

REVIEWER'S REPORT

Manuscript No. IJAR-54318

Date: 13/10/2025

Title: The Role of Leadership Styles in Shaping Teaching Efficacy among High School Teachers

Recommendation:

Accept as it is
√Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality			√	
Clarity			√	
Significance		√		

Reviewer Name: **Dr. Anam Zehra**

Date: 13/10/2025

Reviewer's Comment for Publication.

This empirical study, conducted among 475 high school teachers in Coimbatore, employs well-validated and reliable instruments ($\alpha = 0.937$ for the Leadership Style Scale and $\alpha = 0.968$ for the Teaching Efficacy Scale) to examine the influence of leadership styles on teaching efficacy. The analysis reveals that both authoritative and democratic leadership styles have a positive and significant impact on teachers' self-efficacy, while the laissez-faire style demonstrates a negative relationship. Regression results identify democratic leadership as the strongest predictor of teaching efficacy, emphasizing its importance in enhancing instructional confidence and classroom effectiveness. The study's methodological clarity, large sample, and robust statistical procedures lend strong empirical support to its conclusions. However, minor refinements are needed to integrate more recent literature (2021–2024) and ensure formatting consistency with APA 7th edition standards.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

Strengths

- Comprehensive Sampling and Clarity:** The study uses a large, stratified sample of 475 teachers with clearly defined context and well-described tools, ensuring representativeness.
- High Instrument Reliability:** Both the Leadership Style Scale ($\alpha = 0.937$) and Teaching Efficacy Scale ($\alpha = 0.968$) show strong internal consistency and reliability.
- Significant Correlational Results:** The correlations—Authoritative ($r = .267$, $p = .001$), Democratic ($r = .203$, $p = .002$), Laissez-faire ($r = -.257$, $p = .007$)—are statistically significant and meaningful.
- Robust Regression Analysis:** Regression analysis confirms democratic leadership ($\beta = .328$) as the strongest predictor, with an overall model fit of $R^2 = 0.175$ (F significant).

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5. **Dominance of Democratic Leadership:** The prevalence data reveal democratic style dominance (46.53%), highlighting its positive role in enhancing teaching efficacy.

Weaknesses

1. **Need for Updated Literature:** The literature review should include recent studies (2022–2024) to maintain academic and contextual relevance.
2. **Theoretical Integration:** A Stronger linkage with Bandura's efficacy framework would deepen the theoretical foundation of the findings.
3. **Lack of Limitations Subsection:** The study should clearly outline its limitations and generalizability in a separate section.
4. **Formatting and APA Consistency:** Minor inconsistencies in tables, headings, and references need correction per APA 7th edition.
5. **Expansion of Practical Implications:** The discussion should further elaborate on how the results inform educational policy and leadership practices.