

Journal Name:	<a href="#">Journal of Global Research in Education and Social Science</a>
Manuscript Number:	Ms_JOGRESS_12635
Title of the Manuscript:	<b>Understanding Online Power Dynamics in Higher Education: Teachers' Conceptual Realization and Students' Perceptions of Teaching Effectiveness</b>
Type of the Article	

**General guidelines for the Peer Review process:**

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

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**PART 1: Comments**

	<b>Reviewer's comment</b>	<b>Author's Feedback</b> ( <i>Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here</i> )
<b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</b>	<p>This manuscript is of great importance to the scientific community because it delves into the changing power dynamics in online higher education, a subject that has gained significant importance in the wake of the COVID-19 pandemic. The study offers valuable insights into the cultivation of effective virtual learning environments by examining the influence of teacher power on students' perceptions, engagement, and learning outcomes. The incorporation of prosocial and antisocial power typologies provides practical recommendations for improving pedagogical practices, thereby deepening our comprehension of teacher-student relationships. Moreover, this work is a critical resource for educators, administrators, and researchers who are working to enhance digital learning experiences, as it contributes to ongoing discussions about online education, learner empowerment, and instructional strategies.</p>	
<b>Is the title of the article suitable? (If not please suggest an alternative title)</b>	<p>The manuscript's central theme is plainly conveyed by the current title, "Understanding Online Power Dynamics in Higher Education: Teachers' Conceptual Realization and Students' Perceptions of Teaching Effectiveness." It emphasizes the emphasis on the dynamics of online power, the roles of instructors, and the perceptions of students, which is consistent with the content. Recommended Alternative Title: "Exploring Power Dynamics in Online Higher Education: Teacher Influence</p>	

	<p>and Student Perceptions in Virtual Learning Environments" . The main focus areas are retained in this alternative title, which offers a slightly more streamlined version.</p>	
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<p><b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b></p>	<p>The abstract is exhaustive; however, it could be enhanced in terms of clarity and organization. It effectively emphasizes the significance of communication in influencing power dynamics, the impact of instructor power on students' learning experiences, and the transition to online teaching. Nevertheless, it is imperative to explicitly state the research questions in order to establish distinct study objectives and provide a concise description of the methodology as an integrative literature review. Furthermore, the abstract should acknowledge the limited effect of antisocial power (coercive and legitimate) in order to offset the positive impact of prosocial power (reward, referent, and expert). Lastly, the abstract will be further bolstered by a succinct statement of the practical implications for enhancing teacher-student interactions and promoting engagement in online classrooms.</p>	
<p><b>Is the manuscript scientifically, correct? Please write here.</b></p>	<p>Certainly, the manuscript is scientifically accurate. It is founded on well-established theories, including French and Raven's power typology, and employs validated instruments such as the Learner Empowerment Scale (LES) and the Teacher Power Use Scale (TPUS). The validity and reliability of the claims are guaranteed by the presence of credible references. In general, the manuscript provides a solid and coherent examination of the dynamics of teacher influence in online education.</p>	
<p><b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b></p>	<p>The references are adequate and encompass both recent and foundational texts. In order to further improve the manuscript, it may be beneficial to incorporate more recent studies (2023–2024) that concentrate on the dynamics of power and the trends in online learning that have emerged in the wake of the COVID-19 pandemic.</p>	

<b>Is the language/English quality of the article suitable for scholarly communications?</b>	Certainly, the article's diction and English quality are appropriate for scholarly communication. The writing is academically compliant, well-organized, and comprehensible. Nevertheless, the readability and flow could be further enhanced by making minor revisions to the grammar and conciseness of specific sections.	
<b>Optional/General</b> comments	The manuscript is well-written and addresses a significant topic of power dynamics in online higher education.	

**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

**Reviewer Details:**

Name:	<b>Damanpreet Kaur</b>
Department, University & Country	<b>Rayat Bahra Institute of Management, India</b>