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Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_129416
Title of the Manuscript:	PARTICIPATIVE LEADERSHIP PRACTICES AND PROFESSIONAL DEVELOPMENT OF LANGUAGE TEACHERS IN PUBLIC SECONDARY SCHOOLS
Type of the Article	Original Research Article

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PART 1: Comments

	Reviewer's comment	Author's Feedback <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.	The study is important and timely	
Is the title of the article suitable? (If not please suggest an alternative title)	Yes	
Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.	No, see comments	
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Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.	No	

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<p>Is the language/English quality of the article suitable for scholarly communications?</p>	<p>Needs proofreading</p>	
<p>Optional/General comments</p>	<p>Dear authors, the manuscript resents a valuable investigation into the relationship between participative leadership and professional development in public secondary schools in the Philippines. While the study provides useful insights, several aspects warrant further attention to enhance its scholarly contribution, rigor, and clarity.</p> <p>The introduction effectively underscores the importance of participative leadership and professional development. However, the study's literature review appears overly reliant on regional and older references, with insufficient engagement with recent, especially Western, research. This limits the contextual breadth and the universal applicability of the findings. Incorporating contemporary studies on participative leadership and teacher development from diverse educational contexts could better situate the study within global discourse. It is suggested that you use the following studies regarding leadership in education to enhance the introduction and the LR section of the present study:</p> <p>Karakose, T., Tülübaş, T., & Papadakis, S. (2023, July). The scientific evolution of social justice leadership in education: Structural and longitudinal analysis of the existing knowledge base, 2003–2022. In <i>Frontiers in education</i> (Vol. 8, p. 1139648). Frontiers Media SA.</p> <p>Karakose, T., Tülübaş, T., Papadakis, S., & Yirci, R. (2023). Evaluating the intellectual structure of the knowledge base on transformational school leadership: a bibliometric and science mapping analysis. <i>Education Sciences</i>, 13(7), 708.</p> <p>Yirci, R., Karakose, T., Kocabas, I., Tülübaş, T., & Papadakis, S. (2023). A bibliometric review of the knowledge base on mentoring for the professional development of school administrators. <i>Sustainability</i>, 15(4), 3027.</p> <p>Karakose, T., Papadakis, S., Tülübaş, T., & Polat, H. (2022). Understanding the intellectual structure and evolution of distributed leadership in schools: A science mapping-based bibliometric analysis. <i>Sustainability</i>, 14(24), 16779.</p> <p>Karakose, T., Kocabas, I., Yirci, R., Papadakis, S., Ozdemir, T. Y., & Demirkol, M. (2022). The development and evolution of digital leadership: A bibliometric mapping approach-based study. <i>Sustainability</i>, 14(23), 16171.</p> <p>The ethical considerations are generally well-addressed, with informed consent and anonymity maintained. However, it would strengthen the study to include a discussion of potential biases in the data collection process, such as how universal sampling might influence participant responses or whether the surveyed teachers felt any implicit pressure due to the institutional involvement in data collection.</p> <p>The research design, while systematic and quantitative, demonstrates limitations in scope and methodology. The exclusive reliance on survey data raises concerns about the depth of the insights gathered. Triangulating the survey findings with qualitative methods, such as interviews or focus groups, could provide richer, more nuanced data and validate the findings. Additionally, the study's universal sampling of 131 teachers is somewhat limiting for generalizability, given the diversity of public secondary schools in the Philippines. Expanding the sample size or including a stratified sampling approach would yield more representative results.</p> <p>In terms of data analysis, while the statistical methods employed are appropriate, the interpretation of findings could be more robust. For instance, the high correlation between participative leadership practices and professional development deserves a deeper exploration of causality and potential mediating variables. Additionally, the study could discuss how its findings compare with similar studies internationally, thereby enhancing its broader applicability.</p> <p>The manuscript's results and discussion sections are clear but lack critical engagement with the implications of the findings. For instance, while the study identifies a positive correlation between leadership practices and professional development, it does not sufficiently address the potential mechanisms driving this relationship or practical strategies for implementing such practices effectively. Furthermore, the study's recommendations, though relevant, could be expanded to include actionable steps for policymakers and educators, supported by evidence from recent studies.</p>	

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	<p>The manuscript could also benefit from improved clarity and conciseness in its presentation. Certain sections, particularly the methodology and discussion, contain redundant information that could be streamlined for better readability. Additionally, the conceptual framework lacks sufficient elaboration on its theoretical underpinnings, which would strengthen the study's conceptual rigor.</p> <p>While the study contributes to understanding participative leadership's role in fostering professional development, its novelty is somewhat limited. The study's conclusions, while valid, largely reaffirm existing knowledge without offering significant new insights or advancing theoretical frameworks. Addressing this limitation would involve either exploring under-researched dimensions of the relationship, such as cultural or institutional factors, or integrating more recent innovations in leadership and teacher development research.</p> <p>In conclusion, this study addresses a pertinent topic with relevance to educational leadership and teacher development but would benefit significantly from broader contextualization, methodological diversification, and deeper theoretical engagement. Enhancing these aspects would elevate its scholarly impact and practical utility. I recommend substantial revisions, particularly in expanding the literature review, strengthening methodological rigor, and providing more actionable and globally relevant insights. If these revisions are addressed satisfactorily, the study could offer a meaningful contribution to the field.</p>	
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PART 2:

	<u>Reviewer's comment</u>	<u>Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</u>
<u>Are there ethical issues in this manuscript?</u>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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