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Editorial

In the present era, the pursuit of knowledge has become increasingly rigorous, with scholars across diverse disciplines engaging in systematic inquiry and empirical investigation. As both a methodological framework and an epistemological instrument, research serves as a pivotal driver of the expansion and advancement of human knowledge and understanding. Through sustained intellectual engagement, researchers have not only extended existing theoretical paradigms but have also critically examined and, in certain cases, refuted entrenched assumptions, thereby fostering the development of novel theoretical insights and practical applications. This dynamic process affirms research as a structured, intellectually disciplined endeavor dedicated to the generation, refinement, and dissemination of knowledge. Moreover, such scholarly activity transcends individual academic advancement, forming the foundation for collective intellectual growth, societal progress, and evidence-based policy formulation. Consequently, research functions not merely as an academic undertaking, but as an indispensable mechanism for fostering innovation, critical reasoning, and informed decision-making in an increasingly complex global context.

In the continuity of intellectual practice, university professors have undertaken diverse studies and research endeavors, systematically drawing upon their expertise and accumulated knowledge. The Research Management Cell of Sanothimi Campus has, in recent years, prioritized the publication of *The Educational Journal* with the aim of systematically consolidating the ideas, reflections, empirical studies, and research endeavors of scholars, thereby contributing to the enrichment of the academic discourse.

This issue of the journal presents thirteen research-based articles that explore the authors' knowledge and experiences across diverse fields. These articles have been reviewed by subject-specific peer reviewers and published after necessary revisions and improvements. In shaping the current form of the journal, the contributions of the authors who provided their articles, the scholarly peer reviewers, the campus administration, staff, and other individuals who supported various technical aspects have been very significant. We extend our heartfelt thanks to all.

Editorial team

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