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.

The article effectively presents background information, laying out the context of the study and justifying the problem addressed. The introduction clearly articulates the challenges posed by the shift to remote teaching during the COVID-19 pandemic, emphasizing the importance of understanding school leaders' experiences in supervising this new mode of instruction.

The methods employed in this study, particularly the use of a phenomenological research design, are appropriate for exploring the lived experiences of school leaders. The choice of unstructured questionnaires, validation processes, and semi-structured interviews via various platforms demonstrates a thoughtful approach to data collection. However, additional details on the selection criteria for the 20 public school principals and the geographical distribution of schools could enhance transparency.

The results are presented clearly, with identifiable themes derived from the narratives of the school leaders. The thematic analysis aligns with the qualitative approach used. However, a more detailed exposition of the coding process and the interrater reliability of the thematic analysis would strengthen the study's rigor.

The conclusions successfully tie together the various elements of the abstract. Each identified theme in the results section is thoughtfully connected to the challenges and opportunities of remote teaching. The conclusions also acknowledge the broader implications for policies, practices, leadership development, and training programs.

The paper contributes new and significant information by exploring the nuanced challenges school leaders face during remote teaching. The emphasis on lived experiences provides valuable insights, and the identified themes offer a comprehensive understanding of the multifaceted nature of supervising in the context of the COVID-19 pandemic.

The keywords are adequate and suitable for capturing the core concepts of the study. Terms like "lived experience," "supervision," and "remote teaching" appropriately encapsulate the central themes explored in the article.

The article generally demonstrates clarity in expression and Readability. The use of language is accessible, and concepts are well-explained. However, attention to detail in reporting the validation process and coding procedures could enhance transparency for readers seeking to replicate or build upon the study.

The article provides a valuable contribution to the understanding of school leaders' experiences in supervising remote teaching. Strengthening the methodological details and offering more context on participant selection would enhance the paper's robustness. Additionally, considering the implications of the findings for practitioners and future research would further enrich the overall impact of the study. Overall, the paper is well-structured and makes a meaningful contribution to the field.