

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

Alessandro Pagano¹

¹ University of Bari

Potential competing interests: No potential competing interests to declare.

The article presents a qualitative study on the lived experiences of school leaders in supervising during remote teaching amid the COVID-19 pandemic. It aims to understand the challenges and strategies of school leaders in ensuring effective remote teaching and learning. The article uses a phenomenological research design, interviews 20 public school principals in the Philippines, and conducts thematic analysis to identify the main themes and patterns in the data.

The strengths of the article are:

- **Relevance:** The article addresses a timely and important topic that has implications for educational policy and practice. The article contributes to the literature on school leadership and remote teaching, which is a relatively new and under-researched area.

The weaknesses of the article are:

- **Generalizability:** The article has a limited scope and generalizability, as it only focuses on the experiences of public school principals in the Philippines. The article does not consider the experiences of other school leaders, such as vice-principals, department heads, or coordinators, who may also play a role in supervising remote teaching. The article also does not consider the experiences of school leaders in other countries or contexts, who may face different challenges and opportunities in remote teaching.
- **Rigor:** The article does not follow a rigorous and systematic research process, from data collection to data analysis. The article should provide a clear description of the research design, participants, instruments, and procedures. Also evidence of the validity and reliability of the instruments and the data analysis should be declared.
- **Richness:** The article does not provide rich and detailed data from the interviews with the school leaders. Even if it uses direct quotations and examples to illustrate the themes and patterns that emerged from the data it is not sufficient for a qualitative analysis.
- **Recommendations:** The article does not provide any specific recommendations or implications for policy and practice based on the findings. The article only provides a general conclusion that school leaders play a crucial role in supervising remote teaching and that more research is needed to support them. It does not suggest any concrete actions or strategies that school leaders, policymakers, or educators can take to improve remote teaching and learning.

