

Review of: "How Do Parents and Teachers Perceive Psychological Well-Being and Social Identity in Association With Students' Emergency E-learning?"

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The study offers a valuable investigation into the psychological effects of online learning during the COVID-19 pandemic. Through qualitative analysis, the research uncovers key themes including psychological impact, teacher realization, digital literacy, and learners' online behavior.

One strength lies in the rigorous methodology, employing reflexive thematic analysis on data from 21 participants across three focus groups. The findings highlight the significant stress and anxiety experienced by teachers and parents during the sudden shift to online education.

However, the study's limited sample size and lack of demographic diversity raise questions about the generalizability of the findings. Additionally, while reflexive thematic analysis is robust, ensuring transparency in the analytical process is crucial to mitigate potential biases.

In summary, "Exploring Psychological Implications of Emergency E-Learning" offers valuable insights into the challenges of online education, emphasizing the need for further research and support for educational stakeholders' well-being.