

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. Touseef Malik**

Date: 13/10/2025

Reviewer's Comment for Publication.

Empirical study (N=475; Coimbatore) using validated scales ($\alpha=0.937$; $\alpha=0.968$) reports positive links of authoritative/democratic leadership with teaching efficacy and negative links for laissez-faire; regression shows democratic leadership as the strongest predictor. Clear design, robust stats, and actionable implications. Minor updates to the literature and APA formatting are advised.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

Strengths

1. Large, stratified sample; clear setting and tool description.
2. High reliability of instruments (LSS $\alpha=0.937$; TES $\alpha=0.968$).
3. Significant correlations: Authoritative $r=.267$ ($p=.001$); Democratic $r=.203$ ($p=.002$); Laissez-faire $r=-.257$ ($p=.007$).
4. Multiple regression: Democratic $\beta=.328$; Authoritative $\beta=.171$; Laissez-faire $\beta=-.123$; model $R^2=0.175$, F significant.
5. The prevalence table emphasizes democratic style dominance (46.53%).

Weaknesses

1. Literature needs 2022–2024 updates on teacher leadership/efficacy.
2. Stronger theoretical tying back to Bandura's efficacy constructs would help.
3. Limitations/generalizability are not isolated as a subsection.
4. Minor APA 7 inconsistencies and table labeling polish.
5. Policy/practice implications could be expanded from findings.