

A Phenomenological Approach to Teachers' Perceptions of Children's Resilience in Tehran: A Qualitative Study

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Extended Abstract

Aim

The aim of this study was to apply a phenomenological approach to teachers' perceptions of children's reflection in Tehran. According to the main objective of this study, the interpretive or hermeneutic approach and the phenomenological method were applied. Since this study analyzed teachers' views on issues and indicators of children's lack of resilience education and the researcher tried to discover, describe, and explain the data without drawing his own conclusions and relying solely on participants' narratives, an interpretive phenomenological approach was used.

Method

in qualitative research, participants are purposively selected, and the number of participants depends on the degree of theoretical saturation of the research questions. Twenty individuals (statistical sample) were selected among the forty teachers in the thirteenth district of Tehran through purposive sampling. Participants were selected using stratified random sampling of criterion type. Twenty teachers working in these educational institutions were selected from this statistical population of the study (17 public Shahrivar elementary schools for girls). The analysis of the interviews was done by reviewing the prepared notes immediately after each interview to modify and add to the noted content, and by analyzing the data using Claizzi's seven-step strategy.

Findings

In this study, there are 9 themes titled Emotion Control, Learning Skills, Family, Nature of Child, Environmental Factor, Intellectual Maturation Disorder, Communication Skills Training, and Play, and 44 subthemes titled Tolerating Difficult Situations, Empathy, Optimism, Self-Esteem, Tolerance Threshold, Social Skills, Problem Solving Skills, Stress Management, Early Years, Parenting Style, Appropriate Role Models, and Parental Emotional Control. Child, self-confidence, low self-esteem, lack of self-efficacy, lack of acceptance of responsibility, excessive parental control and interference, low family awareness, increased expectations of parents, stressful environment, lack of creative parenting, divorce, incompatibility, aggression, lack of acceptance of responsibility, Decrease in flexibility, decrease in satisfaction, increase in negative emotions, teaching social communication skills, teaching philosophy to children, teaching the method ACT, teaching self-confidence in children, teaching responsibility, trial and error, stories and poetry, problem solving were derived from the interviews. . Twenty teachers working in these educational institutions were interviewed for this study (17 Shahrivar Girls Public Primary School).

The research findings addressed teachers' perceptions and ideas regarding the concept of resilience in children, the main factors and components of creating resilience in children, the reasons for the lack of resilience in children, the effects and consequences of the lack of resilience in children, and finally, the most effective methods to strengthen resilience in children.

Discussion

Considering that in the present study, as in other studies, there was a possibility that other variables predicted the variables and were beyond the control of the researcher, it is suggested that parent training programs are also necessary to change parenting methods and behavior patterns and improve relationships in the structure of equations and relationships. Considering that environmental and interpersonal conditions play an important role in children's lack of resilience and that this study was conducted on a specific statistical population, it is suggested that in future studies, groups such as children of divorce or children with addicted parents or a weak social base should be selected and analyzed as comparison groups to clarify the different perspectives of the issue in different societies.

Keywords: Children, Phenomenology, Resilience, Teachers.