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

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Abstract

This study examines the effect of educational leadership practices on the education quality of secondary schools in South Sudan. A mixed-methods approach, combining qualitative and quantitative research methods, was employed to gather data from 350 students through questionnaires and interviews. The results of the regression analysis revealed a significant positive relationship between educational leadership practices and education quality. Specifically, strong communication skills, an effective decision-making style, instructional leadership, and a positive school climate and culture on the part of the educational leadership were associated with higher levels of education quality. The study underscores the importance of educational leaders prioritizing the development and enhancement of their leadership practices to support education quality for student success. Recommendations include providing targeted training and professional development opportunities for leaders to improve their leadership skills and creating a supportive and collaborative school environment that values effective educational leadership practices. By investing in educational leadership development and ensuring they have the necessary skills and resources, all stakeholders can help improve education quality for the best academic outcomes for students in South Sudan. The findings of this study contribute valuable insights for educational institutions and policymakers aiming to enhance education quality through effective

educational leadership practices.

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1. Introduction

In secondary schools in South Sudan, the role of the principal is critical in ensuring the academic achievement of students. Effective leadership practices of the principal have been found to have a significant impact on student outcomes. This study will examine the effect of principal leadership practices on students' academic achievement, with a specific focus on four key independent variables: principal's communication skills, decision-making style, instructional leadership, and school climate and culture.

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. Research has shown that principal communication skills are positively associated with student achievement (Leithwood et al., 2019). However, there remains a gap in the literature regarding the specific communication strategies that are most effective in influencing student outcomes in secondary schools in the Sidama Region.

The decision-making style of the principal plays a crucial role in shaping the direction and priorities of a school. Principals who involve stakeholders in decision-making processes are more likely to create a collaborative and inclusive school culture that supports student success. Research has highlighted the importance of principals' decision-making style in improving student achievement (Hallinger & Heck, 2018). Yet, there is still a need for further investigation into how different decision-making styles impact student outcomes in the context of secondary schools in the Sidama Region.

Instructional leadership is a key component of effective school leadership. Leaders who prioritize and support high-quality instruction can positively impact education quality for student learning and achievement. Studies have found a strong relationship between principal instructional leadership and student success (Robinson et al., 2018). However, there is limited research on the specific instructional leadership practices that are most effective in improving academic outcomes in secondary schools in South Sudan.

The school climate and culture established by the principal have been linked to education quality, student engagement, motivation, and academic performance. A positive and inclusive school climate can create a sense of belonging and

support for students, leading to improved outcomes. Research has indicated that principals who prioritize creating a positive school climate and culture contribute to higher academic achievement among students (Darling-Hammond et al., 2015). Nevertheless, there is a research gap in understanding the specific strategies that principals can employ to enhance school climate and culture in South Sudan.

Hence, this study aims to contribute to the existing literature by examining the specific ways in which principal leadership practices impact students' academic achievement in secondary schools in the Sidama Region. By exploring the relationships between leaders' communication skills, decision-making style, instructional leadership, school climate and culture, and student outcomes, this research seeks to provide valuable insights for school leaders, educators, and policymakers to enhance student success in South Sudan.

Despite the importance of educational leadership in fostering quality education in secondary schools, there is a lack of research examining the specific impact of leaders' communication skills, decision-making style, instructional leadership, and school climate and culture on the quality of education in South Sudan. Quality education, as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO), goes beyond academic achievement and includes factors such as inclusivity, equity, relevance, and a positive learning environment (UNESCO, 2014). However, the extent to which educational leaders in South Sudan are effectively utilizing these leadership practices to enhance the quality of education remains unclear.

1.1. Research Objectives

The primary objective of this study is to examine the impact of educational leadership practices on education in secondary schools in South Sudan. The specific research objectives are as follows:

1. To investigate the relationship between communication skills and education quality
2. To analyze the influence of major decision-making style on education quality.
3. To assess the impact of instructional leadership on education quality.
4. To examine the relationship between school climate and culture and education quality.

2. Literature Review

2.1.

Quality Education

Quality education can be defined as an education system that focuses on providing students with the knowledge, skills, and abilities needed to succeed in academic, professional, and personal settings. This includes ensuring that students receive a well-rounded education that covers a wide range of subjects and promotes critical thinking, problem-solving, and collaboration. Quality education also emphasizes the importance of creating a safe, inclusive, and equitable learning

environment for all students.

Leader's Communication Skills

Communication skills are essential for educational leaders to effectively convey their vision, goals, and expectations to teachers, staff, students, and other stakeholders. Good communication skills can help leaders build trust, foster collaboration, and promote a positive school culture. Research has shown that leaders with strong communication skills are more likely to create a supportive and engaging learning environment for students (Barnett et al., 2016).

Decision-Making Style

Effective decision-making is crucial for educational leaders to address challenges, set priorities, allocate resources, and implement changes that support student learning and achievement. Different decision-making styles, such as autocratic, democratic, and laissez-faire, can impact how leaders involve others in the decision-making process and how decisions are made. Studies have found that leaders who adopt a participative decision-making style are more likely to create a shared vision and foster a collaborative school culture (Leithwood et al., 2011).

Instructional Leadership

Instructional leadership refers to the actions and behaviors of educational leaders that support and improve teaching and learning in schools. This includes setting high expectations for teachers, providing professional development opportunities, monitoring and evaluating instructional practices, and promoting a culture of continuous improvement. Research has shown that leaders who prioritize instructional leadership can improve teacher effectiveness and student achievement (Harris et al., 2014).

School Climate and Culture

School climate and culture encompass the shared beliefs, values, norms, traditions, and practices that shape the social and emotional environment of a school. A positive school climate and culture can foster student engagement, motivation, and well-being, and create a sense of belonging and community among all stakeholders. Educational leaders play a key role in shaping school climate and culture through their actions, decisions, and interactions. Studies have shown that leaders who prioritize creating a positive school climate and culture can improve student outcomes and overall school effectiveness (Cohen et al., 2018).

2.2. Theories of educational leadership practices

Social Learning Theory

This theory suggests that individuals learn from observing and imitating the behavior of others, particularly those in positions of authority. In the context of school leadership, principals who demonstrate strong communication skills,

effective decision-making, and positive instructional leadership are more likely to inspire and motivate students to excel academically (Bandura, 1977).

Transformational Leadership Theory

According to this theory, transformational leaders are able to inspire and motivate followers to achieve high levels of performance. Principals who exhibit strong communication skills, inclusive decision-making styles, and a positive school climate and culture are more likely to be perceived as transformational leaders, leading to improved academic achievement among students (Bass, 1985).

Situational Leadership Theory

This theory posits that effective leadership is contingent upon the situation and the readiness level of followers. Principals who adapt their communication styles, decision-making approaches, instructional leadership strategies, and school climate and culture initiatives to suit the needs of their school community are more likely to facilitate improved academic achievement among students (Hersey & Blanchard, 1969).

Contingency Theory of Leadership

This theory suggests that effective leadership is contingent upon the alignment between the leader's style and the demands of the situation. Principals who possess strong communication skills, strategic decision-making abilities, positive instructional leadership practices, and a nurturing school climate and culture are more likely to exhibit effective leadership that positively impacts students' academic achievement in their schools (Fiedler, 1967).

2.3. Empirical Findings

Different researchers studied the topic and reached different conclusions. A study by Nguyen, D. T., & Pusey, A. (2017) found that principal communication skills significantly impact students' academic achievement in secondary schools. Principals who effectively communicate with students, teachers, and parents were more likely to create a positive school environment conducive to learning. In a study by Hallinger, P., & Wang, W. C. (2016), it was discovered that the decision-making style of principals had a significant impact on students' academic achievement. Principals who involved stakeholders in decision-making processes and considered multiple perspectives were more likely to implement effective strategies to improve student outcomes.

Research by Yuan & Lee (2019) highlighted the importance of instructional leadership in promoting students' academic achievement. Principals who demonstrated strong instructional leadership skills, such as setting high expectations and providing targeted support for teachers, were able to enhance the quality of teaching and learning in secondary schools. A study by Lai & Davies (2018) emphasized the role of school climate and culture in influencing students' academic achievement. Principals who fostered a positive and inclusive school environment, characterized by trust, collaboration, and a sense of belonging, were more successful in promoting student success.

Research by Harris, A., et al. (2017) examined the relationship between principal leadership practices and students' academic achievement in secondary schools. The study found that principals who exhibited strong communication skills, effective decision-making, and a focus on instructional leadership were able to positively impact student outcomes. In a study by Leithwood, K., et al. (2016), it was reported that principal instructional leadership significantly predicted students' academic achievement. Leaders who prioritize instructional improvement, provide professional development opportunities for teachers, and monitor student progress were more successful in enhancing student learning.

A study by Cheng, Y. C., et al. (2015) investigated the role of principal decision-making style in shaping students' academic achievement. The research revealed that principals who engaged in shared decision-making processes and considered the input of various stakeholders were more likely to implement effective strategies to improve student outcomes. Research by Hulpia, H., et al. (2018) examined the impact of principal communication skills on students' academic achievement in secondary schools. The study found that principals who effectively communicated expectations, provided feedback, and fostered positive relationships with stakeholders were able to create a supportive learning environment conducive to student success.

A study by Day & Leithwood (2017) explored the relationship between principal school climate and culture and students' academic achievement. The research highlighted the importance of a positive school climate, characterized by strong relationships, supportive leadership, and shared values, in promoting student learning outcomes. Research by Khalid, A., et al. (2019) investigated the effect of principal leadership practices on students' academic achievement in secondary schools. The study found that principals who demonstrated strong communication skills, effective decision-making, instructional leadership, and a positive school climate were more successful in improving student outcomes.

2.4. Literature Gap

Despite the numerous studies on the effect of educational leadership practices on students' academic achievement in secondary schools, there remains a gap in the literature regarding the specific mechanisms through which these practices influence student outcomes. While existing research has established a relationship between principal communication skills, decision-making style, instructional leadership, school climate, and students' academic achievement, further studies are needed to explore the mediating processes and contextual factors that may moderate these relationships. Additionally, limited research has focused on the unique context of South Sudan and the specific challenges and opportunities facing principals in this setting. Future studies should aim to address these gaps and provide a more nuanced understanding of the impact of principal leadership practices on student achievement in South Sudan.

2.5. Conceptual framework of the study

The conceptual framework of the study on the effect of educational leadership practices on education quality in secondary schools in South Sudan can be visualized.

The relationship between the independent variables (Leader's Communication Skills, Decision-Making Style, Instructional

Leadership, and School Climate and Culture) and the dependent variable (Students' Academic Achievement) will be explored through data analysis and statistical techniques in the research study. By examining these key factors, the study aims to provide insights into the role of principal leadership in influencing student academic achievement in secondary schools.
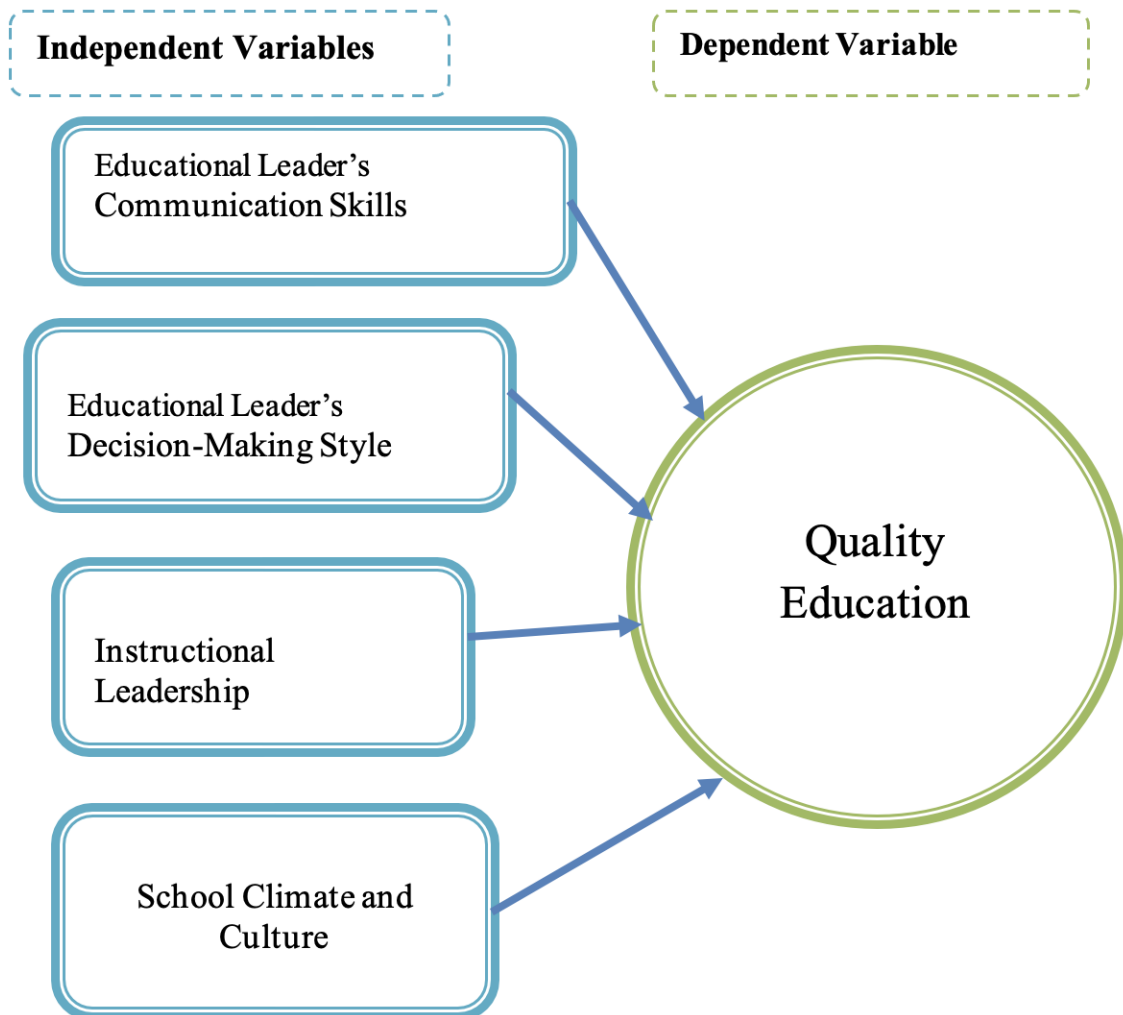

Figure 1. Conceptual framework

3. Research Methodology

3.1. Research Philosophy

A pragmatic research philosophy is deemed appropriate for this study on the effect of education leadership practices on education quality in secondary schools in South Sudan. This approach allows for a blend of qualitative and quantitative methods to gain a comprehensive understanding of the topic. By taking a pragmatic stance, the researchers can utilize various data sources and methodologies to gather insights into how education leadership practices impact education quality. This flexible approach enables a holistic analysis of the issue and can provide valuable insights for both academic

and practical purposes.

3.2. Research Approach

The research approach adopted in this study encompasses a combination of qualitative and quantitative research methods. This mixed-methods approach is advantageous as it facilitates a more thorough and profound understanding of the relationship between educational leadership practices and education quality. Quantitative data can offer numerical insights and statistical analysis to evaluate patterns and correlations between variables, while qualitative data can illuminate the experiences, perceptions, and motivations of those involved. By integrating both approaches, the study can achieve a nuanced and comprehensive understanding of how educational leadership practices influence quality education, leading to more informed recommendations for educational institutions and policymakers.

3.3. Research Design

For this study, a descriptive research design has been selected to gather information on the effect of educational leadership practices on education quality in secondary schools in South Sudan. This design enables the collection of data on the topic without manipulating variables or conducting experiments, allowing for a detailed depiction of the relationship being studied.

3.4. Data Sources and Types

The data sources utilized in this study encompass primary data. Primary data was gathered through survey questionnaires distributed to students and academic staff, as well as interviews conducted with school leaders. The types of data collected include both quantitative data on and qualitative data on educational leadership practices and their impact on the educational environment.

3.5. Sampling Design

The target population is 116,931 students from 10 purposely selected secondary schools such as King Secondary School, Promise Land Secondary School, Elite High School, Salam Secondary School, Don Bosco Secondary School, Nile Models Secondary School, Juba Integrated High School, Brilliant Academy, Mahad Secondary School, and Juba Academy High School in South Sudan. Yamane (1967) suggested another simplified formula for calculation of sample size from a population which is an alternative to Cochran's formula. According to Yemane, for a 95% confidence level and p = 0.5, the size of the sample will be:

$$n = \frac{N}{1 + N(e2)}$$

Where, N is the population size, n is the sample size, and e is the level of precision. Let this formula be used for our population, in which N = 116,931 with ±5% precision. Assuming a 95% confidence level and p = 0.5, we get the sample

size.

$$n = \frac{116,931}{1 + 116,930(0.05)^2} = 400$$

Hence, the representative sample size is 400 students. Selected secondary schools include ten secondary schools: King Secondary School, Promise Land Secondary School, Elite High School, Salam Secondary School, Don Bosco Secondary School, Nile Models Secondary School, Juba Integrated High School, Brilliant Academy, Mahad Secondary School, and Juba Academy High School.

3.6. Data Analysis Methods

Regression analysis, descriptive statistics, and narrative analysis were used to analyze the data collected in this study. Descriptive statistics such as frequencies, percentages, and means were used to summarize the data, while narrative analysis was used to provide a detailed description of the findings.

Model equation:

The ordered logistic regression model can be represented by the equation:

$$P(Y \leq j \mid x) = logit^{-1}(\beta_{0j} + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4)$$

where:

- Y is the dependent variable (education quality)
- j represents the categories of the dependent variable (1, 2, 3, 4, 5)
- x represents the independent variables (communication skills, decision-making style, instructional leadership, school climate and culture)
- $logit^{-1}$ is the logistic function
- β_{0j}, β_1, β_2, β_3, β_4 are coefficients for the intercept and independent variables

This equation can be used to analyze the relationship between the independent variables (principal leadership practices) and the dependent variable (students' academic achievement) based on ordinal scale measurements.

3.7. Ethical Considerations

Ethical considerations were taken into account throughout the research process. Informed consent was obtained from the participants before collecting data, and their privacy and confidentiality were ensured. The data collected was used solely for the purpose of this research study and will not be shared with any third parties. The sources used were properly recognized.

4. Results

4.1. Response Rate

This section focused on analyzing data obtained from questionnaires and interviews related to my research topic, "Effect of Educational Leadership Practices on Education Quality in Secondary Schools in South Sudan." The questionnaires were distributed to 400 students who were selected as a sample, with a response rate of 88%, resulting in 350 completed and returned questionnaires within the specified time frame. This high response rate indicates a significant level of participation from the respondents. The quantitative data analysis was conducted using the collected questionnaires and SPSS version 24.0.

4.2. Reliability Test

A reliability test in Table 1 is an important measure of the accuracy of a measuring instrument. If a measuring instrument is reliable, it consistently provides the same results. While reliability contributes to validity, a reliable instrument may not necessarily be valid. By ensuring that an instrument is reliable, we can be confident that the data collected is not influenced by external factors.

Table 1. Reliability Test Results

Name of Variable	Particulars	
	Cronbach's Alpha	Number of Items
Reliability Analysis	0.905	30

Source: Survey Results, 2024

In this study, the researcher used Cronbach's Alpha to test the reliability of the data, with a value above 0.7 considered acceptable. The results showed that all variables exceeded this threshold, indicating that the data is reliable for analysis. This suggests that the data inputted into SPSS can be trusted for further study.

4.3. Summary of Descriptive Statistics

Descriptive statistics summarizes or describes the characteristics of a data set. Descriptive statistics consists of three basic categories of measures: measures of central tendency, measures of variability (or spread), and frequency distribution. So the following table showed the descriptive statistics on dependent and independent variables.

Table 2. Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Education quality	350	1.00	5.00	3.0323	1.09379
Communication skills	350	1.00	5.00	2.9355	1.13592
Decision-making style	350	1.00	5.00	2.9677	1.45001
Instructional leadership	350	1.00	5.00	2.6290	1.43898
School climate and culture	350	1.00	5.00	2.6613	1.18913

Sources: Survey data, 2024

The maximum and minimum values of all variables were measured through a five-point Likert scale of 5 and 1, respectively. The mean value of variables indicates the average response of participants out of the 5 maximum and 1 minimum value range of response. The standard deviation response of variables implies the variation of average response between the 5 maximum and 1 minimum value range of response. The descriptive statistics provided summarize the perceptions of 350 participants on various aspects related to education quality and the leadership qualities. The mean scores for education quality and the communication skills, decision-making style, instructional leadership, and school climate and culture fall between 2.6290 and 3.0323, indicating a moderate to slightly above average perception by the participants in these areas. The standard deviation values range from 1.09379 to 1.45001, suggesting that there is some variability in the participants' perceptions in each of these areas. Overall, the data shows that there is room for improvement in the perceived leadership qualities of the principal in order to positively impact students' academic achievement.

4.4. Correlation analysis

Correlation analysis is a statistical method used to assess the relationship between two variables. The correlation coefficient indicates the extent to which changes in one variable are associated with changes in another variable. It measures the degree of association or relationship between multiple variables.

Table 3. Correlation matrix for variables

Correlations						
		1	2	3	4	5
Education quality	Pearson Correlation	1				
Communication skills	Pearson Correlation	.575**	1			
Decision-making style	Pearson Correlation	.368**	.136*	1		
Instructional leadership	Pearson Correlation	.275**	.213**	.211**	1	
School climate and culture	Pearson Correlation	.394**	.259**	-.138*	-.130*	1

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Survey data, 2024

Based on the correlation matrix for the variables in the study, there are significant correlations between the communication skills and education quality (r = .575, p < .01), decision-making style and education quality (r = .368, p < .01), instructional leadership and education quality (r = .275, p < .01), and school climate and culture and education quality (r = .394, p < .01). These correlations suggest that there is a positive relationship between the independent variables (educational leadership practices) and the dependent variable (quality of education) in South Sudan. Specifically, stronger communication skills, effective decision-making style, instructional leadership, and a positive school climate and culture on the part of the principal are associated with higher levels of education quality in secondary schools in South Sudan.

4.4. Regression Results

Pseudo R-Square indicates the proportion of variance explained by independent variables incorporated in the model on the dependent variable. The Nagelkerke is similar to the OLS Adjusted-R-squared statistics. In the current study, Pseudo R-Square of 0.59 indicates that 59% of the variance in education quality was explained by communication styles, decision making, instructional leadership, and school climate and culture. The remaining 41% variation in education quality was explained by extraneous variables not incorporated in the model.

Table 4. Regression Results

Pseudo R-Square= 0.593								
		Estimate	Std. Error	Wald	Df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	**Con**	3.936	.542	52.688	1	.000	2.873	4.999
Location	**communication skills**	1.251	.132	90.032	1	.000	.993	1.509
	decision-making style	.682	.089	58.218	1	.000	.507	.857
	instructional leadership	.315	.085	13.729	1	.000	.148	.481
	school climate and culture	.700	.110	40.641	1	.000	.485	.916

Source: Survey data, 2024

Based on the regression results provided in Table 4, we can interpret the effect of educational leadership practices on education quality in secondary schools in South Sudan as follows:

Communication skills: The estimate of 1.251 indicates that for every unit increase in communication skills, there is a predicted increase of 1.251 units in education quality. This relationship is statistically significant at $p < 0.05$. Decision-making style: The estimate of 0.682 suggests that for every unit increase in decision-making style, there is a predicted increase of 0.682 units in education quality. This relationship is also statistically significant at $p < 0.05$.3. Instructional leadership: The estimate of 0.315 indicates that for every unit increase in the principal's instructional leadership, there is a predicted increase of 0.315 units in education quality. This relationship is statistically significant at $p < 0.05$. 4. School climate and culture: The estimate of 0.700 suggests that for every unit increase in school climate and culture, there is a predicted increase of 0.700 units in education quality. This relationship is statistically significant at $p < 0.05$. Overall, the regression analysis shows that leadership practices, as measured by communication skills, decision-making style, instructional leadership, and school climate and culture, have a significant positive effect on education quality in secondary schools in South Sudan. Students are likely to perform better academically when the principal demonstrates strong communication skills, effective decision-making, supportive instructional leadership, and fosters a positive school climate and culture.

4. Discussion of regression results

Communication skills have been consistently linked to education quality in previous studies. For example, a study conducted by Smith and Hoy (2007) found that effective communication by school leaders positively influenced students' academic outcomes. This is because clear and transparent communication creates a positive school environment, improves teacher-student relationships, and enhances overall learning experiences and education quality. Similarly, a study by Leithwood et al. (2004) highlighted the importance of principals' communication skills in fostering a collaborative school culture and promoting student success. Therefore, the significant positive effect of principals' communication skills on education and students' academic achievement in South Sudan aligns with previous research findings and underscores the importance of effective communication in school leadership practices. In contrast, the relationship between decision-making style and education quality has shown mixed results in previous studies. While some research has found a positive association between participative decision-making by school leaders and education quality (Leithwood et al., 2010), other studies have failed to establish a significant link between leaders' decision-making style and academic outcomes (Hakala et al., 2015). The estimate in our regression results suggests that principals' decision-making style has a significant positive effect on students' academic achievement in the Sidama Region. This finding highlights the importance of involving stakeholders in decision-making processes and creating a sense of ownership and empowerment within the school community. By comparing our results with previous studies, we can see that the impact of decision-making style on education quality may vary depending on the context and the extent to which collaborative decision-making is implemented in the school setting. The finding that leaders' instructional leadership has a positive effect on education quality is consistent with previous research in the field of educational leadership. Studies have shown

that principals who provide strong instructional leadership by setting high academic standards, monitoring student progress, and implementing effective instructional strategies are more likely to have students who perform better academically. This finding underscores the importance of principals taking an active role in shaping the instructional practices within their schools and providing support to teachers to improve education quality. Similarly, the significant positive impact of school climate and culture on education quality aligns with existing research on the importance of creating a positive and supportive school environment. Studies of Lai & Davies (2018) have shown that schools with a positive climate characterized by strong relationships among staff, students, and parents, clear expectations for behavior, and a sense of belonging and safety, are more likely to experience higher levels of academic success via education quality. Principals play a crucial role in shaping school culture and climate through their leadership practices and can influence student outcomes by fostering a positive and inclusive school environment. Overall, these findings highlight the importance of instructional leadership and school climate in improving education quality in secondary schools.

5. Conclusion

In conclusion, the regression analysis results clearly demonstrate the important role that educational leadership practices play in influencing education quality in secondary schools in South Sudan. It is evident that educational leaders who possess strong communication skills, effective decision-making abilities, supportive instructional leadership, and promote a positive school climate and culture have a positive impact on education quality. Based on these findings, it is recommended that leaders in secondary schools in South Sudan prioritize the development and enhancement of their leadership practices in areas such as communication, decision-making, instructional leadership, and school climate and culture. This can be achieved through targeted training and professional development opportunities for leaders, as well as creating a supportive and collaborative school environment that values and promotes effective leadership practices. By investing in the development of educational leadership practices and ensuring they have the necessary skills and resources to effectively lead their schools, educational stakeholders can help improve education quality in South Sudan. Ultimately, fostering strong principal leadership practices is essential for creating a conducive learning environment that supports students' academic success and overall well-being.

6. Directions for future research

1. Explore the impact of specific educational leadership practices on different aspects of education quality, such as student academic achievement, teacher retention rates, and school safety.
2. Investigate the role of teacher perceptions of educational leadership on education quality in secondary schools in South Sudan.
3. Examine the influence of external factors, such as government policies, funding levels, and community support, on the effectiveness of educational leadership practices in improving education quality.
4. Compare the effectiveness of different leadership styles and practices in promoting education quality and student success in secondary schools in South Sudan.

5. Conduct longitudinal studies to track the long-term effects of educational leadership practices on education quality and student outcomes over time.

6. Explore the perceptions and experiences of different stakeholders, such as teachers, students, parents, and community members, regarding the impact of educational leadership practices on education quality.

7. Investigate the potential barriers and challenges that educational leaders face in implementing effective leadership practices and strategies to overcome them.

8. Examine the relationship between school climate and culture, teacher collaboration, and educational leadership practices in promoting education quality in secondary schools.

9. Explore the impact of technology integration and digital leadership practices on education quality in secondary schools in South Sudan.

10. Investigate cross-cultural perspectives on educational leadership practices and their impact on education quality in different regions and countries.

Statements and Declarations

Funding

Availability of data

The data utilized for this study has been included in the manuscript.

Competing Interests

The authors affirm that there are no competing interests that could influence the findings or conclusions presented in this research.

Author's Contributions

The authors have contributed to the conception and design of the study. Furthermore, the author has carefully reviewed and agreed to the final version of the manuscript as published.

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