

# 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.

**The introduction** of the article provides a clear and comprehensive overview of the critical role that principals play in enhancing students' academic achievement in secondary schools in South Sudan. The focus on key independent variables such as communication skills, decision-making style, instructional leadership, and school climate and culture is both relevant and insightful. The article effectively highlights the gaps in the existing literature, particularly the lack of research on specific strategies that principals can use to improve student outcomes in South Sudan.

**The literature review** is thorough, covering essential theories of educational leadership, including Social Learning Theory, Transformational Leadership Theory, Situational Leadership Theory, and Contingency Theory of Leadership. The review is well-supported by empirical findings from various studies, which reinforce the significance of principal leadership practices on student achievement.

**The research methodology** section is well-structured, with a clear explanation of the pragmatic research philosophy and the mixed-methods approach. The descriptive research design, combined with primary data collection through surveys and interviews, is appropriate for this study. The sampling design, involving 400 students from ten secondary schools, is robust and ensures a representative sample.

**The results** section presents detailed statistical analyses, including reliability tests, descriptive statistics, correlation analysis, and regression results. The findings clearly demonstrate the positive impact of communication skills, decision-making style, instructional leadership, and school climate and culture on education quality. The discussion effectively compares these results with previous studies, providing valuable insights into the context-specific factors influencing educational leadership in South Sudan.

**The conclusion** succinctly summarizes the key findings and emphasizes the importance of developing and enhancing principal leadership practices to improve education quality. The recommendations for future research are well-founded, suggesting areas for further exploration to address existing gaps and build on the study's findings. Overall, the article is well-written, with a logical flow and comprehensive coverage of the topic, making a significant contribution to the field of educational leadership.