

REVIEWER'S REPORT

Manuscript No.: JNHST-057

Title: Higher Education Governance in Jammu and Kashmir: Assessing Leadership and Institutional Effectiveness.

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 Id: JPR-135

Reviewer's Comment for Publication.

The manuscript presents a significant and timely study on the relationship between leadership practices, governance structures, and institutional effectiveness in higher education institutions. The research addresses an important area of educational management by examining how leadership approaches and governance mechanisms collectively influence institutional performance, quality assurance, accountability, and organizational development.

The originality of the study is demonstrated through the proposed Leadership–Governance–Effectiveness (LGE) model, which integrates leadership theory, governance frameworks, and institutional performance outcomes into a unified conceptual approach. The mixed-methods research design, combining quantitative survey analysis with qualitative interviews, strengthens the depth and credibility of the findings.

The manuscript is technically sound, with appropriate use of statistical methods including correlation analysis, regression analysis, and reliability testing. The inclusion of qualitative themes provides additional insight into leadership behavior, decision-making processes, transparency, and institutional adaptability. The findings contribute valuable knowledge for policymakers and administrators seeking to improve higher education governance systems.

However, some revisions are recommended before publication. The methodology section should provide further clarification regarding the selection criteria of institutions, demographic profile of participants, and details of the mediation analysis mentioned in the discussion. The proposed LGE model would benefit from a visual representation to improve conceptual clarity. Some statistical interpretations should also include additional supporting values where necessary.

The manuscript requires minor language editing to correct grammatical inconsistencies and improve academic presentation. The discussion section could further strengthen the connection between the

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findings and the specific higher education context of Jammu and Kashmir by including more regional examples and policy implications.

Overall, the manuscript is well structured, academically relevant, and contributes meaningfully to the field of higher education governance and leadership studies. After addressing the suggested minor revisions, the paper is suitable for publication consideration.