

A Phenomenological Study of the Lived Experiences of Female School Principals in Their Relationships with Teachers

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Educational leadership has increasingly been recognized...”, several claims about leadership transformation are made. Consider adding a clear conceptual anchor (e.g., relational leadership theory) to strengthen theoretical coherence.

The sentence “female principals often encounter leadership realities that differ in form and intensity...” would benefit from briefly specifying what differs (e.g., authority enactment, emotional labor, legitimacy) to sharpen analytical precision.

The paragraph describing interview development does not provide example questions. Including 2–3 sample questions would enhance methodological transparency.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

When stating “International research further suggests that female principals often operate as change leaders”, the manuscript could benefit from a short synthesis sentence explaining how “change leadership” specifically manifests in principal–teacher relationships.

The gap is articulated as a lack of qualitative focus on principals’ experiences. However, please explicitly state what new knowledge phenomenology contributes beyond existing qualitative studies (e.g., narrative or case studies).

The aim sentence is well-written, but it could be improved by explicitly stating the phenomenon of interest (e.g., relational leadership tensions, emotional labor, motivational management) rather than remaining broad.

Although saturation is mentioned, the manuscript would benefit from a brief explanation of how saturation was assessed, especially given the relatively homogeneous sample.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.