

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.

Review of Lived Experience of School Leaders in Supervising during Remote Teaching, by Helen B. Boholano

Summary:

The study presents the views of 20 public school principals from schools in the Philippines regarding their experience supporting their teachers during the remote teaching needed from the pandemic. The researcher identifies 4 themes. The data were gathered via questionnaires and interviews conducted online.

Strengths:

1. The topic of the study is of great relevance to the field; as the author points out, learning about how principals navigated their experiences during the lock-down and continued supporting their teachers can be generative of lessons for the future. The themes that emerged—Navigating Uncertainty, Supporting Teachers' Emotional Well-being, Building Resilience, and Ensuring access to resources for remote teaching—ring true and with important implications for practice.
2. The author indicates working with other researchers to get input about the instruments used to collect data.
3. The literature reviewed is current and points to some important findings about the role of principals in supervising remote teaching.

However, there are several areas that would need to be addressed to make the claims more convincing and appealing to a wider audience.

Areas of improvement.

1. It would be important to provide a theorization of the research space. The author indicates that the “study utilized a phenomenological research design” but it is my understanding that a theorization for the phenomenon is needed. I wonder if the author could use the literature that has been reviewed to build such theorization or to propose a conceptualization of the phenomenon. As currently presented, it is not clear, what exactly is the phenomenon under investigation (e.g., feelings? Beliefs? Attitudes? Challenges? Strategies to cope? Etc.) or what types of questions guided the phenomenology or whether questions for the questionnaire or interviews are justified.
2. I think that the literature review could be reorganized to make it clearer what is that each study is contributing theoretically, methodologically, or in terms of findings and how this particular study is similar or different from the

existing research. As currently presented, the author has only presented relevant studies without making a case for why it is important for the study to review them. A revised literature would also describe an open question in the field and how this work contributes to it.

3. The methodology needs more clarification:

- a. While I agree that a phenomenological approach is important, the researcher needs to justify the population and sample chosen, as well as the selection of principals, and the characteristics of the schools. While this work is not meant to be generalizable, it could be transferable if enough contextual information is provided. I would suggest adding information about how principals were chosen, the characteristics of the schools, and perhaps something about the administrative system in Philippine schools that can help understand the context.
 - b. It would be important to provide examples of the questions that principals answered (so the reader understand what the ethos was), and a sense of the timeline when the data were collected.
 - c. Your use of the word “narrative” could be confused with a narrative design, which requires different methodological considerations. Perhaps you want to clarify what you mean by narrative. Does it refer to the responses the principals provided in the questionnaire or the ones they provided via zoom? And what is the difference?
 - d. Having the questions available would allow other researchers to pursue replication studies.
 - e. It would be important to expand on the process of identifying themes. If another researcher were to repeat your study, they will need to know how themes were identified. As it is a qualitative analysis, it is also important to identify strategies to ensure that: (1) all data were accounted for; (2) that the researcher engaged in a process of finding disconfirmed data; (3) and that the principals felt that their ideas were well represented (via member checking). This information would augment the credibility of your processes and thus of your findings.
 - f. It would also be useful to clarify what is the unit of analysis and who else was involved in the coding.
4. The findings need a bit more of nuanced discussion. Currently there is cursory description of each with one or two quotes, but without much elaboration of their complexity.
5. The discussion of the findings is a place for the researcher to explain why the findings are what they are. Are these themes surprising? Why? How are these findings of the similar or different from those from prior research? How do they contribute to theory, research, or practice? How do they contribute to the open problem in the field?

In sum, the manuscript has potential to make an important contribution, however currently it is not yet ready for publication. Addressing the above comments might improve the presentation.

Thank you for the opportunity and good luck with your future endeavors.