

Editorial Foreword

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I am pleased to welcome you to a new issue of the Educational Sciences Journal. Starting from this issue, the journal will adopt a new method of numbering the sequence of issues, in fulfillment of the requirements for indexing in international platforms; so that this issue is (Volume 24, Issue 1, 2024). This edition includes a collection of authentic articles looking at contemporary educational topics, discussing many questions of interest to researchers, academic educators, and professionals, and seeking to contribute to publishing results that will enrich educational literature with new knowledge.

This edition includes 10 articles. The first article addresses “The reality of digital leadership in the distance learning experience from the perspective of teachers in primary schools in Kuwait.” The second article studies “The effectiveness of the Picture Exchange Communication System (PECS) in developing some communication skills for students with Autism Spectrum Disorder in Qatar.” Whereas the third article sheds the light on “The effectiveness of schema-based instruction strategy in improving the mathematical word problem-solving and working memory of third-grade students with learning disabilities in Oman.” “The attitudes of students at the College of Basic Education in Kuwait toward the application of distance education in light of the COVID-19 pandemic and its relationship to some variables” is the topic discussed in the fourth one. However, the fifth article discusses “The ICT competencies required for general education teachers from the computer teachers’ viewpoint.” The sixth article is about “The teachers’ perceptions of their self-efficacy in distance education and its relationship to their teaching practices in virtual classrooms in Oman.” The seventh article addresses “The parents’ level of participation in the Individualized Educational Plan of their children with intellectual disabilities in Saudi Arabia.” Meanwhile, “Virtual self-identity and its relationship to self-esteem among university students during the COVID-19 pandemic” is at the very core of the eighth article. The ninth one addresses “The effect of foreign language reading anxiety on the attitudes and strategies that English Teachers used - as a foreign language.” Finally, the tenth article discusses “The effectiveness of a counseling program on developing expressive skills and social interaction skills among pre-school children.”

We hope that these articles and their results will contribute to supporting the process of educational innovation, integrating efforts to find innovative solutions to pressing educational issues, and supporting new researchers with objective scientific methodologies that develop their research abilities.

I hope you enjoy reading this edition and that you find it useful.

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