

Research Article

Lived Experience of School Leaders in Supervising during Remote Teaching

Helen B. Boholano¹

1. Cebu Normal University, Cebu City, Philippines

The COVID-19 pandemic has created significant obstacles for schools, particularly in the transition to remote teaching. The responsibility of school leaders in overseeing during remote teaching has become vital in ensuring that teaching and learning continue properly. This research analyzes the lived experience of school leaders in supervising during remote teaching, with the objective of understanding the obstacles they face and identifying strategies to support them. Through a qualitative approach, data was acquired through interviews with school leaders, and thematic analysis was undertaken. The results found that school administrators faced issues such as navigating uncertainty, supporting teachers' emotional well-being, Building Resilience and ensuring access to resources for remote teaching. Strategies used by school leaders included regular communication and feedback, the use of technology for support and training, and providing additional support to struggling students. The findings provide valuable insights into the challenges and opportunities of remote teaching, and how we can support our school leaders to ensure that all students receive the best possible education.

Corresponding author: Helen B. Boholano, boholanoh@cnu.edu.ph

Introduction

The COVID-19 pandemic has caused schools around the world to move to remote instruction, which has posed unprecedented hurdles for school directors in overseeing their staff and students. Given that remote teaching is now the "new normal," it is important to comprehend how school administrators actually supervise this kind of instruction. Supervision is an activity conducted by school leaders to classroom teachers in order to enhance their professional growth and development by providing feedback and support during the post conference.

Supervision is an essential component to the counseling field and is a distinct intervention that is no longer viewed as an extension of counseling (Bernard & Goodyear, 2004) as cited in Kuhn (2009). The primary purpose of supervision is to enhance teachers' professional development and ensure client welfare. The world has suddenly changed due to the COVID 19 pandemic. No one was prepared when this pandemic struck the world. For more than a year now, it continuously affects and shapes the lives of almost all people around the world, regardless of socio-economic, educational, and political status. The future is still uncertain if the virus still spreads and continuously infects people all over the world. The Philippines is one of the most affected countries around the world by the virus. The latest data show that the Philippines as of the writing is in the top 19th among the countries with the most infected with the virus. The number of infected with the virus continues to rise despite all the lockdowns and strict health protocols implemented by the government. Hence, Filipinos are expected to live under the "new normal" for a longer period. The most affected in this new situation are businesses, transportation, public services, health, and education.

The lived experiences of school leaders are important to explore because they provide insights into the challenges and opportunities that arise during remote teaching. These experiences can inform policies and practices that support school leaders in providing effective supervision during remote teaching. Understanding the experiences of school leaders can also help researchers and educators identify areas of need and develop strategies to address them.

Moreover, the lived experiences of school leaders can inform leadership development and training programs. School leaders who have experienced remote teaching firsthand can provide insights into the skills and competencies needed to supervise effectively during this type of teaching. This knowledge can inform leadership training programs and help prepare future school leaders for supervising during remote teaching.

The lived experiences of school leaders in supervising during remote teaching provide a valuable insight into the challenges and opportunities of remote teaching, and how we can support our school leaders to ensure that all students receive the best possible education.

Domain of Inquiry

The purpose of this study was to determine the lived experience of the school leaders in supervision during remote teaching.

Literature Cited

The COVID-19 pandemic has forced schools to shift to remote teaching, which has brought unprecedented challenges for school leaders. The role of school leaders in supervision during remote teaching has become crucial in ensuring that teaching and learning continue effectively (Kivunja, 2020). This literature review will examine the role of school leaders in supervision during remote teaching, highlighting the challenges they face and the strategies they use to support their staff and students.

School leaders play a crucial role in supervising remote teaching, as they are responsible for supporting their staff and ensuring that students receive quality education. This involves overseeing the delivery of remote teaching, monitoring student progress, and supporting teachers in delivering effective remote lessons (Jung, 2021). School leaders also need to ensure that the technological infrastructure is in place and that staff and students have access to the necessary resources for remote teaching (Kivunja, 2020). Many schools have implemented digital platforms for information sharing and emergency remote teaching where all on-site instruction learning was discontinued in favor of e-learning (Lim, 2020), remote instruction as cited in Jan (2020).

School leaders face numerous challenges in supervising remote teaching. One of the biggest challenges is ensuring that students are engaged and motivated during remote lessons (Jung, 2021). School leaders also face challenges in supporting their staff in adapting to new teaching methods and technologies, and ensuring that they have the necessary support and training (Kivunja, 2020). Another challenge is ensuring that students have access to the necessary resources and support for remote learning (Zhao et al., 2021).

School leaders have adopted various strategies to overcome the challenges they face in supervising remote teaching. One strategy is providing regular communication and feedback to teachers and students, which can help to keep them motivated and engaged (Jung, 2021). School leaders have also been using technology to provide support and training to their staff, such as online training sessions and webinars (Kivunja, 2020). Another strategy is providing additional support to students who are struggling with remote learning, such as extra tutoring and resources (Zhao et al., 2021).

Methodology

This study utilized a phenomenological research design because it dwells on the school leaders' lived experiences and their interpretations of their lived experiences as they supervised their teachers under Modular-Distance Learning. Selected 20 public school principals were the participants of the study chosen among the different public schools in the Philippines. Unstructured questionnaire was developed by the researchers to gather the needed data. The "questionnaire was validated to find out if the instrument would really draw out the responses desired to provide the needed data for this study and for the clarity of the purpose of the study" (Boholano, Merin & Dapat, 2021). The content of the interview questionnaire was verified by a group of teacher education professionals at a university in Cebu City. There were three questionnaire content reviewers. The instrument underwent a validation process to extract the response needed to achieve the purpose of the study.

Formal letters were sent to them informing them that this research is purely academic, no risk would be involved in the study, and they were at liberty to withdraw anytime. Upon their written approval, the teachers' narratives were gathered through semi-structured interview guide questions via Google Forms sent to them in Facebook Messenger and Email. The informal interview was conducted via Zoom and google meet. After, the data from the teachers' responses underwent a coding process to come up with common themes and patterns.

The qualitative data underwent thematic analysis where the data underwent a coding process to capture the key or important elements of the data with the help of the pre-determined questions during the informal interview (Clarke & Braun, 2014). This study is purely academics and there is no harm on the part of the teacher respondents. They are of the age of majority. Informed consent is fully explained to them. They can withdraw anytime in the event that they feel not joining anymore in this study. The participants were informed of the data gathered.

The role of school leaders in supervision during remote teaching is crucial in ensuring that teaching and learning continue effectively. School leaders face numerous challenges in supervising remote teaching, such as engaging students and supporting staff in adapting to new teaching methods and technologies. However, they have adopted various strategies to overcome these challenges, such as providing regular communication and feedback, using technology to provide support and training, and providing additional support to struggling students. It is important for researchers and

policymakers to continue to explore the role of school leaders in supervising remote teaching, to identify areas of need and develop effective strategies to support school leaders in their crucial role.

Findings and discussion

After gathering the data, the researchers clustered, described, and structured the narratives of the teachers and came up with the following themes that emerged from the experiences of the public school leaders in supervision on remote learning.

Theme 1. Navigating Uncertainty

This theme explores the challenges faced by school leaders as they supervise remote teaching and learning during the pandemic. School leaders have had to navigate uncertainty and adapt to new ways of providing support to their teachers and students. They have also had to balance the needs of their school community with government regulations and public health guidelines. Their narratives include:

As school principal, I have to be flexible especially in supervision. The teachers are also experiencing difficulty in their instructions. I should be open to new ideas and willing to adapt to changing circumstances. I am willing to adjust their plans and strategies based on feedback from my teachers, students, and families. (P3)

Exploring the lived experiences of school leaders in supervising during remote teaching is important for several reasons. Firstly, it can inform policies and practices that support school leaders in providing effective supervision. By understanding the challenges that school leaders face, policymakers can develop strategies and guidelines that help to address these issues (Jones, 2021). This can lead to the development of more effective and efficient remote teaching practices.

Theme 2. Supporting Teachers' Emotional Well-being

This theme focuses on the emotional toll that the pandemic has taken on teachers and how school leaders have supported their well-being. School leaders have had to be sensitive to the needs of their staff and provide resources to help them cope with the stress and anxiety of the pandemic. They have also had to model self-care and promote a culture of well-being within their schools. The narrative below supports this theme:

A school principal I should work to create a positive school culture that promotes well-being and encourages teachers to prioritize their mental and emotional health. This can include recognizing and celebrating teacher accomplishments, providing opportunities for professional development and growth, and promoting a collaborative and supportive work environment. (P4)

Understanding the lived experiences of school leaders can identify areas of need and help researchers and educators develop strategies to address them. By identifying areas of challenge, researchers can explore ways to support school leaders in supervising remote teaching. This can result in improved remote teaching practices that are better suited to the needs of staff and students (Wong, 2021).

Theme 3: Building Resilience

This theme explores how school leaders have built resilience in response to the pandemic. They have had to be adaptable and flexible in their leadership style, quickly responding to changing circumstances and making decisions in the best interest of their school community. School leaders have also had to communicate effectively with staff, students, and parents to ensure everyone is on the same page during this crisis.

I am s principal for 6 years already. As a school heads I should encourage communication and collaboration among teachers to promote shared learning and to build a sense of community. This can include regular staff meetings, online forums, and opportunities for peer mentoring and coaching. (P1)

Cultivating a positive attitude towards life and approach challenges as opportunities for growth and learning. I am a principal; I have experience that I gave positive feedback to my teachers especially this time of pandemic. I believe that I must focus on my strengths and accomplishments, and use them as a foundation for building resilience. (P12; 16).

This can help to prepare future school leaders for supervising remote teaching effectively (Brown, 2021). By gaining insight into the skills and competencies required to lead effectively during remote teaching, leadership training programs can be adapted to better meet the needs of school leaders.

Theme 4: Ensuring access to resources for remote teaching

Ensuring access to resources for remote teaching was identified as a key challenge for school leaders during the COVID-19 pandemic. The sudden shift to remote teaching left many students and teachers without access to the necessary resources for effective remote learning (Zhao et al., 2021). In order to address this challenge, school leaders used various strategies to ensure that all students and staff had access to the necessary resources.

Being a school head for 6 years, I should provide teachers with the support and resources they need to succeed in remote teaching. This can include training on new technology, access to instructional materials, and support from instructional coaches or technology specialists. In our school, several training was conducting in times of pandemic on how to conduct a successful remote teaching delivery. (P 9; 13)

One strategy used by school leaders was to provide technology devices such as laptops and tablets to students who did not have access to them at home (Watters, 2020). This allowed students to participate in remote learning and engage with their teachers and peers. Additionally, school leaders collaborated with local organizations and government agencies to provide internet connectivity to families who did not have it, ensuring that all students had access to online learning resources (Kivunja, 2020).

Another strategy used by school leaders was to provide online resources and materials for teachers to use in their remote lessons. This included providing access to online libraries and educational websites, as well as creating and sharing lesson plans and materials (Zhao et al., 2021). Additionally, school leaders provided training and support to teachers in how to effectively use online resources in their teaching (Jung, 2021).

Despite these strategies, school leaders faced ongoing challenges in ensuring access to resources for remote teaching. Some students and families lacked the necessary technological literacy to effectively participate in remote learning, while others faced challenges related to lack of space or quiet areas for studying (Kivunja, 2020). Additionally, some schools faced budgetary constraints that limited their ability to provide technology devices or other resources to students and staff (Watters, 2020).

Ensuring access to resources for remote teaching was a key challenge for school leaders during the COVID-19 pandemic. While various strategies were used to address this challenge, ongoing issues related to technological literacy, lack of space, and budget constraints remained. Moving forward, it

will be important for school leaders to continue to prioritize access to resources for remote teaching and to work collaboratively with stakeholders to ensure that all students have the necessary resources for effective remote learning.

Conclusion

School leaders have played a crucial role in supervising staff and students during this new mode of teaching. The exploration of the lived experience of school leaders in supervising during remote teaching is essential in understanding the challenges that they face and identifying ways to support them. Through the examination of these lived experiences, researchers and policymakers can identify areas of need and develop effective policies and practices to support school leaders. Additionally, leadership development and training programs can be adapted to better equip future school leaders for supervising remote teaching effectively. By understanding the challenges that school leaders face, researchers and policymakers can develop effective policies and practices to support school leaders, and help ensure that remote teaching is delivered effectively.

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