

Review of: "Treading the Thin Line Between Health Ethics and Patient Care in the Application of Telemedicine: The Case of Sound Ethical Guidelines in Telemedicine in Sub-Saharan Africa"

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Potential competing interests: No potential competing interests to declare.

After reviewing "Cultivating Student Achievement Motivation: A Leadership Approach to Principals' Learning Rooted in Moral-Spiritual Values," I offer the following comments and suggestions for improvement:

Clarification of Conceptual Framework: The paper effectively outlines the importance of principals' learning leadership based on moral-spiritual values. However, a more detailed explanation of the conceptual framework that underpins the study would enhance the reader's understanding. Clarifying how moral-spiritual values specifically influence leadership practices and, subsequently, teacher competencies and student motivation would provide a stronger theoretical foundation for the study.

Methodological Detailing: The methodology section outlines a qualitative case study approach involving principals and teachers from various schools, which is suitable for the research objectives. Nonetheless, it would be beneficial to provide more detailed information about the data analysis process. Describing how themes were identified and the steps taken to ensure the reliability and validity of the findings would strengthen the methodological rigor of the study.

Comparative Analysis: The study offers insights into the practices of principals across different religious schools. A comparative analysis highlighting the similarities and differences in leadership approaches based on moral-spiritual values across these settings could offer valuable insights. Such an analysis might reveal whether certain practices are universally effective or if they need to be adapted to specific cultural or religious contexts.

Implications for Practice: While the paper discusses the impact of principals' learning leadership on teacher competencies and student motivation, a more explicit section on practical implications would be beneficial. Recommendations for principals who wish to implement similar leadership practices, as well as suggestions for policy makers, could make the findings more applicable to a broader audience.

Future Research Directions: The conclusion mentions the potential for future research on the role of educational leadership in enhancing the moral competence of teachers. Expanding this section to propose specific research questions or methodologies could guide future studies in this area. Additionally, exploring the impact of moral-spiritual leadership on other aspects of school culture or student outcomes could be an interesting direction for subsequent research.

Overall, the manuscript makes a significant contribution to the field of educational leadership, particularly in the context of moral-spiritual values. Addressing these comments could further enhance the clarity, depth, and applicability of the research.