

PREFACE TO THE EDITION

The International Journal of Education Insights (IJEI) proudly presents its first issue, bringing together a collection of thought-provoking studies that reflect the evolving challenges, innovations, and psychological dimensions shaping education and human development in the 21st century. This issue exemplifies IJEI's mission to provide a platform for multidisciplinary scholarship that bridges educational research, psychological inquiry, and policy-driven innovation.

The featured articles in this issue collectively examine the interconnected nature of technology, mental health, pedagogy, and social well-being. Research on social media and adolescent self-esteem offers critical insights into how digital environments influence identity formation and emotional health, while studies on teacher professional development highlight the transformative role of collaborative, technology-enhanced models in strengthening instructional quality across diverse educational contexts. The inclusion of cognitive behavioural therapy (CBT) for college students underscores the growing emphasis on integrating mental health interventions into educational systems to support learner resilience and well-being.

Complementing these perspectives, articles exploring the psychological effects of work-from-home culture and the redesign of curricula for 21st-century skills reveal how contemporary social and professional shifts demand adaptive pedagogical models and a reimagining of institutional priorities. The issue concludes with a timely exploration of digital equity solutions, emphasizing the moral and structural imperative of ensuring technology access and inclusion for all learners in an increasingly hybrid educational world.

Together, these contributions represent a holistic vision of education one that balances cognitive, emotional, and technological dimensions to foster both individual growth and social progress. The editorial team extends sincere appreciation to the authors, reviewers, and contributors whose scholarly dedication has shaped this inaugural issue. It is our hope that this volume of IJEI inspires continued dialogue, research, and action toward creating equitable, innovative, and human-centered educational systems worldwide.

Dr. Bincy O.G
Chief Editor

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