

Editorial Foreword

Hadeel Alkhateeb

Editor-in-Chief

Journal of Educational Sciences – Qatar University

Welcome to the second issue of Volume Twenty-Six of the Journal of Educational Sciences – Qatar University (JES). This issue brings together a collection of studies that reflect the diversity of contemporary educational concerns and combine theoretical and methodological rigour. The first study, entitled ‘The Impact of Inclusive Education on Teachers’ Attitudes towards Intellectual Disability’, examines the extent to which inclusive education in the Moroccan context can improve primary school teachers’ attitudes towards intellectual disability, in light of the contact hypothesis. This topic is of particular importance at the present time, in Morocco as elsewhere in the world, as inclusive education represents a reform-oriented endeavour through which educational systems seek to build schools that are more equitable and more accepting of difference. The researchers demonstrate that integration in Moroccan schools, in its current practical form, is not in itself sufficient to bring about the desired transformation in teachers’ attitudes and dispositions. Its improvement remains contingent upon accompanying professional training, institutional support, and the provision of adequate resources, all of which constitute decisive elements in achieving its educational aims.

The second study comes to us from Wadi Al-Dawasir in the Kingdom of Saudi Arabia and is entitled ‘Mothers’ Perceptions of Early Language Intervention for Children with Intellectual Disabilities: A Qualitative Study’. The study explored mothers’ awareness of early language intervention for children with intellectual disabilities and examined the challenges that hindered its timely provision. Through a qualitative approach, the study conveys the voices of mothers as key actors in the trajectory of language intervention. The findings reveal that mothers are aware of the importance of early intervention; however, its course was disrupted by interrelated health, educational, environmental, and familial factors, most notably delayed diagnosis, insufficient guidance, and the absence of specialised services within the local context. Collectively, these factors resulted in the absence of a structured and supportive framework, rendering early language intervention closer to individual attempts than to an integrated institutional therapeutic plan.

The third and fourth studies both examine the impact of educational leadership patterns on building a more aware and responsible school environment, albeit in different contexts. The first context is Palestinian, explored in the study entitled ‘The Impact of Transformational Leadership Practices of Public Secondary School Principals on Teachers’ Emotional Intelligence’. The researchers sought to identify the level of transformational leadership practices among government school principals, the level of teachers’ emotional intelligence, and the nature of the relationship between them within a school context operating under the conditions of Israeli occupation and the constraints it imposes on institutional stability, alongside the daily psychological and professional pressures affecting educational leaders and teachers alike. The second context is Saudi, presented in the study entitled ‘Responsible Leadership in Secondary Schools: Measurement Model and Evidence of Practice in the Saudi Context’. This study aimed to standardise a four-dimensional model for measuring responsible leadership and to examine its level of practice among secondary school principals in Taif Governorate. Despite the differences in context, taken together, these studies reveal the centrality of the ethical and transformational dimensions of school leadership—whether in politically constrained contexts requiring

Cite this article as: Alkhateeb, E. (2026). Editorial Foreword. *Journal of Educational Sciences, Qatar University*, 26(2), <https://doi.org/10.29117/jes.2026.0273>

© 2026, Alkhateeb, E., licensee, JES & QU Press. This article is published under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0), which permits non-commercial use of the material, appropriate credit, and indication if changes in the material were made. You can copy and redistribute the material in any medium or format as well as remix, transform, and build upon the material, provided the original work is properly cited. <https://creativecommons.org/licenses/by-nc/4.0>

emotional and professional support, or in reform-oriented contexts seeking to institutionalise responsibility in ways that enhance the quality and sustainability of the educational environment.

The fifth and sixth studies both focus on the employment of educational technology to enhance teaching practices. The fifth study, entitled ‘The effectiveness of the Edu CoSpaces platform to develop knowledge, attitudes and environmental aesthetic sense among grade sixth female students in the Sultanate of Oman’, explores the impact of using an augmented virtual reality-based educational platform on developing environmental knowledge and attitudes among a group of pupils. The sixth study examines ‘The Implementation of Generative Artificial Intelligence Applications by ICT Teachers in Kuwait’, from the perspective of educational supervisors. Together, these two studies reflect a contemporary orientation towards employing advanced digital technologies as tools for reshaping educational practices in Arab contexts.

The seventh, eighth, ninth, and tenth studies move us into the sphere of higher education, where psychological, cognitive and value-based dimensions intersect in shaping the university student experience. The seventh study, ‘Mature and Immature Psychological Defense Mechanisms and their Relationship to Academic Achievement among University Students in Tulkarm Governorate, Palestine’, sheds light on the unconscious psychological mechanisms students resort to when facing pressure or frustration, seeking to understand how they manage daily challenges within a Palestinian context marked by political and social complexities, and how this relates to their academic achievement. The eighth study, entitled ‘Academic Passion and its Relationship with Psychological Resilience among Students at Yarmouk University’, explored the level of academic passion in its harmonious and obsessive dimensions and measured psychological resilience across its various dimensions to examine the relationship between passion and adaptive capacity within the university context. In the ninth study, ‘Modeling Causal Relationships between Academic Help-Seeking and Self-Regulation among University Students’, an important theoretical shift emerges in understanding help-seeking behaviour. It is no longer viewed as a dependent act, but rather as an active adaptive strategy within the framework of self-regulated learning, contributing to the development of student autonomy and the organisation of their educational experience. The tenth study, ‘Saudi Universities’ Role in Developing National Dialogue Values among University Students: A Field Study’, adds a value-based and societal dimension to the roles of higher education by examining the contribution of Saudi universities to fostering the values of national dialogue, strengthening belonging, rejecting intolerance, and prioritising the public interest within the university environment. Collectively, these studies present a composite picture of higher education: it is not merely a space for knowledge production, but a field in which individual psychological processes, learning strategies, and the construction of academic identity interact with value-based dimensions, reflecting the expanding role of the university in both empowering the individual intellectually and enhancing social awareness and national responsibility.

Finally, the eleventh and twelfth studies present innovative research methodologies. In the eleventh study, we are introduced to the ‘boy problem’ in learning science, technology, engineering, and mathematics (STEM) subjects and in pursuing related careers in the Qatari context, using Q methodology. The study began by interrogating the global discourse concerning boys’ underachievement and sought to explore the narratives of Grade Nine and Grade Ten students themselves regarding their educational experiences and career aspirations. Through methodological procedures that included developing research statements, conducting Q-sorting activities, and performing statistical factor analysis, the findings revealed distinct viewpoints adopted by boys towards learning in general and towards science and technology subjects in particular. The twelfth study, entitled ‘School Climate and Teacher Creativity in Tunisian Middle Schools’, examined the relationship between school climate and teacher creativity, employing a mixed-methods research design. In its first phase, standardised tests were used to measure creativity among a large sample of teachers, followed by a qualitative case study of the school with the highest average creativity score. The results showed that the dimension of ‘relationships’ within the school was the most influential factor in enhancing teachers’ creativity, followed by ‘teaching and learning’, with ‘school culture’ emerging as a supportive dimension for creative practices. Despite their differing topics, both studies underscore the importance of listening to educational actors themselves—whether students or teachers—and understanding their lived experiences within rigorous methodological frameworks.

In closing, the Editorial Board of the JES extends its sincere gratitude to the researchers for their rigorous scholarly efforts, and expresses its appreciation to the esteemed reviewers for their constructive feedback, which contributed to enhancing the quality of the works published and presenting them in a form befitting Arab educational research.