

EDITORIAL

We are delighted to present the latest issue of the *Journal of Strides in Education (JSE)*, which features a collection of research articles on important and emerging topics in education. This issue highlights different aspects of teaching and learning and offers valuable insights into current educational practices. The articles encourage educators, researchers, policymakers, and other stakeholders to reflect on new ideas, rethink existing practices, and contribute to the improvement of education.

The first article, Collaborative Learning Approaches and Their Influence on High School Students' Conceptual Understanding in Mathematics, examines the effectiveness of collaborative learning strategies in enhancing students' understanding of mathematical concepts. The study highlights how peer interaction, group problem-solving, and shared learning experiences contribute to deeper conceptual comprehension, improved communication, and greater engagement in mathematics learning.

The second article, Effectiveness of Socio-Emotional Learning on Metacognitive Awareness Among Secondary School Students, investigates the impact of socio-emotional learning programmes on students' metacognitive awareness. The article emphasizes the role of emotional regulation, self-awareness, and social skills in fostering reflective thinking, self-monitoring, and effective learning strategies among secondary school learners.

The third article, Stories That Teach: Narrative Pedagogy and Conceptual Understanding in Science Teacher Education, explores the potential of narrative pedagogy as an innovative instructional approach in science teacher education. It highlights how storytelling and narrative experiences can promote meaningful learning, deepen conceptual understanding, and help prospective teachers connect scientific ideas with real-life contexts.

The fourth article, Digital Divide in Finance: Online Financial Literacy and Financial Independence Among Elderly People in Kerala, examines the relationship between digital financial literacy and financial independence among the elderly population. The study discusses the challenges posed by the digital divide and highlights the importance of developing online financial competencies to empower older adults in managing their financial affairs effectively.

The fifth article, Positive Psychology in Education: The Role of Hope, Optimism, and Goal Setting in Enhancing Student Well-Being and Achievement, examines the contribution of positive psychological constructs to students' academic success and overall well-being. The article highlights how fostering hope, optimism, and purposeful goal setting can strengthen motivation, resilience, and achievement, thereby supporting holistic student development.

The sixth article, Effectiveness of the SECI Knowledge Management Model in Enhancing Critical Thinking, Information Literacy, and Career Readiness Skills among Higher Secondary School Students, investigates the application of the SECI knowledge management framework in educational settings. The study demonstrates how structured knowledge creation and sharing processes can enhance students' critical thinking, information literacy, and preparedness for future academic and career opportunities.

The seventh article, Sustainable Practices in Higher Education: Pathways Towards Institutional Transformation, explores the role of sustainability initiatives in transforming higher education institutions. The article discusses strategies for integrating sustainable practices into academic, administrative, and campus activities, emphasising their contribution to environmental responsibility, social development, and institutional effectiveness.

The articles in this issue contribute valuable ideas, research findings, and thoughtful analyses to the field of education. We believe that the studies presented will serve as a useful resource for educators, researchers, and policymakers who are committed to understanding and improving educational practices.

We sincerely thank the authors, reviewers, and members of the editorial team for their dedication and hard work in making this issue possible. We hope that these contributions inspire further research, discussion, and innovation in the pursuit of quality education.

The Editorial Team

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