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Open Peer-Review Report

Presenting a Model for Enhancing Coaching of School Principals

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1. Round 1

1.1. Reviewer 1

Reviewer:

The claim about human resources being viewed as "interchangeable parts" is significant but requires stronger evidence. Include data or specific references to support this statement.

The methodology mentions "expert interviews," but details about participant demographics (e.g., age, years of experience, professional roles) are missing. Include a table or summary for clarity.

The table on influential factors and components of principals' coaching is extensive. Consider splitting it into two smaller tables for better readability: one for "Personal Characteristics" and another for "Organizational Characteristics."

The phrase "The principal must have high communication power" is vague. Define "communication power" and provide measurable attributes or behaviors.

The point about "recruitment focusing on the coaching spirit" lacks examples. Include specific traits or qualifications considered essential during recruitment.

The assertion about "flat and semi-centralized structures" is theoretical. Discuss practical challenges or case studies where such structures were implemented successfully.

The environmental factors influencing coaching ("social harm and problems") are briefly mentioned. Elaborate on how these issues specifically affect coaching performance.

The budget constraints impacting coaching ("viewing training as an investment") are relevant. Suggest practical strategies for allocating resources effectively.

Authors revised the manuscript and uploaded the new document.

1.2.   Reviewer 2

Reviewer:

The sentence "education in the 21st century ... more complex than other professions" should be clarified with examples comparing education to the mentioned fields (medicine, law, and engineering).

The lack of focus on coaching in educational research ("most research has focused on sports and individual coaching") should be substantiated with a summary of reviewed studies demonstrating this gap.

The rationale for choosing 33 initial sources and narrowing them to 11 highly relevant sources is briefly mentioned. Provide detailed inclusion and exclusion criteria for transparency.

The statement "coaching culture is an innovative approach" is presented without discussion of how it differs from traditional coaching. Expand this section to address the novelty.

The recommendation to "create a coaching mindset among principals" is abstract. Provide actionable steps or examples from other educational systems.

The idea of involving students in decision-making is progressive but lacks elaboration. Include examples of successful implementation in schools or similar environments.

Authors revised the manuscript and uploaded the new document.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.