

Educational Research Center Publications

2025	
البحث	رابط البحث
Qadhi, S., Habibi, A., Chaaban, Y., & Khraisheh, M. (2025). Examining factors influencing university students' perceptions of AI technologies in academic writing: An extended technology acceptance model. <i>Cogent Education</i> . (in press)	https://doi.org/10.1080/2331186X.2025.2587487
Alduais, A., Qadhi, S., Chaaban, Y., & Khraisheh, M. (2025). Utilizing generative AI responsibly and ethically for research purposes in Higher Education: A policy analysis. <i>Serials Review</i> . (in press)	https://doi.org/10.3390/info15060325
Chaaban, Y., Badwan, K., & Arar, K. (2025). Educational leadership for social justice: A systematic review of empirical evidence. <i>Review of Education</i> , 13, e70077.	https://doi.org/10.1002/rev3.70077
Omer, M., & Chaaban, Y. (2025). Principals as STEM leaders: Insights from Qatar's government schools using Q methodology research. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 21(9), em2693	https://doi.org/10.29333/ejmste/16771
Chaaban, Y., Alkhateeb, H., & Al-Ahmadi, A. (2025). Exploring supports and constraints to school counselors' practices through Q methodology research. <i>International Journal of Educational and Vocational Guidance</i> .	https://doi.org/10.1007/s10775-025-09740-8
Chaaban, Y. (2025). Exploring research ethics through the lens of critical posthumanism in the age of Artificial Intelligence. <i>Teaching in Higher Education</i> .	https://doi.org/10.1080/13562517.2025.2465995
Alkhateeb, H., Chaaban, Y., Barham, A., Ghazi, E. (2025). Is there a 'boy problem' in learning STEM subjects and pursuing a related career? Findings from Q methodology research. <i>Journal of Educational Sciences (CED)</i> . (in press)	
Chaaban, Y. & Sawalhi, R. & Lundberg, A. (2025). Middle leaders' sensemaking of their leadership practices in	https://doi.org/10.1177/17411432231152357

response to educational disruption: A Q methodology study. <i>Educational Management and Leadership</i> , 53(1), 65-82	
Chaaban, Y., Al'Abri, K., & Romanowski, M. (2025). The challenges of policy borrowing: Exploring education faculty professional agency and CAEP accreditation in Oman and Qatar. <i>Power and Education</i> .	https://doi.org/10.1177/1757743824131260
Chaaban, Y., Al-Ahmadi, A., Al-Thani, H., Du, X. (2025). An examination of sources fostering student teachers' academic well-being. <i>Teacher Development</i> , 29(4), 808-828	https://doi.org/10.1080/13664530.2024.2419425
Chaaban, Y., Qadhi, S., & Du, X. (2025). Exploring intrinsic and extrinsic sources of academic well-being among university teachers through Q methodology research. <i>Journal of Applied Research in Higher Education</i> , 17(5), 1642–1660.	https://doi.org/10.1108/JARHE-04-2024-0190

Ahmad, Z., Santhosh, M., Siby, N., Sellami , A., & Bhadra, J. (under review). A systematic review of the causal Sellami , A., Barham, A., Santhosh, M. E., Michaleczek, I., Alazaizeh, M., Madad, J., (2025). Challenges to learning STEM-related subjects: Insights from Qatar's middle and high school students. <i>School Science and Mathematics</i> .	https://doi.org/10.1111/ssm.18389
Sellami , A. (2025). The velvet cage of reform: Neoliberal discourses in Qatari education policy. <i>Frontiers in Education</i> , 10, 1645119	https://doi.org/10.3389/feduc.2025.1645119
Sellami , A., Santhosh, M. E., Michaleczek, I., Alazaizeh, M., & Madad, J. (2025). Unveiling teachers' instructional self-efficacy in science, mathematics, and technology: Personal and contextual influences. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 1-21	https://doi.org/10.1007/s42330-025-00359-z
Sellami , A., Santhosh, M.E., & Michaleczek, I. (2025). Pathways to STEM Identity: High school students' perceptions in Qatar. <i>Frontiers in Education</i> , 10, 1449528.	https://doi.org/10.3389/feduc.2025.1449528
Sellami , A., Abu-Tineh, A., Al-Shaboul, Y. M., Ghamrawi, N., Shal, T., (2025). The Fourth estate's invisible hand: How newspaper media legitimize neoliberal higher education in Qatar and the UAE. <i>Frontiers in Education</i> , 10, 1592878.	https://doi.org/10.3389/feduc.2025.1592878

Sellami, A. L., Santhosh, M. E., Lari, N., & Michaleczek, I. J. D. (2025). Choices and constraints: factors impeding Qatari students' choice of a university major. A Middle Eastern case study. <i>Journal of Further and Higher Education</i> , 1–20.	https://doi.org/10.1080/0309877X.2025.2534585
Al-Thani, N. J., Siby, N., Saad, A., Bhadra, J., Qahtani, N., Sellami, A., & Ahmad, Z. (2025). Meta-analysis of chemistry-based interdisciplinary informal research experience program for high school students. <i>Evaluation and Program Planning</i> , 108, 102517.	https://doi.org/10.1016/j.evalprogplan.2024.102517
Naji, K., Al-Ali, A., Arselene Ayari, M., Santhosh, M. E., Sellami, A. & Al-Hazbi, S. (2025). Virtual Frontiers in STEM Education: A Systematic Review and SWOT Analysis of Virtual Reality-Based Interventions at the Preparatory School Level. <i>Computers in the Schools</i> , 1-23.	https://doi.org/10.1080/07380569.2025.2472684

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Alkhateeb, H., Chaaban, Y., Sellami, A., Areej, B., & Mohammad, E. (2024). Is there a 'Boy Problem' in learning STEM subjects and pursuing a related career? Findings from Q methodology research. <i>Heliyon</i> .	http://dx.doi.org/10.2139/ssrn.4710221
Al-Thani, H., Sellami, A., & Mandikiana, B. W. (2024). Parental Perspectives on Private Tutoring in Qatar: Results from the 2019 Qatar Education Study. <i>Journal of Educational Sciences</i> , 24(3).	https://doi.org/10.29117/jes.2024.0199
Sellami, A., Santhosh, M. E., Bhadra, J., & Ahmad, Z. (2024). High school teachers' perceptions of technology integration in instruction: A Middle Eastern case study. <i>On the Horizon: The International Journal of Learning Futures</i> , 32(4), 188-205.	https://doi.org/10.1108/OTH-10-2023-0032

Alshaboul, Y., Alazaizeh, M., & Sellami, A. (2024). The perceived challenges to online learning during the COVID-19 Pandemic: A nation-wide study of K-12 parental perspectives (Arab and other parents) in Qatar. <i>Heliyon</i> , 10(7), e28578	https://doi.org/10.1016/j.heliyon.2024.e28578
Sellami, A. , Santhosh, M., Bhadra, J., & Ahmad, Z. (2024). Teachers' perceptions of the barriers to STEM teaching in Qatar's secondary schools: A structural equation modeling analysis. <i>Frontiers in Education</i> , 9, 1333669.	https://doi.org/10.3389/feduc.2024.1333669
Sellami, A. , Chaaban, Y., & Qadhi, S. M. (2024). An eye on the future: Student plans for higher education in Qatar. <i>Journal of Educational Sciences</i> , Qatar University, 24(1), 195-214.	https://doi.org/10.29117/jes.2024.0181
Ghamrawi, N., Abu-Tineh, A., Shal, T., Al-Shaboul, Y. M., & Sellami, A. (2024). Illuminating the Obscure: Teacher Leaders Confronting the Adverse Impact of Their Subject Leaders/Coordinators. <i>The Educational Forum</i> , 1–17.	https://doi.org/10.1080/00131725.2024.2312298
Shal, T., Ghamrawi, N., Abu-Tineh, A., Al-Shaboul, Y. M., & Sellami, A. (2024). Teacher leadership and virtual communities: Unpacking teacher agency and distributed leadership. <i>Education and Information Technologies</i> , 1-18.	https://doi.org/10.1177/17411432251396298
Santhosh, M. E., Siby, N., Sellami, A. , Bhadra, J., & Ahmad, Z. (2024). Enriching computing identity frameworks: integrating current constructs and unveiling new dimensions for today's tech-savvy world – A systematic review. <i>Frontiers in Education</i> , 9, 1366906.	https://doi.org/10.3389/feduc.2024.1366906
Ammar, M., Siby, N., Khalili, S., Al-Thani, A. N., Sellami, A. , Touati, F., Bhadra, J. Al-Thani, N., & Ahmad, Z. (2024). Investigating the individual interests of undergraduate students in stem disciplines. <i>Frontiers in Education</i> , 9, 1285809.	https://doi.org/10.3389/feduc.2024.1285809
Hammad, W., Scott, S., Chaaban, Y., Alazmi, A. (2024). Principal preparation in the Arabian Gulf region: A comparative study of three countries. <i>Journal of Research on Leadership Education</i> .	https://doi.org/10.1177/19427751241280078

Chaaban, Y., Qadhi, S., Chen, J., & Du, X. (2024). Understanding researchers' AI readiness in a Higher Education context: Q methodology research. <i>Education Sciences</i> , 14, 709,	https://doi.org/10.3390/educsci14070709
Qadhi, S., Alduais, A., Chaaban, Y., & Khraisheh, M. (2024). Generative AI, research ethics, and higher education research: Insights from a scientometric analysis. <i>Information</i> 15(6), 325;	https://doi.org/10.3390/info15060325
Chen, J., Du, X., Chaaban, Y., Velmurugan, G., Ruan Lyngdorf, N. E., Nørgaard, B., Routhe, H. W., Hansen, S., Guerra, A., & Bertel, L. B. (2024). Sources contributing to engineering students' academic well-being: An exploration using Q methodology. <i>Journal of Engineering Education</i> , 113(3), 576-602.	https://doi.org/10.1002/jee.20605
Chaaban, Y., Tarlochan, F., Chen, J., & Du, X. (2024). Exploring sources of engineering students' academic well-being through Q methodology research. <i>Teaching in Higher Education</i> .	https://doi.org/10.1080/13562517.2023.2301457
Muthanna, A., Chaaban, Y., & Qadhi, S. (2024). A model of the interrelationship between research ethics and research integrity. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 19, 2295151	https://doi.org/10.1080/17482631.2023.2295151
Sellami, A., Chaaban, Y., & Qadhi, S. (2024). An eye on the future: Student plans for Higher Education in Qatar. <i>Journal of Educational Sciences</i> , 24(2), 195-214.	https://doi.org/10.29117/jes.2024.0181
Chaaban, Y., Al-Thani, H., & Du, X. (2024). The role identities of discipline-specific facilitators in a multi-tiered professional development program in higher education. <i>Educational Research and Evaluation</i> , 28(7-8), 186-204.	https://doi.org/10.1080/13803611.2023.2281347
Romanowski, M., Alkhateeb, H., & Chaaban, Y. (2024). Problematizing constructive alignment in Higher Education in Gulf Cooperation Council (GCC) countries. <i>Teaching in Higher Education</i> , 29(8), 2042-2060.	https://doi.org/10.1080/13562517.2023.2180729

Chaaban, Y. (2024). A scientometric study of pre-service teacher preparation for educational equity and social justice. <i>Teaching Education</i> .	https://doi.org/10.1080/10476210.2024.2432891
Chaaban, Y. & Nguyen, H. T. M. (2024). Exploring pre-service teachers' professional experiences through the lens of boundary crossing: An Australian case study. <i>Australian Journal of Education</i> .	https://doi.org/10.1177/00049441241301843
Chaaban, Y., Naccache, H., & Al-Madad, J. (2024). A multi-faceted analysis of the factors influencing adolescents' career aspirations: Recommendations for policy. <i>Leadership and Policy in Schools</i> .	https://doi.org/10.1080/15700763.2024.2428313

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Alkair, S., Ali, R., Abouhashem, A., Aledamat, R., Bhadra, J., Ahmad, Z., Sellami , A., & Al-Thani, N. J. (2023). A STEM model for engaging students in environmental sustainability programs through a problem-solving approach. <i>Applied Environmental Education & Communication</i> , 1-14.	https://doi.org/10.1080/1533015X.2023.2179556
Santhosh, M., Farooqi, H., Ammar, M., Siby, N., Bhadra, J., Al-Thani, N. J., Fatima, N., Sellami , A., & Ahmad, Z. (2023). A meta-analysis to gauge the effectiveness of stem informal project-based learning: Investigating the potential moderator variables. <i>Journal of Science Education and Technology</i> , 1-15.	https://doi.org/10.1007/s10956-023-10063-y
Romanowski, M., Tok, E., Amin, H., Amatullah, T., & Sellami , A. (2023). Globalisation, Policy transferring, and indigenisation in higher education: The case of Qatar's Education City. <i>Journal of Higher Education Policy and Management</i> , 1-15.	https://doi.org/10.1080/1360080X.2023.2277478
Bruder, J., Hamwy, N. Sellami , A., & Romanowski, M. (2023). Examining Qatar's private and public school teachers' readiness for teaching sustainability. <i>Globalisation, Societies and Education</i> .	https://doi.org/10.1080/14767724.2023.2262404
Hamwy, N., Bruder, J., Sellami , A., & Romanowski, M.H. (2023). Challenges to teachers implementing Sustainable Development Goals Frameworks in Qatar. <i>Sustainability</i> , 15(15), 11479.	https://www.mdpi.com/2071-1050/15/15/11479/htm

Ahmad, Z., Ammar, M., Sellami , A., & Al-Thani, N. (2023). Effective pedagogical approaches used in high school chemistry education: A systematic review and meta-analysis. <i>Journal of Chemical Education</i> .	https://doi.org/10.1021/acs.jchemed.2c00739
Sellami , A., El-Kassem, R., Santhosh, M.E., Al-Thani, M.F., & Al-Emadi, N.A. (2023). Understanding the relationship between students' perception of environmental and psychological variables and their STEM learning in Qatar: A structural equation modeling approach. <i>European Journal of STEM Education</i> , 8(1).	https://doi.org/10.20897/ejsteme/13976
Sellami , A., Ammar, M., Siby, N., Bhadra, J., & Ahmad, Z. (2023). High school students' perceptions of the role of social support in cultivating their interests in and aspirations to STEM degrees and careers – A Middle Eastern case study. <i>Sustainability</i> , 15(17), 12960.	https://doi.org/10.3390/su151712960
Sellami , A., Al-Ali, A.K., N., Allouh, A., & Al-Hazbi, S. (2023). Student attitudes and interest in STEM in Qatar. A Social Cognitive Theory approach. <i>Sustainability</i> , 15, 7504.	https://doi.org/10.3390/su15097504
Sellami , A., Al-Rakeb, N., & Tok, E. (2023). Secondary school students' interest in STEM careers in Qatar. <i>Education Sciences</i> , 13(4), 369.	https://doi.org/10.3390/educsci13040369
Sellami , A., Santosh, M., Bhadra, J., & Ahmad, Z. (2023). High school students' STEM interests and career aspirations in Qatar: An exploratory study. <i>Heliyon</i> , 9, e13898.	https://doi.org/10.1016/j.heliyon.2023.e13898
Sawalhi, R., & Chaaban, Y. (2023). Exploring teacher leadership in times of uncertainty. <i>Asia Pacific Journal of Educators and Education</i> , 38(2), 47-65	https://doi.org/10.21315/apjee2023.38.2.4
Qadhi, S., Du, X., Chaaban, Y., Al-Thani, H., & Floyd, A. (2023). The role identities of women middle management academic leaders in STEM higher education. <i>European Journal of Engineering Education</i> .	https://doi.org/10.1080/03043797.2023.2263377
Chaaban, Y., Al-Thani, H., & Du, X. (2023). University teachers' professional agency for learning and leading sustainable change. <i>Professional Development in Education</i> , 49(6), 978-993.	https://doi.org/10.1080/19415257.2023.2229338
Du, X., Chaaban, Y., Al-Thani, H., & Lundberg, A. (2023). University teachers' professional learning for academic	https://doi.org/10.1080/1360144X.2023.2265891

development: Q methodology research. <i>International Journal for Academic Development</i> ,	
Al-Thani, H., Chaaban, Y., & Du, X. (2023). Factors influencing discipline-specific facilitators' roles in a multi-tiered professional learning programme in higher education. <i>Research in Post-Compulsory Education</i> , 3(28), 530-549.	https://doi.org/10.1080/13596748.2023.2221123
Chaaban, Y., & Sawalhi, R. (2023). The influence of an SQD-based practicum experience on student teachers' TPACK-practical development: Opportunities and challenges. In <i>Higher Education in Emergencies: Best Practices and Benchmarking</i> . Emerald Publishing Limited, Leeds, pp. 83-101.	https://doi.org/10.1108/S2055-364120230000053006
Floyd, A., Qadhi, S., Al-Thani, H., Chaaban, Y., & Du, X. (2023). An integrated systems model for understanding experiences of academic leadership development in Qatar. <i>Journal of Higher Education Policy and Management</i> , 45(6), 690-705	https://doi.org/10.1080/1360080X.2023.2225148
Chen, J., Du, X., Chaaban, Y., Velmurugan, G., Ruan Lyngdorf, N. E., Nørgaard, B., Routhe, H. W., Hansen, S., Guerra, A., & Bertel, L. B. (2023). An exploration of sources fostering first-year engineering students' academic well-being in a PBL environment. <i>IEEE</i> ,	https://doi.org/10.1109/TE.2023.3273352 .
Arar, K., Zohri, A., Alhouti, I., Chaaban, Y., Sawalhi, R., & Salha, S. (2023). A critical analysis of education policy in turbulent times: A comparative study. <i>Power and Education</i> .	https://doi.org/10.1177/17577438231168965
Abu-Tineh, M., Romanowski, M., Chaaban, Y., Alkhatib, H., Ghamrawi, N., & Alshaboul, Y. (2023). Career advancement, job satisfaction, career retention, and other related dimensions for sustainability: A perception study of Qatari public school teachers. <i>Sustainability</i> , 15, 4370.	https://doi.org/10.3390/su15054370
Chaaban, Y., Al-Thani, H., & Du, X. (2023). A systems-thinking approach to evaluating a university professional development programme. <i>Professional Development in Education</i> , 50(2), 296-314.	https://doi.org/10.1080/19415257.2023.2193199
Chaaban, Y., Qadhi, S., Al-Thani, H., Floyd, A., & Du, X. (2023). Supports and constraints to middle leadership development in higher education: A Q methodology study. <i>Educational Management and Leadership</i> .	https://doi.org/10.1177/17411432231174092

Chaaban, Y., Du, X., Lundberg, A., & Abu-Tineh, A. (2023) Education stakeholders' viewpoints about an ESD competency framework: Q methodology research. <i>Sustainability</i> , 15(3), 1787.	https://doi.org/10.3390/su15031787
Alkhateeb, H., Romanowski, A., Chaaban, Y., & Abu-Tineh, A. (2023). Men and classrooms in Qatar: Q methodology research. <i>International Journal of Educational Research Open</i> , 3, 100203,	https://doi.org/10.1016/j.ijedro.2022.100203
Chaaban, Y., Alkhateeb, H., Abu-Tineh, A., & Romanowski, M. H. (2023) Exploring teachers' perspectives on career development in Qatari government schools: Q methodology research. <i>Teaching and Teacher Education</i> , 122, 103987	https://doi.org/10.1016/j.tate.2022.103987

2022	
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Sellami , A., Ammar, M., & Ahmad, Z. (2022). Exploring teachers' perceptions of the barriers to teaching STEM in high schools in Qatar. <i>Sustainability</i> , 14(22), 15192.	https://doi.org/10.3390/su142215192
Romanowski, M. H., Alkhateeb, H., & Sellami , A. (2022). Problematizing K-12 "Best Practices" in the Gulf Cooperation Council region. <i>Equity in Education & Society</i> , 1(3), 388-402.	https://doi.org/10.1177/27526461221131051
Sellami , A., Romanowski, M., Abu-Shawish, R., Bader, L., & Alqassass, H., (2022). Predictors of parental involvement in their child's education in Qatar. <i>International Journal of Early Childhood Learning</i> . 29(2), 25-40.	https://doi.org/10.18848/2327-7939/CGP/v29i02/25-40
Kayan Fadlelmula, F., Sellami , A., & Le Trung, K. (2022). STEM learning during the COVID-19 pandemic in Qatar: Secondary school students' and teachers' perspectives. <i>EURASIA Journal of Mathematics, Science and Technology Education</i> , 18(6), em2123.	https://doi.org/10.29333/ejmste/12102
Alkhatib, H., Romanowski, M., Sellami , A. L., & Abu-Tineh, A. (2022). Challenges facing teacher education in Qatar: Q Methodology research. <i>Heliyon</i> , 8(7), e09845.	https://doi.org/10.1016/j.heliyon.2022.e09845
AlKaabi, N.A., Al-Maadeed, N., Romanowski, M. & Sellami , A. (2022). Drawing lessons from PISA: Qatar's use of PISA Results. <i>PROSPECTS</i> .	https://doi.org/10.1007/s11125-022-09619-4

Kayan Fadlelmula, F., Sellami , A., Abdelkader, N., & Umer, S. (2022). A systematic review of STEM education research in the GCC countries: Trends, gaps and barriers. <i>International Journal of STEM Education</i> , 9(2).	https://doi.org/10.1186/s40594-021-00319-7 .
Michaleczek, I. D., Kayan-Fadlelmula, F., & Sellami , A. L. (2022). Research on higher education during the COVID-19 in the Gulf Cooperation Council: An overview of publications in the journal sustainability. <i>Sustainability</i> , 14(17),	https://doi.org/10.3390/su141710886
Al-Emadi, A., Sellami , A. Fadlalla, A. M. (2022). The perceived impacts of staging the 2022 FIFA World Cup in Qatar. <i>Journal of Sport and Tourism</i> .	https://doi.org/10.1080/14775085.2021.2017327
Yamak, M. & Chaaban, Y. (2022) Lebanese pre-service teachers' dispositions and efficacy beliefs in an early-years mathematics methods course. <i>Mathematics Teacher Education and Development</i> , 24(2), 19–32	https://mtd.merga.net.au/index.php/mtd/article/view/686
Du, X., Guerra, A., Nørgaard, B., Chaaban, Y., Lundberg, A., & Ruan Lyngdorf, N. E. (2022). University teachers' change readiness to implement education for sustainable development through participation in a PBL-based PD program. <i>Sustainability</i> .	https://doi.org/10.3390/su141912079
Chaaban, Y., Abu-Tineh, A., Alkhateeb, H., & Romanowski, M. H. (2022). A narrative study exploring content and process influences on male teachers' career development. <i>Leadership and Policy in Schools</i> .	https://doi.org/10.1080/15700763.2022.2134803
Alkhateeb, H., Romanowski, M. H., Sellami, A., Abu-Tineh, A & Chaaban, Y. (2022). Challenges facing teacher education in Qatar: Q methodology research. <i>Heliyon</i> , 8, e09845	https://doi.org/10.1016/j.heliyon.2022.e09845
Chaaban, Y., Al-Thani, H., & Du, X. (2021). A narrative inquiry of teacher educators' professional agency amid educational disruption. <i>Teaching and Teacher Education</i> , 108, 103522.	https://doi.org/10.1016/j.tate.2021.103522
Al-Thani, H., Chaaban, Y., Du, X. (2022). Teacher educators' simplex systems in navigating the process of responding to disruptive education – A case from Qatar. <i>Research in Post-Compulsory Education</i> , 27(2), 242-266.	https://doi.org/10.1080/13596748.2022.2042907

2021	
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Chaaban, Y., Sellami , A., Sawalhi, R., & ElKhouly, M. M. (2021). Exploring perceptions of pracademics in an Arab context. <i>Journal of Professional Capital & Community</i> , 7(1), 83—97.	https://doi.org/10.1108/JPC-11-2020-0091
Sellami , A., Kayan Fadlilmula, F., Abdelkader, N., & Al-Thani, M. (2021). A critical review of research on STEM education in Qatar. <i>The International Journal of Humanities Education</i> , 20(1), 19-37.	DOI: 10.18848/2327-0063/CGP/v20i01/19-37
Sawalhi, R. & Sellami , A. (2021). Factors influencing teacher leadership: The voices of public school teachers in Qatar. <i>International Journal of Leadership in Education</i> . Taylor & Francis.	https://doi.org/10.1080/13603124.2021.1913238
Yamak, M. & Chaaban, Y. (2020). Capitalizing on professional capital in Lebanese schools post-pandemic. <i>International Journal of Educational Research Open</i> , 3, 100125.	https://doi.org/10.1016/j.ijedro.2022.10012
Arar, K., Sawalhi, R., Chaaban, Y., Alhouti, I., & Zohri, A. (2021). School leaders' perspectives towards leading during crisis through an ecological lens: A comparison of five Arab countries. <i>Journal of Educational Administration and History</i> , 54(2), 123-142.	https://doi.org/10.1080/00220620.2021.1957793
Chaaban, Y., Sawalhi, R., & Du, X. (2021). Exploring teacher leadership for professional learning in response to educational disruption in Qatar. <i>Professional Development in Education</i> , 48(3), 426-443.	https://doi.org/10.1080/19415257.2021.1973070
Chaaban, Y., Arar, K., Sawalhi, R., Alhouti, I., & Zohri, A. (2021). Exploring teachers' professional agency within shifting educational contexts: A comparative study of MENA countries. <i>Teaching and Teacher Education</i> , 106, 103451.	https://doi.org/10.1016/j.tate.2021.103451
Chaaban, Y., Sellami , A., Sawalhi, R., & ElKhouly, M. (2021). Exploring perceptions of pracademics in an Arab context. <i>Journal of Professional Capital and Community</i> , 7(1), 83-97.	https://doi.org/10.1108/JPC-11-2020-0091

2020	
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Sellami, A. & Le Trung, K. (2020). Predictors of parental use of private tutoring in Qatar. <i>International Journal of Humanities Education</i> , 18(2), 17-36.	DOI: 10.18848/2327-0063/CGP/v18i02/17-36
Sellami, A., El-Kassem, R., Alqassass, H., & Al-Emadi, A. (2020). Determinants of student absenteeism/presenteeism in Qatar: A path analysis. <i>Frontiers of Contemporary Education</i> , 1(1), 17-35.	https://doi.org/10.22158/fce.v1n1p17