



Editorial

This issue of *NIU Journal of Educational Research* touches on Social Networking, Teaching Technology Integration, Think-Pair-Share Instructional Strategy and Educational Psychology.

One of the papers, in this issue, reveals that students' academic performance in Social Studies was significantly impacted by their use of social networking sites like Facebook and WhatsApp. It is, therefore, suggested that in order to increase academic performance, students should be encouraged to utilize Facebook and WhatsApp for academic purposes.

Another paper also highlights the need for gender-neutral education to cultivate critical thinking, empathy, and a more comprehensive range of career options. Strategies include challenging stereotypes, providing diverse role models, and creating inclusive learning environments. The article also addresses common misconceptions and concerns, highlighting global progress and successful initiatives. Social studies teachers are crucial in shaping inclusive curricula and promoting active engagement in advocating for gender-neutral education.

On the whole, this issue of *NIU Journal of Educational Research* features many empirical and theoretical based articles which can be of great benefit to every reader.

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