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Editorial Foreword

This is the eighteenth issue of the Journal of Educational Sciences, which is published by the College of Education at Qatar University. We feel fortunate that the publication of this issue coincides with the start of the academic year in most universities in the Arab world and around the globe, as we welcome news of progress toward overcoming the Covid-19 pandemic.

This issue of the journal includes seven carefully selected articles. The first article proposes a model for the motivation of Omani students for practicing sports activities. The second article is entitled “Professional Learning for Teachers in the Sultanate of Oman: Reality and Practice”. The third research investigates the relationship between self-esteem and academic achievement in college students. The fourth article examines the effect of a treatment program to reduce burnout in mothers of children with Autism Spectrum Disorder and Down Syndrome in the State of Kuwait. The fifth article provides an intriguing examination of organizational loyalty to the teaching profession. The sixth article is entitled “Electronic Developmental Supervision and Its Impact on Teachers’ Attitudes and Improving Their Teaching Performance: A Quasi-Experimental Study”. Finally, the seventh article is entitled “Servant Leadership Practices of the Department Chairmen and Its Relationship to Team’s Professional Learning from Teachers’ Perspectives”.

Readers of this edition and the previous ones of the journal will clearly recognize the keenness of the editorial board on ensuring a diversity of topics within each issue, to meet the multifarious nature of its readership while maintaining the highest level of editorial scrutiny for which the journal has become known.

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