

## PREFACE TO THE EDITION

The forthcoming issue of the **International Journal of Teacher Education Research Studies (IJTERS)** brings together a compelling collection of empirically grounded and methodologically diverse studies that illuminate some of the most pressing concerns and transformative possibilities within contemporary teacher education and classroom practice. The contributions in this issue collectively underscore the evolving role of educators in navigating technological innovation, inclusive pedagogy, student engagement, and professional well-being in an increasingly complex educational landscape.

A central theme emerging across multiple articles is the transformative potential of technology-mediated pedagogies. The study on flipped classroom instruction in secondary science education demonstrates how reconfiguring instructional time and leveraging digital resources can significantly enhance student achievement, critical thinking, and engagement, while also reshaping teacher roles toward facilitation and guidance. Complementing this, the investigation into Mobile-Assisted Language Learning (MALL) highlights the power of ubiquitous mobile technologies in extending learning beyond classroom boundaries, fostering learner autonomy, and improving comprehensive language proficiency. Similarly, the research on technology-enhanced learning environments in Kerala provides strong empirical evidence that strategic integration of digital tools can substantially elevate both academic performance and student engagement in secondary education. Together, these studies affirm that when thoughtfully implemented, technology serves not merely as a supplement but as a catalyst for pedagogical transformation.

Equally significant is the issue's attention to inclusivity and equity in education. The exploration of teachers' perceptions regarding barriers faced by students with Specific Learning Disabilities in inclusive classrooms sheds light on the persistent gaps in teacher preparedness, training, and institutional support. It emphasizes the critical need for capacity building among educators to ensure that inclusive education is not only a policy aspiration but a classroom reality. This contribution reinforces the moral and professional imperative of equipping teachers with the competencies required to address diverse learner needs effectively.

Another vital dimension addressed in this issue is teacher well-being and its direct implications for instructional quality. The mixed-methods study on teacher burnout and psychological well-being provides nuanced insights into how emotional exhaustion, workload stress, and professional fulfillment intersect to influence teaching effectiveness. By foregrounding the lived experiences of teachers, this research calls attention to the systemic and institutional factors that shape teacher resilience and sustainability, offering timely recommendations for policy and practice aimed at fostering supportive educational environments.

Taken together, the articles in this issue reflect a strong commitment to evidence-based inquiry and practical relevance. They bridge the gap between theory and practice by offering actionable insights for educators, administrators, policymakers, and researchers. The emphasis

on mixed-methods approaches across several studies further enriches the discourse, enabling a deeper understanding of both measurable outcomes and lived experiences within educational settings.

As education systems worldwide continue to grapple with rapid technological change, increasing diversity, and growing demands on teachers, this issue of IJTERS serves as a timely and valuable contribution. It not only advances scholarly dialogue but also inspires reflective practice and informed decision-making in teacher education.

We extend our sincere appreciation to the authors for their rigorous scholarship and to the reviewers for their invaluable contributions in maintaining the quality and integrity of the journal. We hope this issue stimulates further research and dialogue, ultimately contributing to more equitable, effective, and sustainable educational practices.

Dr. Premachandran P  
Chief Editor

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