Review of: "Lived Experience of School Leaders in Supervising during Remote Teaching"

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Potential competing interests: No potential competing interests to declare.

Strength points:

- The topic discussed in the article is of great importance, as it addresses the experience of school leaders in exercising supervision during distance education, and highlights the obstacles that school leaders face in ensuring the proper continuity of teaching and learning during the period of distance education. The article uses a grounded approach to data collection through interviews with school leaders and theme analysis to understand the obstacles they face and identify the strategies they use to deal with them.

School leaders' experiences can contribute to developing policies and practices that support school leaders in providing effective supervision during distance learning. Understanding school leaders' experiences can also help researchers and educators identify areas that need support and develop strategies to deal with them. School leaders' experiences can also guide leadership development and training programs, and help prepare future school leaders to supervise during remote learning.

Logical sequence: The article begins with the abstract, offering a good introduction, and then contemporary literature on the topic of the article. Followed by the aim of the article, then presenting the results and references.

Methodology: The methodology and tools used in this study appear appropriate to achieve its objectives. A phenomenological research design was used that aimed to explore school leaders' experiences and interpretations of those experiences in observing teachers during distance learning. Participants were selected from a public school leader in the Philippines to participate in the study and a questionnaire was developed to collect the required data.

The points need to improve:

Literature review: Based on the information provided, the reviewed literature appears to provide an overview of the role of school leaders in monitoring distance education, the challenges they face, and the strategies they use. However, it may be better to add other relevant studies to enhance the strength of the study and deepen understanding of the topic. Additional studies could contribute to broadening the scope, enhancing diversity in reference sources, providing additional insights or understanding of school leaders' challenges in monitoring distance learning, as well as offering new strategies or tools that could be explored in the current study. In addition, additional studies can help identify gaps in the current literature and direct research on new facets or angles that can be explored in the future. Therefore, it is recommended to

include more studies related to the topic in the current study to enhance the level of confidence and comprehensiveness of the results and conclusions.

Study tools: Although the methodology, tools, and method of analysing the interviews fit the specific objectives of the study, the validity of the questionnaire was confirmed through a content verification process that included the evaluation of educational specialists at a university in Cebu City. Formal letters were sent to participants informing them that the research was purely academic, that it did not involve any risks, and that they were keen to withdraw at any time. Data were collected through semi-structured interviews and analysed through a developmental analysis process to extract common patterns and themes. However, it may be useful to provide more details on how to develop the questionnaire, ensure the statistical validity and reliability of the tools used, and extract the degree of validity and reliability of the questions. More discussion could also be added about the developmental analysis process and the steps that were taken to extract the main models and themes from the data, meaning what model was followed to analyse the data extracted from the interviews.

Presentation of Findings: The analysis of findings presented provides an overview of the key themes that emerged from public school leaders' experiences observing distance learning. The analysis explores the challenges they faced and how they dealt with them, as well as the strategies they used to support teachers, their emotional health, and ensure students had the resources needed for remote learning.

A detailed analysis of the four identified themes is provided and is supported by quotes from study participants. Practical guidance is provided for policies and practices that can be used to support school leaders and enhance their experience of monitoring remote learning.

However, the analysis may need further clarification or detail in some areas. For example, the analysis could be expanded to explore the impact of school leaders' experiences monitoring distance learning on teachers' performance and student success. The influence of school and social and cultural context on school leaders' experience of monitoring distance education can also be studied.

In general, it can be helpful to provide further examples or evidence from the study to strengthen the analysis and clarify the points being made. The analysis may also include further citations of current literature or relevant previous research to support the conclusions presented. Overall, the current analysis is a good start and can be developed and expanded with more detail and additional research to achieve a more complete and comprehensive analysis.

Conclusion: The conclusion summarizes the main points discussed in the study and directs attention to future paths for research and development. But it may be useful to add some practical recommendations that can be adopted to support school leaders in monitoring distance learning, such as providing ongoing training and technical support and enhancing communication and cooperation between schools and families.