

# Review of: "Effect of Educational Leadership Practices on Education Quality in Secondary Schools in South Sudan"

Saeid Motevalli<sup>1</sup>

<sup>1</sup> UCSI University

**Potential competing interests:** No potential competing interests to declare.

Review of: Effect of Educational Leadership Practices on Education Quality in Secondary Schools in South Sudan

## Introduction

The article under review explores the impact of educational leadership practices on the quality of education in secondary schools in South Sudan. The study aims to identify the specific leadership practices that contribute to educational outcomes and to suggest improvements for enhancing education quality in the region.

## Literature Review

The literature review needs significant enhancement. It currently lacks depth and does not include recent studies. A thorough review should include key theories and models of educational leadership, such as transformational leadership, instructional leadership, and distributed leadership, and their documented effects on education quality. Recent studies (2018-2023) should be incorporated to provide a current perspective on the topic. Key studies to consider include:

Leithwood et al. (2020) on the role of transformational leadership in improving student outcomes.

Robinson et al. (2019) on instructional leadership and its direct impact on teaching practices.

Spillane and Healey (2018) on distributed leadership and collaborative school environments.

## Methods

The methods section needs a detailed revision. The study should clearly outline the research design, sample size, sampling techniques, and data collection methods. A mixed-methods approach could be beneficial, combining quantitative surveys with qualitative interviews to gain a comprehensive understanding of leadership practices and their effects.

## Hypotheses

The hypotheses should be refined to align with the proposed analytical methods:

**Correlational Analysis:** There is a significant positive correlation between educational leadership practices and the quality of education in secondary schools in South Sudan.

**Multiple Regression Analysis:** Educational leadership practices (e.g., transformational, instructional, distributed) significantly predict the quality of education in secondary schools in South Sudan, even when controlling for variables such as school resources and student demographics.

## Data Analysis

The data analysis section should detail the statistical techniques used. For correlational analysis, Pearson's correlation

coefficient would be appropriate to determine the strength and direction of the relationship between leadership practices and education quality. For multiple regression analysis, the study should specify the predictor variables (types of leadership practices) and the outcome variable (education quality), along with control variables to isolate the effect of leadership practices.

#### Conclusion and Recommendations

The conclusion should summarize the key findings and their implications for policy and practice in South Sudan. Recommendations should be actionable and based on the study's results, such as training programs for school leaders, policy reforms to support effective leadership practices, and further research to explore additional factors affecting education quality.

#### References

The references should be updated to include recent and relevant sources. Ensure all citations follow the APA 7th edition format, including in-text citations and the reference list.

By addressing these revisions, the article will significantly improve in quality and provide valuable insights into the impact of educational leadership practices on education quality in South Sudan.