

## Editorial Foreword

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We are pleased to welcome our readers to the new issue of the Journal of Educational Sciences, which features a diverse collection of studies addressing significant educational challenges and offering innovative solutions from researchers across the Arab world. The themes explored in this issue reflect the Journal's ongoing commitment to advancing original research that contributes to improving educational quality and expanding knowledge in our region.

This issue includes nine studies. The first study is titled "Level of Knowledge of Epidemics among Postgraduate Students at Sultan Qaboos University and its Relation to Health Citizenship Attitudes." The second study examines "The Effectiveness of Employing Generative Artificial Intelligence based on the SAMR Model in Developing Cognitive Achievement and Design Thinking Skills among Female Secondary School Students." The third study explores "The Effectiveness of a Proposed Sustainable Health Educational Program on Shaping Eighth Grade Students' Attitudes toward Medical Specialties and their General Self-Efficacy in the Sultanate of Oman."

The fourth study discusses "The Effectiveness of a Professional Development Program Based on (TPACK) Framework and (SAMR) Model in the Teaching Performance of Elementary Science Teachers." The fifth study presents "Developing Academic Anxiety Scale: A Psychometric Study on a Sample of University Students." The sixth study investigates "The Predictability of Self-Digital and Professional Competences in the Professional Quality of Life among School Counselors in Jordan."

The seventh study is titled "Modeling the Relationships between Vocational Interests, Multiple Intelligences, and Academic Achievement among a sample of Female High School Students in Qassim." The eighth study focuses on "Precision Education Revolution: Identifying Future Requirements for Integrating Genomics into Educational Practices." Finally, the ninth study examines "The Mediating role of Professional Self-esteem on Organizational Professional Identity and Career Satisfaction."

We extend our sincere appreciation to all the researchers whose scholarly contributions have enriched this issue, and to the peer reviewers whose insightful and objective feedback ensured the quality and rigour of the published works.

We wish our readers an enjoyable and beneficial reading experience.

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