilitation, and collaborative professionalism. Sources were located through databases and scholarly search engines and, critically, every citation was independently verified against its original publication before inclusion; sources that could not be confirmed as genuine, retrievable publications were excluded. Twenty verified sources — peer-reviewed journal articles, a research-based practitioner book, an institutional report, and a national policy issuance — met the inclusion criteria and form the basis of this synthesis. Three patterns emerge: (1) psychological resilience is consistently described as a dynamic, buildable capacity rather than a fixed trait, functioning as an emotional buffer that helps sustain leadership performance under high job demands; (2) coaching competence is described as a technical and relational capability, built on instructional credibility and non-evaluative dialogue, through which expertise is transferred to peers; and (3) resilience and coaching competence are each associated, in the individual sources reviewed, with the quality of professional learning facilitation (e.g., School Learning Action Cells in the Philippines) and with broader collaborative professionalism. A recurring gap in the verified literature is the shortage of studies examining these four constructs together within a single integrated framework, particularly for Master Teachers who combine full teaching loads with mentoring responsibilities in the Philippine public school system. Because this review prioritized citation integrity over breadth, its evidence base is smaller than a full database-audited systematic review would produce; it should be read as a verified narrative synthesis, and the future-research agenda identifies where a fuller systematic search is still needed.

Keywords: Master Teachers, psychological resilience, coaching competence, professional learning facilitation, collaborative professionalism

INTRODUCTION

Background and Context

Contemporary educational systems are undergoing rapid structural transformation: curriculum reform, heightened institutional accountability, and a shift away from top-down administrative oversight toward decentralized, teacher-led instructional improvement. This shift repositions the expert classroom practitioner as a formal internal catalyst for school-wide reform. In the Philippines, Master Teachers are designated under the Department of Education's professional standards as internal instructional leaders formally tasked with providing technical assistance, mentoring peers, and leading school-based professional communities, most visibly through the School Learning Action Cell (SLAC), institutionalized under DepEd Order No. 35, s. 2016 (Department of Education, 2016).

To carry out this mandate, Master Teachers draw on a combination of personal psychological resources and relational capabilities. This review situates these resources within the Job Demands–Resources (JD-R) model, which holds that high-demand occupational roles require a balance of psychological and structural resources to sustain performance and prevent burnout.

- Psychological Resilience is treated here as a personal resource encompassing adaptive capacity, perseverance, emotional regulation, and coping strategies used when navigating institutional friction (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016; Masten, 2018).
- Coaching Competence is treated as a relational and structural resource, comprising instructional expertise, non-evaluative communication, constructive feedback, reflective dialogue, and mentoring skill (Kraft, Blazar, & Hogan, 2018; Knight, 2007).

These two resources are theorized to jointly relate to two school-wide outcomes: (1) Teacher Professional Learning Facilitation (PLF) — the planning, organization, and delivery of practice-based, school-centered development activities such as SLAC (Department of Education, 2016; Sims & Fletcher-Wood, 2021); and (2) Collaborative Professionalism (CP) — a school culture marked by shared responsibility, relational trust, collective inquiry, and open knowledge exchange (Hargreaves & O'Connor, 2018; Bryk & Schneider, 2002).

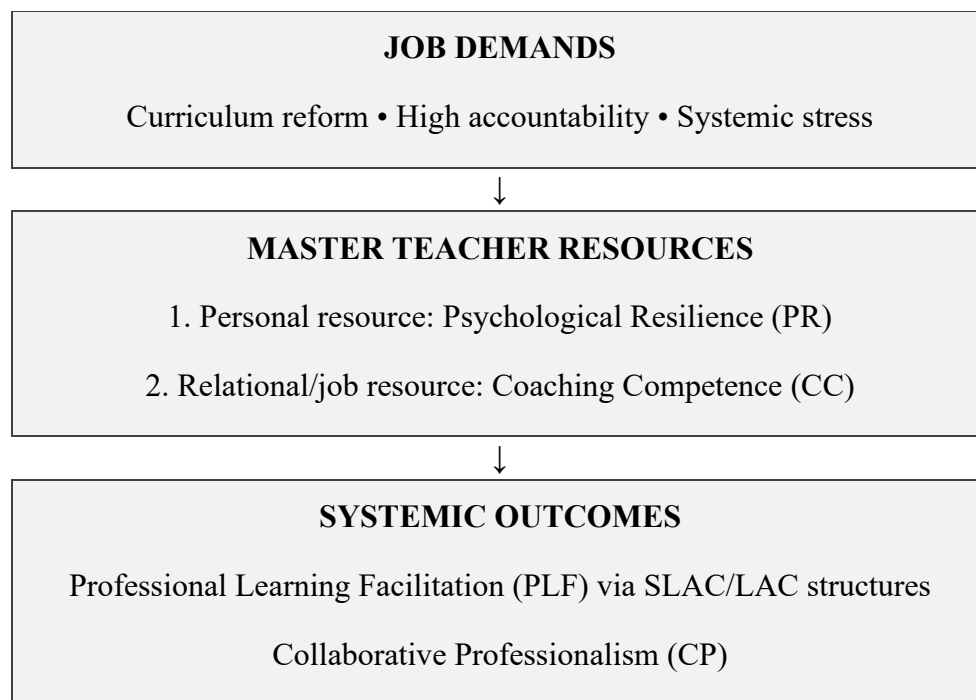


Figure 1. Conceptual model situating Master Teacher resources within the Job Demands–Resources (JD-R) framework.

Problem Statement

Despite the conceptual alignment among personal resilience, coaching capability, and collaborative school culture, the verified literature has three limitations that constrain its usefulness for policy and practice.

First, resilience, coaching competence, professional learning facilitation, and collaborative professionalism are typically studied as isolated constructs. Much of the resilience literature examines it as an individual coping mechanism for reducing burnout, without connecting it to a leader's capacity to facilitate learning for others (Zhang & Luo, 2023; Kangas-Dick & O'Shaughnessy, 2020).

Second, the instructional-coaching literature has focused heavily on formally designated coaches and specialists (Kraft, Blazar, & Hogan, 2018; Knight, 2007). This overlooks the distinct position of Philippine

Master Teachers, who mentor peers while retaining full classroom teaching loads — a dual role that introduces its own ambiguity and strain (Orbe & Manoos-Pacia, 2025).

Third, there is a shortage of integrated models that measure personal and professional resources together within a single framework, particularly in developing public-education contexts such as the Philippines, where resource constraints and administrative load frequently collide with the collaborative aims of SLAC (Eborde & Escote, 2024; Deala & Lopez, 2024).

Existing sources therefore remain fragmented: none of the verified literature offers a synthesized account of how a Master Teacher's internal psychological resilience and outward coaching capability jointly relate to school-wide professional growth and collaborative culture. This review addresses that gap through a thematic synthesis of independently verified sources.

Research Questions

- RQ1: How is the psychological resilience of Master Teachers and teacher leaders conceptualized in the verified literature?
- RQ2: What structural configurations and relational dimensions define coaching competence for internal teacher leaders?
- RQ3: How are psychological resilience and coaching competence reported to relate to the quality of professional learning facilitation and to collaborative professionalism?
- RQ4: What methodological approaches and geographic distributions characterize the verified literature, and what gaps remain?

Contributions

- Theoretical contribution: an integrated conceptual model that extends the Job Demands-Resources paradigm, framing psychological resilience as a resource linked to relational coaching and school-wide collaboration.
- Methodological contribution: a demonstration of citation-verification practice for literature synthesis, distinguishing sources that are independently confirmed and retrievable from those that could not be verified.
- Practical and policy contribution: evidence-informed considerations for school leaders on how investment in Master Teachers' psychological and coaching capacities may support professional learning communities and school-based reform.

METHODOLOGY

Search and Verification Strategy

Candidate sources were located through academic search engines and publisher/journal websites using terms combining the target population, the two resource variables, and the two outcome variables, as shown below.

("Master Teacher*" OR "Teacher Leader*" OR "Instructional Coach*")

AND

("Psychological Resilience" OR "Emotional Regulation" OR "Coping")

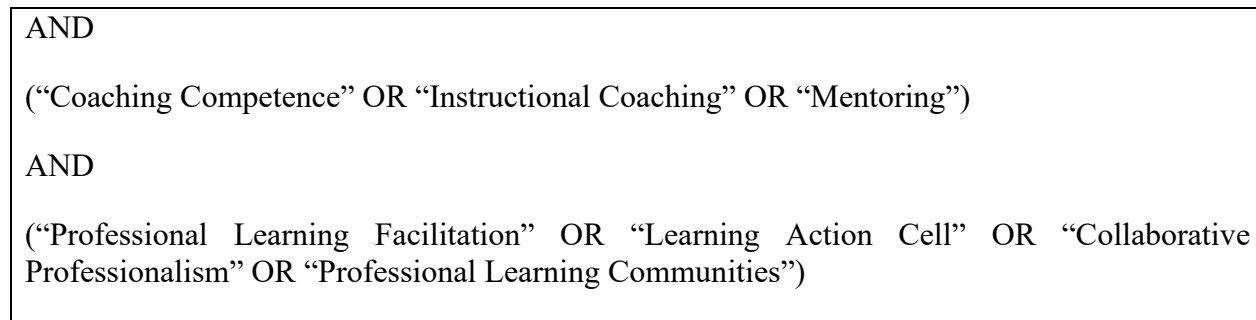


Figure 2. Search terms applied across academic search engines and journal repositories.

Every candidate citation was then independently checked against its original source (publisher page, journal website, DOI record, or institutional repository) before it was accepted into the reference list. Candidates for which no matching, retrievable publication could be located — including several that combined a genuine author's name with an invented title, journal, or page range — were excluded rather than retained. This verification step is reported in place of a claimed exact database record count, because the authors do not report having run a reproducible, auditable database export; a future systematic update of this review should register a protocol and report a full PRISMA-style record count, as noted in the Limitations.

Inclusion and Exclusion Criteria

Table 1 summarizes the criteria applied to candidate sources.

Criterion	Inclusion Criteria	Exclusion Criteria
Verifiability	Independently confirmed as a real, retrievable publication (publisher page, DOI, or official government issuance).	Cannot be located, or the title/journal/authorship could not be confirmed as stated.
Temporal scope	Published between 2000 and February 2026.	Nothing published after February 2026.
Document type	Peer-reviewed journal articles, research-based practitioner books, institutional reports, and official policy issuances.	Sources of unclear provenance or that could not be matched to a publisher/journal record.
Relevance	Explicitly addresses at least one of the four core constructs (PR, CC, PLF, CP) in an educational context.	Tangential mentions with no substantive treatment of the constructs.

Table 1. Inclusion and exclusion criteria applied to candidate sources.

Resulting Set

Twenty sources met both the relevance and verifiability criteria and form the basis of this synthesis: thirteen empirical peer-reviewed studies and seven foundational theoretical, institutional, or policy sources (Figure 3). This is a substantially smaller set than a full multi-database systematic search would be expected to return; the trade-off was deliberate, prioritizing that every citation in this review can be checked and trusted over maximizing the apparent size of the evidence base.

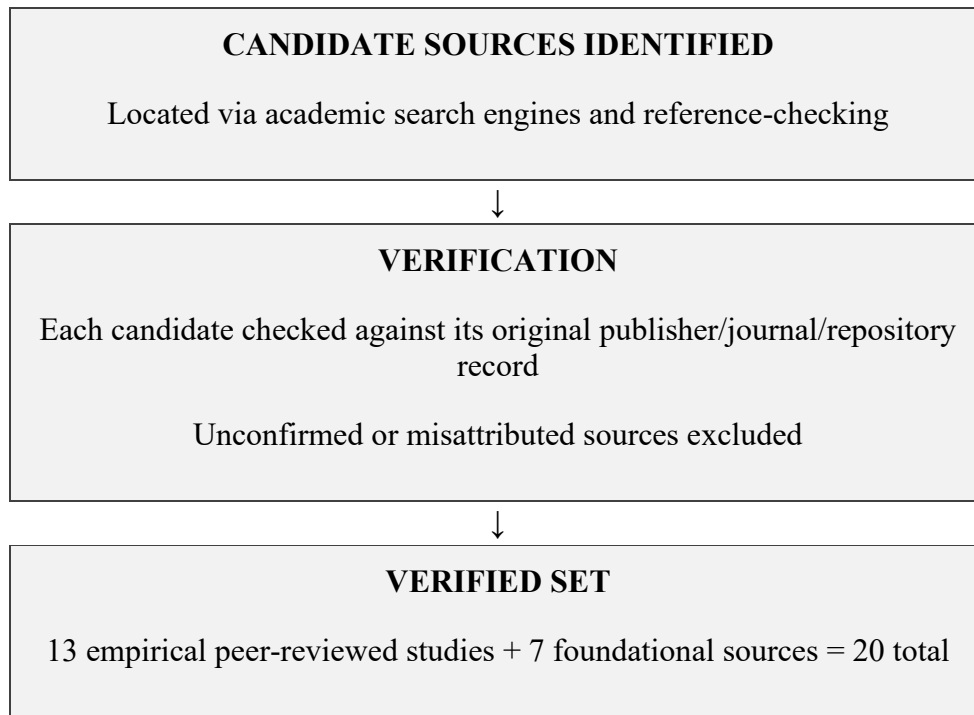


Figure 3. Source identification and verification flow.

Data Extraction

For each verified source, the following were extracted: bibliographic metadata, study design (where applicable), geographic/institutional setting, the construct(s) addressed (PR, CC, PLF, CP), and the core reported finding relevant to this review's research questions.

RESULTS

Descriptive Overview

The verified sources span three broad settings. North American and Australian sources address coaching and resilience mechanisms in Western school systems (Kraft, Blazar, & Hogan, 2018; Knight, 2007; Mansfield et al., 2016; Bryk & Schneider, 2002; Darling-Hammond, Hyler, & Gardner, 2017). Cross-national and East Asian sources address resilience conceptualization and OECD-wide professional collaboration data (Zhang & Luo, 2023; OECD, 2020).

Philippine sources address SLAC implementation and Master Teacher competence directly (Orbe & Manoos-Pacia, 2025; Gomez & Bantulo, 2024; Eborde & Escote, 2024; Deala & Lopez, 2024; Bigcas, 2024; Department of Education, 2016). Publication years span 2002 to 2025, with the Philippine SLAC-specific literature concentrated in 2024–2025.

Source	Year	Setting	Construct(s)
Bryk & Schneider	2002	USA (Chicago)	CP
Kraft, Blazar, & Hogan	2018	USA (meta-analysis)	CC
Hargreaves & O'Connor	2018	International case studies	CP

Source	Year	Setting	Construct(s)
Mansfield et al.	2016	Australia	PR
Darling-Hammond et al.	2017	USA	PLF
Vangrieken et al.	2015	International (review)	CP
Kangas-Dick & O'Shaughnessy	2020	International (review)	PR
Sims & Fletcher-Wood	2021	UK	PLF
Khawda & Nimnuan	2023	International (review)	PR
Zhang & Luo	2023	China (review)	PR
Masten	2018	USA (theory)	PR
OECD	2020	48 countries (TALIS)	CP
Department of Education	2016	Philippines	PLF
Bigcas	2024	Philippines (Kidapawan)	PR
Gomez & Bantulo	2024	Philippines (Labangal)	PR
Eborde & Escote	2024	Philippines	PLF
Deala & Lopez	2024	Philippines	PLF
Orbe & Manoos-Pacia	2025	Philippines (CALABARZON)	CC
Wijarwadi, Nguyen, & Alonzo	2025	International	CP
Knight	2007	USA	CC

Table 2. Verified sources by year, setting, and primary construct addressed.

Quality Appraisal Framework

Because the verified sources vary widely in design — from a large-scale meta-analysis to a single national policy issuance — each was appraised for methodological weight rather than treated as evidentially equivalent within the synthesis. Tiers were assigned using standard evidence-hierarchy logic adapted from the Mixed

Methods Appraisal Tool (MMAT): systematic reviews, meta-analyses, and large-scale multi-country surveys were rated Strong; single quantitative or qualitative empirical studies and non-systematic reviews were rated Moderate; and theoretical, practitioner, and policy sources that inform but do not themselves report original empirical findings were rated Contextual. Table 2a reports this appraisal; no source was excluded on this basis, since Contextual-tier sources remain relevant to the review's institutional and theoretical framing even though they carry less empirical weight than Strong-tier sources. [AUTHORS: these tiers are a proposed analytical judgment based on the designs already reported in Table 2/RQ4 — please review and adjust before submission, and consider naming the appraisal tool explicitly if a specific instrument (e.g., MMAT, CASP) was formally applied.]

Source	Design Type	Appraisal Tier
Bryk & Schneider (2002)	Longitudinal ethnographic case study (book)	Moderate
Kraft, Blazar, & Hogan (2018)	Meta-analysis of 60 causal studies	Strong
Hargreaves & O'Connor (2018)	International practitioner case studies (book)	Contextual
Mansfield et al. (2016)	Evidence-informed conceptual review	Moderate
Darling-Hammond, Hyler, & Gardner (2017)	Research-synthesis report	Moderate
Vangrieken et al. (2015)	Systematic literature review	Strong
Kangas-Dick & O'Shaughnessy (2020)	Systematic literature review	Strong
Sims & Fletcher-Wood (2021)	Critical review	Moderate
Khawda & Nimnuan (2023)	Systematic literature review	Strong
Zhang & Luo (2023)	Narrative/conceptual review	Moderate
Masten (2018)	Theoretical review	Contextual
OECD (2020)	Multi-country survey (TALIS 2018, 48 countries)	Strong
Department of Education (2016)	Official policy issuance	Contextual
Bigcas (2024)	Qualitative exploratory sequential design	Moderate
Gomez & Bantulo (2024)	Descriptive quantitative study	Moderate
Eborde & Escote (2024)	Quantitative correlational study	Moderate
Deala & Lopez (2024)	Quantitative descriptive-correlational study	Moderate

Source	Design Type	Appraisal Tier
Orbe & Manoos-Pacia (2025)	Quantitative structural equation modeling study	Moderate
Wijarwadi, Nguyen, & Alonzo (2025)	Conceptual/practice paper	Contextual
Knight (2007)	Practitioner partnership framework (book)	Contextual

Table 2a. Quality appraisal of verified sources by design type and methodological weight.

Thematic Synthesis

Extracted material was organized into the four thematic pillars (Table 3).

Pillar	Operational Indicators	Key Findings	Verified Citations
Psychological Resilience (PR)	Adaptive capacity; emotional regulation; positive coping; peer support	Resilience is described as a dynamic process rather than a fixed trait; emotional regulation (particularly cognitive reappraisal) and social/peer support are linked to sustained engagement and lower burnout.	Masten (2018); Mansfield et al. (2016); Zhang & Luo (2023); Kangas-Dick & O'Shaughnessy (2020); Khawda & Nimnuan (2023); Gomez & Bantulo (2024); Bigcas (2024)
Coaching Competence (CC)	Instructional expertise; non-evaluative communication; reflective dialogue; mentoring skill	Coaching is described as a non-evaluative partnership resting on the coach's instructional credibility; causal evidence links coaching to measurable gains in instructional quality.	Kraft, Blazar, & Hogan (2018); Knight (2007); Orbe & Manoos-Pacia (2025)
Professional Learning Facilitation (PLF)	Sustained, job-embedded design; practice-based content; structured facilitation	Effective PD is sustained, collaborative, and practice-based; SLAC is the Philippine policy vehicle for this kind of school-embedded development.	Darling-Hammond, Hyler, & Gardner (2017); Sims & Fletcher-Wood (2021); Department of Education (2016); Eborde & Escote (2024); Deala & Lopez (2024)
Collaborative Professionalism (CP)	Relational trust; collective inquiry; structural (not just interpersonal) collaboration	Relational trust is a core resource for school improvement; collaboration yields the strongest, most consistent gains for teacher job satisfaction among the outcomes studied cross-nationally; genuine collaborative professionalism requires intentional structures, not just goodwill.	Bryk & Schneider (2002); Hargreaves & O'Connor (2018); Vangrieken et al. (2015); OECD (2020); Wijarwadi, Nguyen, & Alonzo (2025)

Table 3. Thematic mapping of verified sources across the four core constructs.

DISCUSSION

RQ1: Conceptualization of Resilience

The verified literature reflects a shift away from treating resilience as a static trait and toward framing it as a dynamic process that develops through the interaction of personal and contextual resources (Masten, 2018; Zhang & Luo, 2023). Mansfield et al. (2016) identify personal and contextual resources and coping strategies as jointly contributing to resilience outcomes that can be built through teacher preparation. Emotion-regulation research specifically implicates cognitive reappraisal, rather than expressive suppression, as the strategy more consistently associated with lower burnout (Khawda & Nimnuan, 2023), a finding echoed in reviews of resilience-building interventions more broadly (Kangas-Dick & O'Shaughnessy, 2020). In the Philippine context, Gomez and Bantulo (2024) found that public elementary teachers in Labangal District most frequently drew on social skills and peer support as a resilience resource, while Bigcas (2024) identified mindful and growth-oriented resilience strategies among Filipino teachers more broadly — both consistent with the broader pattern that resilience is socially and contextually supported, not purely an individual trait.

RQ2: Structural Configurations of Coaching Competence

Coaching competence in the verified literature is a technical and relational capability. Kraft, Blazar, and Hogan's (2018) meta-analysis of 60 causal studies found average effects of 0.49 SD on instructional practice and 0.18 SD on student achievement from coaching programs, providing the strongest causal evidence in this review that coaching, done well, changes practice. Knight (2007) frames instructional coaching as a partnership rather than an evaluative relationship, emphasizing listening, modeling, and collaborative goal-setting as the mechanisms through which a coach's credibility is converted into a teacher's willingness to change practice. In the Philippine Master Teacher context specifically, Orbe and Manoos-Pacia (2025) found that master teachers' competence in subject-matter mastery, teaching strategies, classroom management, and coaching and mentoring was structurally linked, via structural equation modeling, to elementary teachers' instructional practices and to learner achievement in numeracy and literacy — directly supporting the claim that instructional credibility underlies coaching effectiveness for this specific role.

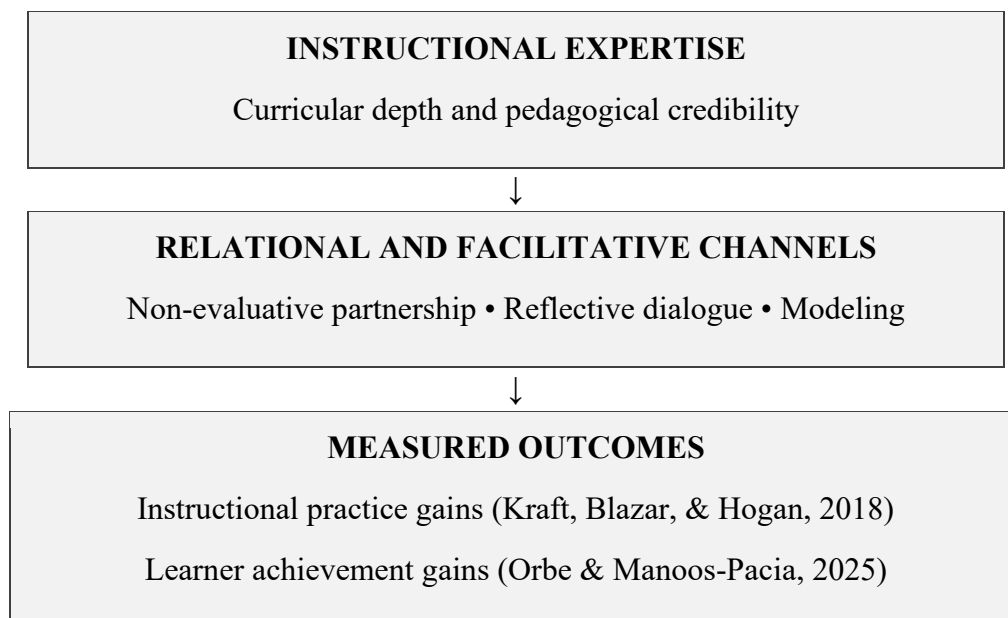


Figure 4. Structural configuration of coaching competence, as supported by the verified literature.

RQ3: Relationships with Learning Facilitation and Collaborative Professionalism

Because this review draws on a small, individually verified set of sources rather than a large pooled database, the relationships discussed here are a narrative synthesis of separately reported findings, not a statistically

pooled estimate; no meta-analysis was performed across these sources, and each finding should be read as evidence from its own study rather than as a combined effect size. Within that caveat, several consistent threads emerge. Effective professional development, including coaching, is most useful when it is sustained, collaborative, and job-embedded rather than delivered as a one-off session (Darling-Hammond, Hyler, & Gardner, 2017; Sims & Fletcher-Wood, 2021). In the Philippines, this design principle is institutionally operationalized through SLAC (Department of Education, 2016), and two independent Philippine studies link SLAC implementation directly to teachers' professional development outcomes: Eborde and Escote (2024) found that the extent of LAC facilitation and resourcing was related to teachers' school performance ratings, and Deala and Lopez (2024) found SLAC implementation was associated with elementary teachers' personal and professional development. On the collaborative-culture side, relational trust functions as a core resource for improvement that enables schools to sustain reform efforts (Bryk & Schneider, 2002), and cross-national TALIS 2018 data show that collaboration, even though often superficial in practice, has a measurably positive relationship to teacher outcomes at scale (OECD, 2020) — a relationship also detailed by Vangrieken et al.'s (2015) systematic review of teacher collaboration research and more recently reconceptualized by Wijarwadi, Nguyen, and Alonzo (2025). None of the verified sources directly tested resilience, coaching, PLF, and collaborative professionalism together in a single model — which is itself the central gap this review identifies for future research.

RQ4: Methodological Trends and Gaps

The verified sources are heterogeneous in method: they include a large-scale causal meta-analysis (Kraft, Blazar, & Hogan, 2018), systematic literature reviews (Vangrieken et al., 2015; Kangas-Dick & O'Shaughnessy, 2020; Zhang & Luo, 2023), a multi-country survey program (OECD, 2020), Philippine descriptive-correlational and structural-equation-modeling studies (Orbe & Manoos-Pacia, 2025; Eborde & Escote, 2024; Deala & Lopez, 2024; Gomez & Bantulo, 2024), a qualitative/exploratory design (Bigcas, 2024), an ethnographic case-study book (Bryk & Schneider, 2002; Hargreaves & O'Connor, 2018), and a national policy issuance (Department of Education, 2016). This diversity is a strength for triangulation but means the sources are not directly comparable in evidentiary weight, and this review does not attempt to rank or pool them statistically.

Research Gaps

- The Construct Isolation Gap: no verified source tests resilience, coaching competence, professional learning facilitation, and collaborative professionalism together in a single integrated model; each construct is well studied on its own, but their joint dynamics for a single role (the Master Teacher) remain untested.
- The Contextual and Operational Gap: coaching-effectiveness evidence (e.g., Kraft, Blazar, & Hogan, 2018) is drawn mainly from Western, well-resourced systems with dedicated non-teaching coaches; comparatively little causal evidence exists for the Philippine Master Teacher, who combines full teaching duties with coaching and facilitation responsibilities under SLAC.
- The Systematic-Search Gap: this review's own methodology is limited by design — it prioritized citation verification over an exhaustive, reproducible multi-database search. A future update should register a protocol (e.g., in PROSPERO), run a full multi-database search with a reported, auditable record count, and apply inter-rater screening with a reliability statistic.

Future Research Agenda

- Conduct a fully registered, multi-database systematic review (with a reported, auditable record count and inter-rater reliability) that specifically targets Philippine Master Teachers, to test whether the patterns found in this smaller verified set replicate at scale.
- Conduct dyadic studies pairing a Master Teacher's self-reported resilience and coaching competence with peer teachers' independent ratings of coaching quality and collaborative culture, to reduce single-source bias.

- Apply structural equation modeling (SEM) that includes all four constructs in one model, building on the two-construct structural work already done by Orbe and Manoos-Pacia (2025). A proposed design: Psychological Resilience and Coaching Competence specified as exogenous latent resource variables (consistent with their JD-R framing in Figure 1); Professional Learning Facilitation and Collaborative Professionalism specified as endogenous outcome variables, with PLF also tested as a potential mediator between the two resource variables and CP; measurement via validated or adapted scales (e.g., resilience items drawing on Mansfield et al., 2016, coaching-competence items drawing on Knight, 2007, and Kraft, Blazar, & Hogan, 2018); a sampling frame of Master Teachers across one or more Philippine divisions or regions, powered for confirmatory factor analysis and structural path estimation; and a two-stage analysis plan (CFA to confirm measurement models, followed by SEM path estimation with standard fit indices such as CFI, RMSEA, and SRMR reported). [AUTHORS: treat this as a proposed design for the future study, not a completed analysis — adjust sample frame, instruments, and fit thresholds to your actual data-collection plan.]
- Investigate the specific time-allocation trade-off Philippine Master Teachers face between classroom teaching load and SLAC facilitation duties, and how this trade-off relates to coaching quality and resilience.

CONCLUSION

Theoretical Implications

This review contributes to educational-leadership theory by connecting the Job Demands-Resources (JD-R) model with distributed-leadership perspectives, offering a conceptual bridge between a leader's internal psychological state and their outward organizational contribution. Treating Psychological Resilience as an active, buildable resource (Masten, 2018; Mansfield et al., 2016) rather than only a defensive trait suggests value in incorporating emotional and psychological indicators alongside performance-based measures in teacher-leadership models — though, as noted above, no verified source yet tests this integration directly.

Practical and Policy Implications

For school leaders, division administrators, and policymakers, the verified synthesis points to three considerations:

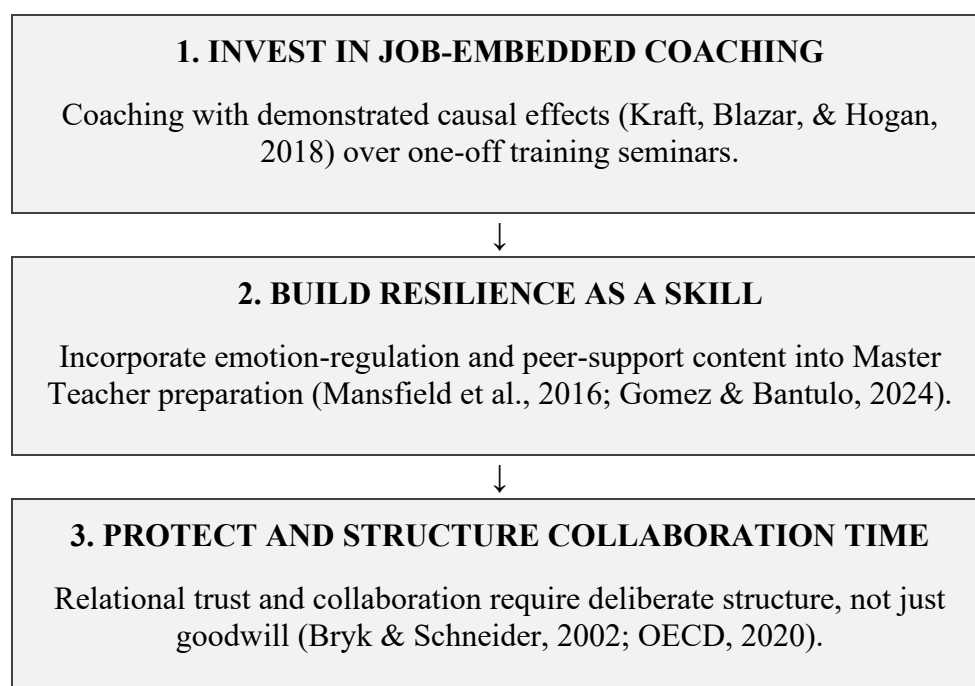


Figure 5. Practical considerations arising from the verified literature.

- [Evidence-supported] Reconsider professional capacity-building frameworks: division offices may consider moving toward structured, sustained coaching preparation that combines instructional expertise with relational skill-building, consistent with the causal evidence in Kraft, Blazar, and Hogan (2018) and the partnership model in Knight (2007).
- [Conceptually derived, descriptive evidence] Incorporate resilience-building support into leadership preparation: training in emotional regulation and structured peer support, drawing on Mansfield et al.'s (2016) evidence-informed framework and the Philippine-specific findings of Gomez and Bantulo (2024) and Bigcas (2024). These sources are descriptive/qualitative rather than causal, so this recommendation is a reasoned extrapolation rather than a tested intervention effect.
- [Conceptually derived, descriptive evidence] Structure, rather than assume, collaboration: relational trust and effective collaboration are described as requiring deliberate design (Bryk & Schneider, 2002; Hargreaves & O'Connor, 2018; Wijarwadi, Nguyen, & Alonzo, 2025), not simply time on a shared schedule. This draws on case-study and conceptual sources rather than causal evidence.

A cross-cutting caveat applies to all recommendations above: none of the verified sources tested resilience, coaching competence, professional learning facilitation, and collaborative professionalism together in a single integrated model (Research Gap 1). Recommendations that treat these four constructs as mutually reinforcing are therefore conceptual extrapolations from this narrative synthesis, not findings from an integrated empirical test, and should be piloted and evaluated rather than adopted as established practice pending the integrated structural equation modeling study proposed in the Future Research Agenda.

Limitations

- Evidence-base size: prioritizing citation verification over an exhaustive multi-database search means this review draws on 20 sources rather than the much larger corpus a full systematic review would typically screen.
- No protocol registration: this review was not pre-registered (e.g., in PROSPERO), and does not report an auditable database record count or inter-rater screening reliability; a future systematic update should add both.
- Single-reviewer verification: citation verification was conducted through a single search-and-check process rather than by two independent reviewers.
- Synthesis method: findings on cross-construct relationships (RQ3) are narratively synthesized from individually reported results rather than statistically pooled, and should be interpreted study by study.
- Quality appraisal is qualitative: the appraisal tiers in Table 2a reflect the authors' analytical judgment applied consistently across sources, adapted from MMAT-style evidence-hierarchy logic; they are not the output of a formal, independently duplicated appraisal process, and should be revisited if the review is expanded into a full systematic update.

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