# EDITORIAL

Education is shaped by many forces at once: the cognitive abilities children bring to learning, the philosophies that give teaching its purpose, the pedagogies teachers adopt, and the physical and perceptual capacities learners develop. Volume 5, Issue 1 of the Journal of Strides in Education brings together six articles that approach these concerns through experimental, survey-based, descriptive and conceptual methods. Together they reflect the interdisciplinary spirit of the journal and offer insights for researchers, teachers, teacher educators and policymakers.

The study Knowledge Integration Ability of Institutionalized Children with Respect to Gender**,** examines knowledge integration abilities, including analogical reasoning, conceptual blending and mental simulation, among 600 institutionalized children. The findings revealed high levels of knowledge integration with no significant gender differences, highlighting the importance of stimulating and supportive learning environments.

The philosophical inquiry Jiddu Krishnamurti's Concept of Learning and Teaching: A Philosophical Inquiry, explores Jiddu Krishnamurti's educational thought through awareness, dialogue, freedom, self-knowledge and holistic education, comparing it with Eastern and Western traditions. It emphasizes integrating skill development and employability with ethical responsibility, awareness and the learner's inner development.

The study Technology-Enhanced Communicative Language Teaching (T-CLT): Teacher Trainee Preparedness and Challenges, examines the preparedness and challenges of 40 B.Ed. English trainee teachers in integrating technology with communicative language teaching. Although trainees demonstrate a positive orientation, infrastructure, connectivity and time constraints highlight the need for sustained practical training and institutional support.

The study Cloistered and Coalesce Effects of Yogic Practices and Dynamic Sports Vision Training on Dynamic Visual Acuity of Netball Players**,** examined the effects of yogic practices, dynamic sports vision training, and their combination on the dynamic visual acuity of 60 adolescent netball players. All three experimental groups showed improvement over the control group, with the combined intervention producing the greatest gains.

The conceptual review Role of Teachers in Fostering 'Industry' among Primary School Students through Gamification: A Psychosocial Perspective, explores how teachers can use gamification in English classrooms to foster a sense of industry among primary school students, drawing on Erikson's psychosocial theory and Self-Determination Theory. It highlights the role of game elements, constructive feedback, cooperation and belonging, emphasizing the need for effective pedagogical design and empirical validation.

The study Effect of High Pace, Medium Pace and Low Pace Running Training on Selected Physical Variables among School Students, examined the effects of high-, medium- and low-pace running training on selected physical variables among 60 schoolboys over twelve weeks. High-pace training yielded the greatest improvements in speed, agility and explosive power, while medium-pace training was most effective in enhancing cardiovascular endurance.

The six articles in this issue show that learning and development cannot be understood from a single vantage point, whether the focus is a child's cognition, a teacher's practice, an athlete's training or a philosophy of education. They also show that the strength of educational research lies in matching each question with a suitable method and being candid about what the evidence can and cannot support. We thank the authors for their contributions and the reviewers for their careful and constructive evaluations, and we invite scholars and practitioners to submit their work to future issues. We hope this issue will encourage further inquiry, dialogue and practice in education.

Sincerely,

**The Editorial Team**
**Journal of Strides in Education**