

PREFACE TO THE EDITION

The **International Journal of Teacher Education Research Studies (IJTERS)** is pleased to present this issue, which brings together significant scholarship addressing the evolving realities of teacher education, school systems, and learner wellbeing.

The contributions in this volume explore education from multiple vantage points psychological, institutional, technological, and policy-driven. The opening study highlights the transformative potential of Transactional Analysis-based group training in nurturing self-esteem among college students, reminding us that teacher education must remain deeply connected to the emotional and psychological health of learners.

Several papers examine one of the most urgent challenges facing education today teacher retention and attrition in government schools. Through large-scale trend analyses and mixed-methods investigations, these studies unpack structural shortages, workplace stress, compensation inequities, and systemic deployment issues, offering evidence-based pathways for reform aligned with contemporary policy frameworks.

Another critical strand in this issue investigates digital readiness and technological competence in schools and teacher preparation programs. Research on digital infrastructure inequality reveals stark contrasts between urban private and rural government schools, while the meta-synthesis on digital pedagogical competencies among pre-service teachers highlights both progress and persistent gaps in meaningful technology integration.

Taken together, these articles illuminate the complex ecosystem in which teachers work shaped by policy, infrastructure, technology, wellbeing, and professional identity. They call for thoughtful reforms grounded in research, compassion, and collaboration.

We extend our sincere appreciation to the authors, reviewers, and readers who contribute to strengthening scholarly dialogue in teacher education. It is our hope that the insights presented in this issue inspire continued inquiry, informed practice, and renewed commitment to building equitable and resilient educational systems.

Dr. Premachandran P
Chief Editor

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