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EDITORIAL

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Editorial

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The birth of a scientific journal always represents an act of commitment to knowledge, critical reflection, and the development of society. With the publication of this first issue of the *Interdisciplinary Journal of Education, Health, and Sociology (RICESO)*, we inaugurate an academic space that aspires to consolidate itself as a meeting point for the production and dissemination of scientific knowledge in areas that are fundamental to human development.

RICESO emerges with the purpose of articulating interdisciplinary dialogue among education, health, and sociology—three fields that, although different in their approaches, converge toward a common objective: understanding and transforming social realities through rigorous scientific research and academic reflection. This editorial project is grounded in principles of academic excellence, scientific ethics, methodological rigor, and commitment to editorial quality—values that guide the work of the editorial team and all the authors who contribute to this publication.

In this inaugural issue, the journal places special emphasis on the pillars of education and the fundamental role of teachers, recognizing that teaching and learning processes constitute one of the primary drivers of social development. Contemporary education faces complex challenges related to pedagogical innovation, digital transformation, cultural diversity, and new social dynamics. In this context, teachers position themselves not only as transmitters of knowledge but also as mediators of learning, guides of human development, and agents of social transformation.

One of the studies included in this issue addresses neurodidactic strategies applied to the learning of algebra and functions, demonstrating how the incorporation of approaches based on brain functioning can significantly improve students' academic performance. The results of this quasi-experimental research show that methodological innovation in mathematics teaching can generate substantial changes in conceptual understanding and in students' attitudes toward disciplines traditionally perceived as complex (Hernández, 2026).

Likewise, another of the studies presented analyzes the role of the teacher within university organizations, highlighting the importance of pedagogical practice oriented toward the comprehensive development of students. The findings reveal the relevance of democratic values, student participation, the integration of information and communication technologies, and the adoption of active teaching strategies that promote autonomous and lifelong learning (Socorro, 2026).

Educational management also constitutes a significant axis within this issue. In this regard, a study is presented that examines the integration of participation bodies in the

planning of management teams within educational institutions, highlighting the importance of collaboration among administrators, teachers, counselors, and other members of the educational community. The results show that the participation of these bodies strengthens institutional planning and significantly contributes to improving educational quality (De León, 2026).

From a sociological and organizational perspective, this issue also includes an analysis of the influence of Generation Z in the workplace of banking institutions in the Dominican Republic, particularly in the Banco de Reservas. This study makes it possible to understand new generational dynamics within work environments, as well as the challenges and opportunities they represent for human resource management in organizations where multiple generations coexist (Socorro, 2026b).

The environmental and cultural dimension is addressed through research focused on the meanings and interpretations of biocentrism in semi-arid communities, exploring how local populations construct their relationship with nature based on ancestral knowledge and resilience practices. This work invites reflection on the need to integrate traditional knowledge and contemporary approaches in the development of sustainable educational and environmental policies (Rodríguez, 2026).

The issue also incorporates reflections from the fields of psychology and philosophy. On the one hand, a review is presented on personal development and psychological well-being from the perspective of awareness and the transformation of thought patterns, emphasizing the importance of individual responsibility, discipline, and the construction of healthy habits. On the other hand, an analysis of paradigms in modern and contemporary philosophical thought is included, allowing us to understand how historical transformations of knowledge have shaped the different ways of interpreting reality and social processes.

Taken together, the works included in this first issue demonstrate the richness of the interdisciplinary approach that characterizes the journal. Each study contributes distinct yet complementary perspectives that help deepen the understanding of educational, social, and human phenomena from multiple dimensions.

With this inaugural edition, RICESO reaffirms its commitment to the dissemination of high-quality scientific knowledge, promoting research that contributes to strengthening education, understanding social processes, and improving the well-being of communities. We aspire for this journal to become an open, plural, and rigorous space for academic dialogue, where researchers, educators, and professionals can share their contributions and reflections.

Finally, I would like to express my deep gratitude to the authors, reviewers, and members of the editorial board who made the publication of this first issue possible. Their

dedication and commitment to scientific research constitute the foundation upon which this editorial project is built.

With this inaugural issue, RICESO begins its journey as an academic platform at the service of knowledge, education, and society.

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