Journal of
Educational Sciences
Qatar University

OPEN ACCESS

Editorial Foreword

Prof. Hissa Mohammed Sadiq

Editor-in-Chief
Emeritus Professor of Educational Administration, Qatar University, State of Qatar

We are pleased to present to our readers the first issue of Volume 26 of the Journal of Educational Sciences – Qatar University. This issue reflects the breadth of contemporary educational issues and the diversity of their methodological approaches, and embodies the Journal's sustained commitment to publishing rigorous scientific researches that contribute to the enhancement of educational knowledge and respond to the accelerating challenges imposed by the current educational landscape.

This issue includes nine distinguished research studies. The first study, 'The Quality Level of Programs for Including Children with Disabilities into Government Primary Schools and Their Relationship to Teachers' Acceptance of the Inclusion Process', sheds light on the quality of practical inclusion practices in light of teachers' attitudes toward inclusion. The second study, 'Structural Equation Modeling of the Effect of Parents' Mathematics Self-Efficacy Beliefs and the Home Numeracy Environment on the Development of Early Primary Children's Mathematical Abilities', emphasizes the importance of the partnership between school and family in building cognitive competencies.

The third study, 'Career Future Anxiety as a predictor of Post-Graduation Depression among sample of Sultan Qaboos University graduates'. The fourth study, 'The Effectiveness of Using Interactive Chatbots in Developing Cognitive Achievement and Arabic Language Skills in 'My Eternal Language' Course for Third Grade Intermediate Students', reflects the growing integration of artificial intelligence in enhancing the teaching and learning process.

The fifth study, 'The Contribution of Parenting Styles in the Predicting of Emotional Intelligence among University Students in the Gaza Strip', highlights the impact of family upbringing on the emotional development of university youth. The sixth study, 'The Degree to which Teachers Implement the Principles of the Universal Design for Learning (UDL) in Inclusive Schools'. The seventh study, 'The Extent to Which Contemporary Doctrinal Issues Are Included in Islamic Education Textbooks in the Preparatory Stage in the State of Qatar", responds to the need for aligning curricula with ongoing societal transformations.

The eighth paper, 'Awareness of Basic Stage Teachers of the National Association for Gifted Children (NAGC) Standards in the Hashemite Kingdom of Jordan,' examines teachers' awareness of the NAGC standards across seven domains, revealing a high level of awareness and statistically significant differences in favour of females, with no significant effect of specialisation or years of experience. The issue concludes with the ninth study, 'The Impact of Bullying, Sociability and Feelings on Gifted and Nongifted Middle School Female Students in Kuwait: A Comparative Study', which highlights the psychological and social differences between the two groups.

In conclusion, we extend our sincere appreciation to the researchers for their valuable scholarly contributions that enriched this issue, and to the reviewers for their scientific feedback, which positively enhanced the quality of the published studies. We hope that this issue will constitute a meaningful addition to educational research and provide valuable insight to readers, researchers and educational decision-makers.

Cite this article as: Sadiq, H. M. (2026). Editorial Foreword. *Journal of Educational Sciences, Qatar University, 26*(1), https://doi.org/10.29117/jes.2026.0256

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