

PREFACE TO THE EDITION

It is with great pleasure that we present Volume 2, Issue 2 of the International Journal of Education Insights (IJEI). This issue brings together a collection of scholarly contributions that address some of the most pressing concerns in contemporary education, including technology-enhanced learning, family engagement, teacher professional development, critical thinking, differentiated instruction, and the pursuit of equitable and effective educational practices.

As educational systems worldwide continue to navigate rapid social, technological, and pedagogical transformations, the articles featured in this issue offer valuable insights into how schools, teachers, learners, and families can work together to create meaningful and impactful learning experiences. Collectively, these studies underscore the importance of evidence-informed decision-making and learner-centered approaches in fostering educational excellence.

The opening article examines the relationship between technology integration and student engagement in secondary education. Through a mixed-methods approach, the study demonstrates that technology can significantly enhance both learner engagement and academic achievement when supported by teachers' technological pedagogical content knowledge (TPACK) and equitable access to resources. The findings provide important guidance for educators and policymakers seeking to maximize the educational benefits of digital innovation.

The second contribution explores the role of parental involvement in shaping academic performance among primary school pupils. By highlighting the significance of home-based learning support, effective communication, and positive parenting practices, the study reinforces the enduring value of strong family-school partnerships in promoting student success.

Teacher learning and instructional quality are the focus of the third article, which investigates teachers' lived experiences of professional development. The phenomenological findings reveal that meaningful instructional improvement is best achieved through sustained, collaborative, and contextually relevant professional learning opportunities rather than isolated training events. The study offers important reflections on how educational institutions can better support teacher growth and professional practice.

Critical thinking, a cornerstone of twenty-first-century education, is examined in the fourth article through a classroom-based action research study. The findings demonstrate how cooperative learning strategies can effectively foster higher-order thinking skills, learner accountability, and deeper classroom engagement. This work contributes practical insights for educators seeking to cultivate analytical and reflective learners.

The final article investigates the impact of differentiated instruction in mixed-ability classrooms. The study provides compelling evidence that instructional differentiation can significantly improve learner achievement, particularly among lower-performing students, while helping to reduce achievement gaps. Its findings have meaningful implications for inclusive teaching practices and curriculum implementation.

Taken together, the articles in this issue reflect a shared commitment to improving educational quality through innovative pedagogy, collaborative partnerships, and responsive instructional practices. They highlight the interconnected roles of teachers, learners, families, and educational leaders in creating learning environments that are equitable, engaging, and conducive to academic success.

The Editorial Board extends its sincere appreciation to all authors, reviewers, and members of the editorial team whose dedication and scholarly contributions have made this issue possible. We hope that the research presented herein will inspire further inquiry, inform educational practice, and contribute to ongoing efforts to enhance teaching and learning across diverse educational contexts.

We are delighted to share this issue with our readers and trust that it will serve as a valuable resource for researchers, educators, policymakers, and students committed to advancing educational knowledge and practice.

Dr. Bincy O.G
Chief Editor

CONTENTS

SL. NO	TITLE	AUTHOR	PAGE NO
1	Technology Integration and Student Engagement in Secondary Education: A Mixed-Methods Study	Renjisha R	38 - 41
2	Parental Involvement and Academic Performance of Pupils in Public Primary Schools: A Correlational Study	Anitha N V	42 - 45
3	Teachers' Lived Experiences of Professional Development and Its Influence on Instructional Quality: A Phenomenological Study	Kiran V Nath	46 - 49
4	Enhancing Learners' Critical Thinking Skills through Cooperative Learning Strategies: A Classroom-Based Action Research	Vincent	50 - 53
5	Effects of Differentiated Instruction on Learner Achievement in Mixed-Ability Classrooms: A Quasi-Experimental Study	Sundaravally	54 - 57