

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

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Potential competing interests: No potential competing interests to declare.

This study examines the effect of educational leadership practices on the quality of education in secondary schools in South Sudan. It emphasizes the importance of prioritizing the development of educational leadership practices to support student success, recommending targeted training and professional development for leaders. In reviewing the manuscript, I have several key comments. Firstly, it is essential to explain the interconnection between principals' communication skills, decision-making style, instructional leadership, and school climate and culture, and to provide a broader theoretical framework to guide the study. Additionally, the introduction section requires citations for many arguments, a stronger rationale for the research gap, and a more precise definition of quality education. The sequence of the literature review should be reconsidered, and the guiding theories should be limited to one or two. Moreover, more background information about South Sudan's education system is needed, and the measurement methods and sample description should be clarified. Below are my comments and suggestions for improvement:

- 1. Interconnection Between Variables:** The inclusion of the principal's communication skills, decision-making style, instructional leadership, and school climate and culture as independent variables is noted. While the importance of each is supported by the literature, the manuscript lacks a clear explanation of their interconnections. A broader theoretical framework guiding these choices would enhance the coherence and depth of the study.
- 2. Citations in the Introduction:** There are several missing citations in the introduction section. For instance, the statement "Effective and clear communication from the principal can foster positive relationships among staff, students, and parents, leading to a more supportive and conducive learning environment" requires proper citation to support this argument.
- 3. Research Gap and Rationale:** The research gap identified in the introduction needs a stronger rationale. The transition between the general benefits of effective communication and its impact on student achievement to the specific research gap is abrupt and unclear. It is essential to build a more robust rationale for both identifying the research gap and explaining why it is important to address it. I recommend revisiting all four paragraphs in the introduction to ensure a coherent and logical flow.
- 4. Specific Factors in Quality Education:** In the last paragraph of the introduction, after citing UNESCO's definition of quality education, it would be beneficial to specify the factors the study will include. This will help in setting clear expectations for the reader.
- 5. Research Objectives vs. Research Questions:** It is suggested to reframe section 1.1 as research questions rather than research objectives to make the focus of the study more straightforward and clear.

6. **Clarification of Quality Education:** The term "quality education" is broad and needs clearer definition in section 2.1 of the literature review. Consider using a framework to introduce this concept, such as categorizing communication, collaboration, and problem-solving skills as high-order thinking skills.
7. **Guiding Theory:** In section 2.2, four theories are mentioned. It is strongly recommended to choose one or two guiding theories for the study and explain why these theories are most appropriate for your research.
8. **Sequence of Literature Review:** The sequence of the literature review should be reconsidered. Theories should be introduced first, followed by a detailed discussion of each variable and their interrelationships. Empirical findings should be integrated into the review of these relationships.
9. **Context of South Sudan:** As noted in section 2.4, South Sudan is a unique context. Readers may not be familiar with the education system there. It is suggested to add more background information about the South Sudan school system in the introduction and briefly address it again in the literature gap section.
10. **Conceptual Framework:** Section 2.5, labeled as the conceptual framework, appears more like a structural model. Consider renaming or revising this section to better align with conceptual framework conventions.
11. **Measurement Information:** The research methodology section lacks details about the measurements used in this study. Clarify how education quality and the four dependent variables are measured.
12. **Sample Description:** The sample description is unclear. Provide basic demographic information about the participants, such as age, gender, and race.
13. **Reliability Test:** The purpose of the Cronbach's Alpha reliability test is not explained. Specify what it is measuring and its significance to your study.
14. **Comments on Results and Discussion:** Due to major concerns about the introduction, literature review, and methodology sections, I reserve my comments on the results and discussion sections for now.

I hope these comments are helpful for the further development of the manuscript.