Identification of Strategies, Contexts, and Intervening Factors for Developing Coaching Leadership for Primary School Principals in Tehran

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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement "Classroom teachers being in direct contact with students have a significant impact on students' academic and social progress" is well-known in educational literature. Strengthen this assertion by citing specific studies or data that support this claim to enhance the credibility of your argument.

The description of the sampling method ("purposive non-random sampling") is appropriate, but it would be beneficial to explain why this method was chosen over others and how it aligns with the study's goals.

The use of "MaxQDA-V2020" software is mentioned. It would be useful to provide a brief justification for choosing this software over other qualitative analysis tools to strengthen the methodological rigor.

The table presents the results of open and axial coding. However, the table would benefit from a brief narrative explanation of the most significant findings, particularly how they contribute to the overall understanding of coaching leadership.

The term "central phenomenon" is used without a clear definition in this context. Consider defining what is meant by "central phenomenon" in relation to the coaching leadership model being discussed.

The term "emotional intelligence" is broad. Consider elaborating on which specific aspects of emotional intelligence are most relevant to the development of coaching leadership among primary school principals.

The section on "Organizational and External Supports" would benefit from examples or case studies that illustrate how these supports have been successfully implemented in similar contexts.

Authors revised the manuscripts.

1.2. Reviewer 2

Reviewer:

The phrase "school principals play in influencing student outcomes" is somewhat vague. Consider specifying the mechanisms through which principals influence these outcomes (e.g., through instructional leadership, fostering teacher development, etc.).

The sentence "approximately 50% of school principals do not remain in their positions beyond their third year of leadership" is critical but lacks a citation. Provide a source for this statistic to substantiate the claim and its implications.

The statement "The research method was applied in terms of purpose qualitative in terms of data type" is confusing and could be clearer. Consider rephrasing to something like "This study employed a qualitative research design, with an applied purpose, focusing on content analysis."

The claim that "coaching leadership positively contributes to creative performance" is crucial. Consider adding more detailed examples or data from your findings that specifically support this claim to enhance its validity.

The recommendation to "hire managers who already have external coaching capabilities" is practical but would be stronger if supported by evidence from your study or other relevant research indicating the effectiveness of such hiring practices.

The statement "This research was conducted within a specific timeframe" acknowledges a limitation but could be expanded to discuss how temporal factors might have influenced the findings and how future research might address this.

The recommendation to "identify worthy colleagues for coaching leadership training" is valuable but would be more impactful with a clearer outline of the criteria or processes for identifying these individuals.

Authors revised the manuscripts.

2. Revised

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