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

Gisella Decarli[1]

1 University of Trento

This study investigates the experiences of school leaders in the Philippines in managing remote teaching and supervising both teachers and students. The authors conducted interviews with 20 Filipino school principals using questionnaires. The results revealed that school administrators faced challenges such as navigating uncertainty, supporting teachers' emotional well-being, building resilience, and ensuring access to resources for remote teaching.

The use of qualitative methods allows for a deep exploration of these experiences, providing rich and nuanced insights into the complexities of remote teaching. However, there are some weaknesses that should be addressed before publication.

In the introduction, the authors fall short of offering a critical, thorough review of the literature. They briefly introduced the challenges schools faced during the COVID-19 pandemic in just two sentences. Numerous studies have been published on this topic and should be referenced (see Huang et al., 2020, The Lancet; Zhang & Ma, 2020, Impact of the COVID-19 pandemic on mental health and quality of life among local residents in Liaoning Province, China: A cross-sectional study; Zhang et al., 2020, Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak). I strongly encourage the authors to provide a more comprehensive overview of the literature. Additionally, they could cite studies from other countries to not only offer a broader literature review but also to compare their results with experiences in other educational contexts (see Bergdahl & Nouri, 2020, Covid-19 and crisis-prompted distance education in Sweden; Decarli et al., 2022, What Teachers Tell Us About the Impact of the COVID-19 Pandemic on Public Education in Italy; Sepulveda-Escobar & Morrison, 2020, Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities).

METHODOLOGY

The authors implemented a qualitative approach. Data was acquired through interviews and thematic analysis, but they did not describe in detail the questionnaire they used. It would be helpful for the reader if the authors could add a description of the materials.

Moreover, in the methodology section, they did not specify the grades of the schools that were chosen.

FINDINGS AND DISCUSSION

The authors stated "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." However, there is no mention to the procedure adopted by the authors (i.e., how many researchers clustered the data, do they find 100% accordance? If not, how do they solve the disagreements?).

DISCUSSION

The authors stated that "leadership development and training programs can be adapted to better equip future school leaders for supervising remote teaching effectively", but they did not provide any examples of how to implement this change.

CONCLUSION

The study focuses solely on school leaders in the Philippines, potentially limiting the generalizability of the present findings to a broader context. Furthermore, the lack of diversity in participant selection (only public school principals) could introduce bias and limit the representation of different experiences within school leadership. These limitations should be acknowledged and discussed by the authors.