

PREFACE TO THE EDITION

It is with great pleasure that we present the latest issue of the **International Journal of Teacher Education Research Studies (IJTERS)**, a scholarly platform dedicated to advancing research, innovation, and reflective practice in teacher education and educational development. This issue brings together a collection of insightful articles that address some of the most pressing concerns and emerging opportunities in contemporary educational environments. Collectively, these contributions highlight the evolving role of educators, institutions, and educational policies in fostering meaningful learning experiences and sustainable academic growth.

The opening article examines the critical issue of student mental health and well-being in higher education. Through a comprehensive review of contemporary literature, the study explores the complex interplay of psychological, social, institutional, and environmental factors influencing student well-being. The article offers valuable perspectives on creating supportive educational ecosystems that prioritize mental health as a cornerstone of student success.

The second contribution presents an innovative framework for integrating activity outcomes into Outcome-Based Education (OBE) assessment systems. By proposing a structured approach to incorporating extracurricular and extension activities into learning outcome evaluations, alongside the development of an automated Excel-based computational tool, the study offers practical solutions for educators seeking more holistic and inclusive assessment practices.

Technology continues to reshape educational landscapes across the globe, and the third article provides a timely review of technology integration in higher education. Drawing upon established theoretical models and recent developments in educational technology, the study examines the opportunities and challenges associated with digital learning environments, artificial intelligence, mobile learning, and collaborative technologies. The findings underscore the importance of aligning technological innovation with sound pedagogical principles and institutional readiness.

Assessment remains central to effective teaching and learning. The fourth article contributes to this discourse through an empirical investigation comparing formative and summative assessment practices in secondary education. The study demonstrates the positive impact of formative assessment on academic achievement, student motivation, self-efficacy, engagement, and reduced test anxiety. Its findings offer important implications for educators, policymakers, and curriculum designers seeking to enhance student learning outcomes.

The final article focuses on teacher professional development and its influence on instructional effectiveness and student achievement. By comparing high-intensity and low-intensity professional development models, the research provides compelling evidence that sustained, collaborative, and job-embedded professional learning experiences significantly contribute to improved teaching practices and educational outcomes. This study reinforces the vital role of continuous professional growth in strengthening educational quality.

Together, the articles featured in this issue reflect the dynamic and multifaceted nature of contemporary education. They demonstrate a shared commitment to evidence-based practice, innovation, inclusivity, and educational excellence. The insights presented herein offer valuable guidance for teacher educators, researchers, practitioners, institutional leaders, and policymakers striving to address the challenges and opportunities of twenty-first-century education.

We extend our sincere appreciation to all authors for their scholarly contributions, to the reviewers for their rigorous evaluations, and to the editorial team for their dedication in maintaining the quality and integrity of the journal. We trust that readers will find this issue both intellectually stimulating and practically relevant, inspiring further research and transformative educational practice.

Dr. Premachandran P
Chief editor

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