

Review comment -1

This study addresses a documented gap in the literature: the lack of empirical research on how COVID 19 affected social work field education in Eswatini. It highlights deficits in resources necessary for field work, as well as supervision challenges, and concerns about student well-being.

The abstract is comprehensive. One suggestion -add a sentence on implications for future research.

1. Avoid redundancy/ repetition by revising statements about confusion, uncertainly, challenges.

3. Verb tense: Ensure consistent use of past tense when describing findings.

Manuscript Sections (Suggestions): Introduction: Reword a few key points to avoid redundancy;

Literature Review: Update with a few up-to-date citations (e.g., 2023–2024 literature on remote field education and tele-social work); Methods/Findings: More detail on how themes were validated (e.g., peer debriefing, member checking) and reducing narrative repetition across themes. Conclusion section: suggest adding a brief statement on limitations and future research directions.

The sources used are acceptable for the subject matter addressed. Suggestions include:

1. Consider adding more post 2022 empirical studies

This study addresses an important and timely topic. It clearly articulates the effects of

COVID-19 on field education in Eswatini and highlights the significant lack of research and

resources within this global context. The phenomenological design is well-defined, and the

sampling procedures and thematic analysis are presented with transparency and replicability. The

authors make effective use of quotations and provide detailed thematic findings. Each section of

the manuscript is written with cogency and logical organization.

Recommendations:

Although only minor revisions are needed, the study could be strengthened by reducing

repetition in the Findings and Discussion sections, editing for grammar and academic tone, and

updating the reference list to include several recent studies (2023–2026) on remote field

education and digital practice.