The Resilience of Students' Families in Facing Economic Consequences with an Emphasis on their Educational Actions (Case study: Mashhad Rabat Targeh town)[1]

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1. INTRODUCTION

Corona disease has been political, economic and socio-cultural consequences in people's lives (Mirzaei, 2019). At the global level, the economic consequences of this disease are divided into three general sections: 1. The first section: agriculture and oil, 2. The second section: construction and production industry, 3. The third section; education (Tahirnia and Hassanvand, 2019). Resilience is a concept that generally refers to the ability to deal with crises and adversities. It means the ability to endure, adapt to life crises and overcome them. Also, it includes individual, family and social resources to deal with problems and crises Kariminejad et al., 2018, 169). Considering the way in which the family deals with challenges is very important to improve individual and family conditions. This article tries to examine the dysfunction of the family during the Corona crisis and answer the question of what have they experiences of the economic consequences of the corona disease? and according to the evaluation of costs and benefits, what actions have they taken in the field of children's education in order to increase the resilience of the family?

2. METHOD

The current research is in the form of a qualitative method and a phenomenological approach. In this research, the statistical sampel are the families of 1st high school male students in Rabat Toroq town. Moreover, sampling method is from type sampling unprobable and purposeful with maximum variety or heterogeneity among the target community. By using semi-structured interviews, the purpose of which is to obtain in-depth information about the subject under study. Data were collected and found the process of sampling to theoretical saturation cont (10 item).

3. Data Analysis Method

To analyzing the data, the seven-step Claysey method was used. In this regard, this method is able to guide the researcher step by step in clear way to reach the meaning of experiences. Mutakas (1994) considers this method to be the most useful method for data analysis. To check the validity of the research ,data, the four criteria of Cuba and Lincoln were used, which include reliability transferability, reliability and verifiability (Akbari Burang & Samirapour, 1400). Also, in order to increase the reliability of the research, the participants were contacted (by phone), and their opinion was taken regarding the research results. In order to increase the transferability of the research, it was tried to explain all the steps carried out in this research in a detailed manner and examples of the interviews conducted on a case-by-case basis were mentioned in the research findings section. In order to obtain reliability the guidance and supervision of expert professors were used. While has been carefully examininedthe data to obtain the verifiability of the research, it has been tried to make the interpretations and findings of the research according to the previous studies.

4. RESULTS

After analyzing the data in which were used from the Claizian method , 3 themes and 10 categories were extracted. The process of extracting themes was as follows: At the first step, meaningful phrases related to the topic were extracted from the interviews. In the next step, these phrases were coded based on the steps of the Claysey method. In the third step, similar codes are placed in a category (cluster) and similar categories are placed in a theme The findings of the research show that families have generally taken three types of actions in the field of children's education in order to be resilient : 1. Reducing investment in children's education 2. Investing in children's education 3. Not investing in the child's education.

5. DISCUSSION

The themes extracted in this research are as follows:

Reduction of investment in child education, which has clusters of help from relatives and friends, optimization of labor force and change in the supervisor's job, and cost savings. Among the mentioned clusters, in terms of frequency, cost saving has been given more priority than others. This action and its clusters are confirmed by older research works (Cameron et al., 2001; Salgado , 2012; Frankenberg et al., 2003).

Investing in the child's education has been the second action, which includes clusters of parental awareness and supervision, financing and the existence of sufficient facilities. In this context, in terms of abundance, the cluster of sufficient facilities is more important. This theme and its clusters have been confirmed by previous works (Blondel et al., 2020; Ferreira et al., 2009).

Not investing in the child's education has been the third type of action and it has clusters of personality characteristics of parents, financial limitations and lack of facilities. Lu et al. (2016) state that financial conditions are the main determinant of family resilience(Dillon 's , 2013; Hyder et al., 2015; Al Samari et al., 2020; Onima et al., 2020; Qari et al., 2019).

Overall, the findings of this research work are supported by theories such as Hooper's theory, Walsh's model , Card and Barnett's multi-level model , etc..

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