

PREFACE TO THE EDITION

We are pleased to present this new issue of the **International Journal of Teacher Education Research Studies (IJTERS)**, a platform dedicated to advancing scholarly work in the field of teacher education, pedagogy, and educational innovation. This edition features a diverse collection of articles that contribute to the continuous development of educational theory, practice, and policy, with a focus on equipping educators to meet the dynamic needs of learners and society.

The featured research articles in this issue offer critical insights across a wide spectrum of educational concerns. From the evaluation of performance competencies among university teaching staff as a foundation for total quality in higher education, to the effectiveness of Brain Gym strategies in enhancing cognitive achievement among secondary students, these studies offer practical and evidence-based contributions for educators and institutions alike.

This issue also explores the ethical dimensions of emerging educational technologies, highlighting the need for responsible innovation in digital learning environments. An investigation into self-efficacy among graduate student teachers in Kerala provides valuable understanding into psychological readiness in teacher preparation programs. Additionally, a critical analysis of the persistent barriers to girls' education in rural India underscores the urgent need for inclusive and equitable educational reform.

We believe the work featured in this volume not only enriches the academic discourse but also informs practice and policy, offering meaningful directions for educators, researchers, and stakeholders committed to shaping the future of teacher education. As always, we remain committed to publishing high-quality, peer-reviewed research that promotes innovation and integrity in education worldwide.

We extend our sincere thanks to all contributors, reviewers, and editorial board members for their dedication and scholarly commitment in bringing this issue to fruition.

Dr. Premachandran P
Chief Editor

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