

Editorial

Interdisciplinary issues in education

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The fundamental importance of education is to unlock, reveal or make evident the unique potential of students. It is often regarded as a synonym for learning and is a product of experience. Education is also considered a restructuring or reorganization of experience to build new knowledge. As a lifelong learning process, education lasts from birth to death, and schools are not the only institutions that provide education. The role of educational institutions in providing quality education is by no means sufficient. Continued research and development activities are always relevant in this context. Learning involves continuous and constant changes in experience, ideas, knowledge, attitudes and skills, all complemented by homes, communities, religions, the media, etc., but educators innovate in this regard by considering development that can do a lot to come up with ideas.

The present sixth volume, Issue 2 of Interdisciplinary Research in Education includes fourteen original articles. This is an attempt to address ongoing changes in the education sector, including both empirical research and desk reviews that help expand existing knowledge and understanding, especially in the areas of curriculum, pedagogy and education management.

In the first article, Ram Chandra Ghimire identifies the relationship between the attitudes of the students towards mathematics with their performance in it. The writer undertakes survey research with the help of a survey form entitled 'Fennema-Sherman Mathematics Attitude Scale' and concludes that positive attitudes towards mathematics among the students are necessary for better teaching-learning outcomes.

The second in this volume is related to Physical education. In this, Suresh Jang Shahi compares the disparity of youngsters' fitness among girl students of Saptagandaki and NavKshitiz public campuses of Terai region and found that the youngsters of Saptagandaki campus have better fitness in comparison to the youngsters of NavKshitiz campus because of more involvement in the physical works and sporting activities.

Again, in the third article, Lok Nath Bhattarai carries a desk review of the 'Trends in Mathematics Education' curriculum of Master's in Education. The author finds that the curriculum has a larger space of indigenous knowledge in comparison to the gender perspective, although it isn't always sufficient. The fourth article is related to Chemistry education where Rishi Ram Subedi examines the effectiveness of the constructivist approach in learning chemistry. The author used a pre-test, post-test, and experimental design to prove that the constructivist learning approach significantly improves the student's achievement in chemistry as compared to using traditional teaching.

Hom Kumari Adhikari, in the fifth article, again looks into the gender perspectives in mathematical content preferences at the secondary level through a descriptive survey research. Adhikari's study reveals that the set is the most preferred content for both boys and girls, however, no significant difference in preferences exists between them. On the other hand, in the sixth article of this volume, Dawa Sherpa explores practices of social justice in the experiences of private school teachers through a narrative inquiry study. His study shows that school's leadership cannot ensure justice on its own, the inclusion of a diverse range of people is inadequately handled, the teaching and non-teaching staff lack understanding and trust in one another and the school leadership does not appreciate and respect their needs, desires, or interests. It also reveals that the teachers are less prioritized and they do not involve in the planning and decision-making process.

The seventh article by Lok Raj Sharma explains the significance of teaching the pronunciation of segmental and supra-segmental features of English subjects. The author defines that there are certain situations where students have problems with pronunciation. As per the author, students learning English as a foreign language despite the various pronunciation difficulties can achieve comprehensible English pronunciation through intensive training and lessons. In the eighth article, Jhupa Kumari Budhathoki explores the implications of teachers' jobsatisfaction to their performance in schools. She concludes that teachers' job satisfaction is important to the effectiveness and development of the school, however low teacher satisfaction correlates with the outcomes of work stress, that is, psychological distress and low self-esteem. Keshav Raj Dhakal, in the ninth article, shares the reflections from phenomenological qualitative research regarding teaching the current events in secondary level social studies classrooms in Nepal.

The tenth article is related to technology supported ELT classroom for collaborative learning in different colleges of Kirtipur where Sunil Prasad Chauhan reveals that teachers are actively aware of technology-enhanced ELT collaborative learning classrooms and are primarily pursuing student-centric technology as a strategy to improve technology-enhanced ELT collaborative learning classrooms. The next article is also from English education which focuses on analyzing teachers' multilingual awareness, particularly focusing on the use of learners' home languages in English classrooms. Resham Acharya in this article finds that teachers are multilingually privy to children's home languages and recommend the usage of one's own languages in English classrooms. He shows that children's home languages assist to increase the idea and construct knowledge, promote learners' participation in gaining knowledge of activities, and create spaces for minority children in terms of the language.

The twelfth, thirteenth and fourteenth articles are written in the Nepali language. Gopal Bahadur Shrestha in the twelfth article analyses the status of mother tongue learning in schools of Nepal. The mother tongue is viewed from the perspective of multiculturalism and language, mother tongue education and multilingual education, and multilingualism and cognitive development. In this article, exploratory materials are presented on the status of language and education in the world, the number of mother tongues and number of speakers in Nepal, the foreign language considered as mother tongue in Nepal and the basis for its legitimacy, efforts for conducting education in mother tongue in Nepal and current situation.

Similarly, Rajendra Khanal in the next article analyzes how the dream is presented in Nepali children's novel. The author argues that the context of dreams is presented in a natural way by relating to the child psychological aspect in the Nepali children's novels. Nepali children's novels, depict the influence of social environment on the child's brain and that they express it through dreams. It is also shown that children fulfill their desires through dreams when they cannot get the subject or object they want.

The fourteenth article is by Umesh Kafle where the author deals with the use of multi-intelligence in language teaching. The author discusses the types of intelligence and its interrelationships in language skills facilitation. It is concluded that linguistic intelligence, logical intelligence, visual intelligence, physical motion intelligence, musical intelligence, interpersonal intelligence, internal intelligence and natural intelligence can be used in linguistic skill facilitation.

This volume has become a truly interdisciplinary journal. From mathematics to chemistry, physical education, language and literature, social studies, and school management, this volume provides a wide range of content to a wide range of readers. All articles in this volume are unique and cover different aspects of school and college education, learning, textbooks and curriculum. The editor points out to the readers that the authors are solely responsible for the contents of the articles.

- **Bhagwan Aryal, PhD**