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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Dear Editor/Author(s),

Thank you for inviting me to review the manuscript entitled "How Do Parents and Teachers Perceive Psychological Well-Being and Social Identity in Association With Students' Emergency E-learning?" submitted to Qeios.

The study "How do parents and teachers perceive psychological well-being and social identity related to students' emergency e-learning?" examines the psychological impact and identity perceptions of parents and teachers about emergency e-learning during the COVID-19 pandemic in Iran. Using focus groups, the study examines four topics: psychological impact, teacher insights, digital literacy, and learner online behaviour.

The results clearly illustrate the negative impact of emergency e-learning on the psychological well-being of parents and teachers. Issues such as internet speed, digital literacy, and the demands on parents as caregivers and facilitators are well documented. The strength of the study lies in its qualitative approach, which provides comprehensive and in-depth insights into participants' experiences and perceptions.

However, the paper could benefit from more clarity and conciseness, particularly in the introduction and discussion sections. Additionally, the study's implications are valuable for education policymakers as they point to the need for improved digital literacy and better support for teachers and parents. Overall, the paper provides a comprehensive overview of the challenges faced by education stakeholders in emergency e-learning and highlights important areas for future research and policy improvements.

In essence, the study makes a notable contribution to the body of knowledge, although it requires minor revisions.

I thank the editor again for the invitation.

With best regards,

Reviewer