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Research Paper

Thematic Analysis of Parents' Perspective on the Advantages and Disadvantages of Online Education during the COVID-19 Pandemic

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ABSTRACT

Objective: The goal of this study was to find out, through qualitative research, how high school parents see the pros and cons of online education during the COVID-19 epidemic.

Methods: The sample for the present study included several of mothers of male and female Tehran high school students. For data analysis, Braun and Clarke's (2021a) thematic analysis model-based methodology was utilized.

Results: The data revealed a comprehensive theme composed of two major themes, one with six sub-themes and the other with two sub-themes: 1) psychological capital with self-others care, self-efficacy beliefs, psychological resilience, hope, coping measures, and self-loving causal attributions sub-themes; and 2) technological capital with technology ethics and cultural literacy of technology sub-themes.

Conclusion: In addition, both practical and theoretical implications for the parental character strengths model were examined.

1. Introduction

In March 2020, when the COVID-19 pandemic broke out, the living circumstances of both adults and children were drastically altered (Zhai & Du, 2020). The researchers focus on analyzing the numerous effects of the COVID-19 pandemic in various dimensions of human life, different age groups, and the need for multidisciplinary study, demonstrating the complex and relatively unpredictable behaviours of this virus in numerous human aspects (Holmes et al., 2020; Nicola et al., 2020; Santibañez & Guarino, 2021; Sun et al., 2020). In adult-centered research on the COVID-19 pandemic, certain protective characteristics, such as psychological resilience, have been addressed, while risk factors, such as a lack of supportive experiences, psychological capital, and non-assistive thought patterns, have also been considered. In light of this, a group of behavioural health specialists emphasized the significance of examining the mental experiences of children in the case of a COVID-19 pandemic. These academics have insisted on a comprehensive examination of the social, physical, emotional, spiritual, and mental components of children's well-being (Goldschmidt, 2020; Uzun et al., 2021).

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Westrupp et al. (2021), Santibañez and Guarino (2021), Kuhfeld et al. (2020), Francis and Pegg (2020), Bayham and Fenichel (2020), and Viner et al. (2020) reported that the quality of school life and online education (virtual education or e-learning) significantly was contributed to the well-being of children during the COVID-19 pandemic. Thus, under the present circumstances, a tsunami of e-learning has developed. Even among instructors who oppose the use of online educational materials and technologies, attempts to adapt to the requirements of this educational strategy have risen in the current environment. Observing the educational ramifications of a tragic event like Corona reveals that in the twenty-first century, Internet connectivity is a need for the academic achievement of students and the professional success of teachers. The teachers' awareness of the challenges of online education is crucial to their self-confidence and professionalism in virtual education (Pressley, 2021; Toquero, 2021).

In addition, a historical survey of educational psychologists reveals that parents play a crucial role in their children's academic development (Cluver et al., 2018). Current research on parenting conducted during the COVID-19 pandemic reveals that parental psychological capital influences the quantity and quality of parental presence with the child, as well as how parents respond to the demands of parent-child relationships (Cluver et al., 2020). Active parental oversight of their children's educational pursuits is regarded as one of the most important aspects of parenting. Although no specific conceptual model has yet been developed to characterize the unseen aspects of educational practices and engagement, parents' responsibilities to provide safe school environments for their children have been firmly established. This is especially important in quarantine situations, as they can negatively impact the mental health and education of children. Thus, the psychological capital and capabilities of the parent are of immense importance. This skill enables children to live a healthy and growing life in a variety of areas, especially when confronted with academic pressures (Ward et al., 2020).

During the COVID-19 pandemic, a comprehensive examination of the perspectives of specialists, instructors, and parents regarding the benefits and drawbacks of online education revealed the utility of referring to the principles of the positive psychology movement and positive education. In addition, during the coronavirus outbreak, positive psychology provided a viable conceptual framework for systematic investigations into the benefits and drawbacks of online education. Several studies assert that the COVID-19 pandemic has had a significant impact on the family lives of individuals (Lee et al., 2021). Millions of students around the world have lost the benefits of participating in games, sports, and group activities due to school closures. The phenomenon of labor-family management conflicts in low- and high-income families has undoubtedly exacerbated the situation. Studies conclude that living in high-stress environments increases parental stress, leading to child maltreatment (Chung et al., 2020; Spinelli et al., 2020). According to the logic of the positive psychology movement, other studies contend that these difficult times may have some benefits for families and students (Lades et al., 2020). Current initiatives by the World Health Organization (WHO), United Nations Children's Fund (UNICEF), Global Partnership to End Violence Against Children, United States Agency for International Development, the Centers for Disease Control and Prevention, and Parenting for Lifelong Health demonstrate how parents can strengthen their communication, emotional, and psychological skills to lay the groundwork for the development of parental bonding and character. According to studies of mental health, the COVID-19 pandemic is neither the first nor the last virus to threaten the human race. Thus, proper measures need to be used to empower families so that they can provide the most accountable response, care, and protection for children worldwide (Clark et al., 2020). The results of a systematic study on the history of online education for nursing education revealed the primary advantages and disadvantages of online education, including active learning, technological barriers, teacher support, and teacher-learner interactions (Jowsey et al., 2020). Their findings indicated that online education could positively influence the advancement of students by providing psychological support, encouraging positive interactions, and enhancing their psychological and non-psychological capital.

As stated previously, the numerous global effects of this pandemic have prompted academics and psychologists to examine the pros and cons, particularly in education. Due to the necessity of fully comprehending the profound educational implications of this traumatic experience as well as the increased expectation of parental engagement in children's academic activities in online education, the present study was conducted to investigate the perspectives of parents of high school students regarding the advantages and disadvantages of the novel phenomenon of online education based on a qualitative study.

2. Materials and Methods

For qualitative data analysis, the thematic analysis approach was used. The theme conveys a significant issue in the data to the research questions and demonstrates, to some extent, the meaning and concept of the pattern in the dataset (Braun & Clarke, 2021a). Consequently, a theme is a data pattern that organizes and characterizes observations. In other words, this method analyses textual data and transforms disparate and diverse data into rich and exhaustive information (Braun & Clarke, 2021b). This study included data collection, analysis, and repetitive reciprocating movements between data and codes. Besides, the content analysis results were shown to other study group members, and their additional and critical remarks were incorporated. Finally, the findings were distributed to numerous experts for their feedback. The structure and titles of the topics were subsequently modified.

Data Collection

The sample for the present study included several of mothers of male and female Tehran high school students. In addition to interviewing mothers, the researchers utilized the available theoretical and experimental knowledge framework. Based on the interviews, this work aimed to develop more conceptual classifications.

Semi-Structured Interview

The authors attempted to devise interview questions that would provide a clear picture of how parents felt about the advantages and disadvantages of online learning during the COVID-19 pandemic (Appendix). The majority of the time spent interviewing parents was devoted to compiling a list of the most essential aspects and categories of online education. In other words, the most significant advantages and disadvantages of online education, as well as the roles of teacher, parent, and student, were the focus of the discussion's central questions. All of the subjects were mothers of high school students in Tehran; consequently, they were matched together in the subsequent identification, and each was given 60–90 minutes for an interview. As agreed, all interviews were conducted virtually. Then, data were collected through semi-structured interviews in which participants were permitted to elaborate on their responses. In conclusion, theoretical saturation was used to conclude the interviews.

Data Analysis

For qualitative data analysis, Braun and Clarke's thematic analysis model (2021a)-based thematic analysis methodology was utilized. The investigation was conducted as follows:

Data collection. This requires active data reading and analysis. This phase serves as the basis for subsequent phases.

Creating the initial code. These codes are used to divide textual data into comprehensible parts, such as paragraphs, phrases, words, or other study-specific criteria. The boundaries of codes must be well-defined so that they are neither altered nor repeated. Coding can be performed manually or on a computer.

The search and identification of themes. Focuses on analysis at a higher level than coding, with multiple codes organized into themes and all coded data associated with each theme identified and collected. Next, the codes are analyzed to determine how to integrate various codes to generate the fundamental theme.

Formation and analysis of a theme network. This begins with the researcher proposing and attempting to improve a series of themes. Internal and external homogeneity have been identified as factors to consider when evaluating themes. The data per theme should be consistent conceptually and semantically.

Writing the final report. This is done to convince the reader of the validity and expertise of the researcher's analysis by explicating the entire, complex narrative in terms of data. In the form of themes, the analysis must convey a narrative that is lucid, logical, unique, and engaging. Themes, concepts, and patterns extracted from the text are described at this stage. This paper intends to reexamine the research questions and provide answers to the primary research questions by explicating the patterns uncovered through text analysis.

In this study, content analysis was performed by comparing data from various sources to determine their similarities and differences. This was repeated until no additional data could be identified. Additionally, the thematic network was used to illustrate the themes. As an organizing principle and presentation technique, the content network provides a comprehensive map. The thematic network includes initial themes (codes and significant points in the text), organizing themes (those derived from the combination and summary of basic themes), and comprehensive themes (those comprising the principles guiding the entire text). These themes are then graphically represented as a network map, or so-called thematic network, with the concept of any hierarchical relationship between them. This illustration emphasizes interdependent and interconnected networks (Maguire & Delahunt, 2017).

3. Results

The primary research question was, "What are the components and conceptual classifications that make sense of online education from a parent's perspective?" Based on the available theoretical and experimental background and the opinions of experts, the thematic analysis method was used to verify the answer to this question.

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This is a technique for analyzing textual data. It can be used to recognize patterns in qualitative research and transform dispersed and diverse data into rich and detailed data. The theme is a recurrent and distinctive aspect of the text that demonstrates a particular understanding and experience with the primary research question (Braun & Clarke, 2021a). According to the thematic analysis methodology, the interviews were first transcribed and then supplemented with interview notes. After a thorough examination of the texts, all the fundamental themes for each prepared interview were identified and assigned a code. This was done for each interview, and if there were sections with similar themes in the text of previous interviews, the same codes from earlier interviews were used to mark them. Then, based on the study's basic themes, more general category identification was conducted. From the perspective of parents, this broad category led to the identification and organization of themes and meaningful classifications of online education. Based on the identification of organizing themes, exhaustive themes were subsequently developed. Through the detailed explanation and interpretation of the available theoretical and experimental background and the transcripts of parent interviews, 314 initial codes were acquired for this study. Following a review and consultation with knowledgeable individuals, the themes were categorized and merged based on similarity and relevance. Finally, they were classified into 140 categories and seven primary themes (Table 1).

Table 1. Basic themes, advantages, and disadvantages of online education based on interviews with parents

Basic themes	Classifications
Self/other care; self/other support	Appreciating the child's progressive efforts; eagerly devoting sufficient time to review the child's educational endeavors; strengthening the child's mentality through enjoyable activities and group games; encouraging the child to use the behavior of seeking help from others (friends, teachers, and family members); avoiding unrealistic expectations and refraining from using coercive and authoritarian practices; avoiding blaming the child for making mistakes in homework; trying to create a sense of self-worth in the child; creating a safe environment for the child's educational activities; the teacher's voluntary effort to help the parents further support the child; the teacher's suggestion to do homework that needs parental engagement; teacher emphasis on parental engagement for optimal monitoring of the child's performance and preparation of a weekly report on the child's progress and commitment to homework; encouraging the child to read extracurricular books and read books suitable for him or her; detailed information from the teacher on the quantity and quality of students' access to the necessary facilities for online education; allocating time to talk with the child and encouraging the child to express emotions about the new teaching method; allocating time to talk with the child and encouraging the child to express emotions about the earlier teaching method; seeking professional services in the event of a child's academic failure; supporting the child to recognize learning through virtual spacing; parental self-care.
Self-efficacy beliefs	avoiding repulsive reactions and harsh criticism in the face of potential academic failure; believing in the child's ability to learn through online education; encouraging the child to use positive self-talk; making efforts to provide successful experiences for the child in academic and non-academic fields; helping the child manage his or her emotions in the face of failed academic experiences; avoiding extreme monitoring and control; providing experiences that encourage positive emotions, particularly while doing homework; avoiding comparing the child with peers; encouraging the child to look for creative solutions to solve academic and non-academic problems; encouraging the child to record videos about engaging in fun or sports activities and share them with the class; encouraging the child to participate in answering class questions and providing intellectual and emotional support; trying to provide a confirmatory experience for the child; Emphasizing the inevitability of experiencing failure and error in situations of progress; focus on trying to overcome the ambiguities of learning through online education.
Coping measures	Avoid blaming yourself and others for making possible learning mistakes through e-learning; emphasize on the use of positive re-evaluation; focus on the fundamental avoidance of passive coping; maintain a fighting spirit in facing the disadvantages of learning through e-learning; avoiding impulsive coping; not denying and suppressing the disadvantages of the learning experience through online education; Finding creative solutions to overcome academic demands; seeking help from others; accepting the inevitability of dealing with the ambiguities of online education without blaming oneself or others; avoiding constantly thinking about potential failures in online education; avoiding exaggerated assessments of the disadvantages and negative experiences experienced in the online education process; trying to find alternative solutions and programs to resolve the disadvantages; avoiding irresponsible methods of dealing with disadvantages, such as procrastination redefining the meanings of failure experiences; having patience in the face of failure experiences; strengthening coping resources.
Self/Other friend causal attributions	Avoiding extreme and unrealistic behavioral standards for the child in responding to homework; realistic responsibility for helping the child cope with the emerging phenomenon of online education; avoiding stressful irresponsibility or over-responsibility; avoiding negative attributional biases in the face of the child's shortcomings or educational mistakes; practicing positive thinking and avoiding negativity; avoiding excessive self-criticism; independence from self-evaluative judgments with emphasis on experiences of academic achievement, mindfulness, and self-friendliness; avoiding of non-adaptive self-discipline methods such as self-punishment; appreciating yourself and others; self-assessment and self-reward; a sense of humor; valuing yourself and others; self-support; self-compassion versus self-judgment; self-acceptance (understanding and acceptance); self-affirmation; accepting the fact that bitter experiences are part of the shared experience of all human beings.

Hope	Encouraging purposefulness, progress and commitment; emphasizing the importance of planning and process-based evaluations versus performance-based; pursuing and striving to achieve selective goals; promoting a model of thinking based on agency; consistent thinking; encouraging an active search mentality; concentrating on personal and social resources; emphasizing on spontaneity in the face of effortlessness and procrastination; a hopeful effort to flourish the child's potential; positive expectations about future events in academic life; encouraging the search for alternative paths to achieve goals in the face of potential failure experiences; emphasizing on the role of strong and determination to meet the demands of the circumstances.
Resilience	Flexibility (adapting and adjusting emotions and individual thinking patterns to new situations); vitality; avoidance of learned helplessness; avoidance of despair; the ability to accept reality as it is; creative thinking about conditions; problem-solving and conflict management; the ability to adapt to environmental demands; the ability to adapt the environment to one's abilities; impulse management; an empathetic and cooperative response to interpersonal conflict situations; avoiding active and passive aggression in relationships; the ability to relate to others; assertiveness; social responsibility; ability to reduce stress and regenerate emotional and physical energy; emotional stability in interactions; communication intelligence.
Ethics and literacy of technology	Fluctuation in internet speed; the inadequacy of technological literacy; the need to increase the technological literacy of instructors, parents, and students; a phobia of technology; extreme love of technology; fear of dependence on technology; addiction of children and adolescents to cyberspace; prudent use of technologies; seeking help to increase technological literacy; emphasis on technological literacy as part of basic literacy; technological literacy advantages for the future of children and adolescents; avoid rushing and taking critical positions about online education; avoid blackmail and develop merely critical perspectives about online education.

Once the fundamental themes were identified, they were used to determine the organizing themes and the overall themes. At this stage of the content analysis, attempts were made to reorganize the initial themes to obtain more abstract themes that would lead researchers to more fundamental themes. As organizing themes, the extracted fundamental themes were positioned within the framework of two components, psychological capital, and non-psychological capital, in this study. After obtaining the fundamental and organizational themes, with an emphasis on psychological capital as the overarching theme, the thematic network analysis was created (Figure 1).

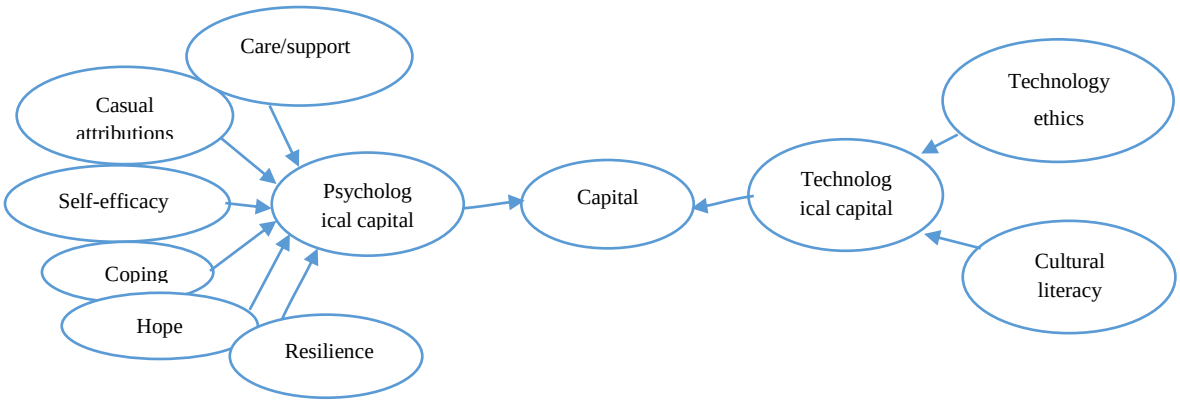

Figure 1. The network of themes, disadvantages, and advantages of online education based on the analysis of parents' perspectives

Psychological Capital

This study's semantic analysis of conceptual classifications demonstrates that psychological capital is one of the most essential components of teaching and learning for parents, educators, and students. Also, the textual analysis of parent interviews in this study revealed that it was impossible to deny the stress caused by the abrupt change in the structure of formal education in the country and raised concerns about the lack of funding for e-learning software and hardware. To get the most out of online education, however, it was necessary to have a realistic view of the psychological resources that each of the major components of the formal education system, particularly parents, possessed. Based on textual analysis, the aggregation of basic themes such as self- and other-care, coping measures, causal attributions, psychological resilience, self-efficacy beliefs, and hope led to the emergence of themes organizing psychological capital at higher levels of abstraction in this section.

In general, the conceptual category derived from the textual analysis of the interviews reveals that the major themes extracted based on their meaning are associated with the positive psychology movement.

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Consequently, the findings indicate that the psychological capital of parents has provided a solid foundation for offsetting the disadvantages of online education in terms of learning. Therefore, each of the major themes about organizing psychological capital is explained in this section.

Coping Measures. One of the central concepts in analyzing textual data was the importance of counter measures to address the problems associated with online education. In this section, parents' strategies for coping with the disadvantages of cyberspace learning were shown to effectively reduce or exacerbate the anxiety associated with e-learning risks. Mothers acknowledged that instructors utilize adaptive and non-adaptive measures to combat the disadvantages of online education. In this section, from the parent's perspective, the difference in people's sources of coping and psychological capital effectively referred to adaptive and non-adaptive procedures for managing the disadvantages of the new type of education. Table 1 lists the major classifications that led to the emergence of the basic themes of coping measures in stressful situations. In this section, to emphasize the interpretive role of the basic theme of coping measures, parents emphasized phrases such as "*However, all of us (mothers) and instructors are exposed to the stress of facing the experience of online education, but we do not necessarily use a single method to deal with this." "In the face of such challenging experiences, some people provide advantages for themselves and their children," and "Some of them use irresponsible solutions, such as blaming others or themselves, for lacking the skills needed to deal with such a challenge."*

Casual Attributions. Another semantic element under the theme of organizing psychological capital was the basic theme of causal attributions. Table 1 shows the classifications that facilitate the emergence of the conceptual category of causal attributions. In this section, expressions such as *"This event, like many other challenging experiences, forms part of the common human experience," "Experience has shown that optimism increases the power of individuals to withstand such events,"and "On the contrary, pessimism does not affect anything other than reducing the motivation to move," and "People in these situations need to develop realistic standards for themselves and others and adjust expectations of themselves and others"* showed the importance of the conceptual category of causal attributions.

Psychological Resilience. The textual analysis of the interview with the parents showed that another part of the organizing theme of psychological capital is the idea of psychological resilience. Table 1 shows the classifications facilitate the emergence of the conceptual category of psychological resilience. In this study, expressions such as *"We can create advantages with this strategy by taking the necessary plan," "Some people can adapt easily to new conditions," and "Parents in this situation, by accepting responsible participation and an empathetic response to children, increase their safety factor against the harms of such events"* led to the theme of psychological resilience.

Self-Efficacy Beliefs. Textual analysis of the parent interviews in this study showed that self-efficacy beliefs were another part. Table 1 shows the classifications that make it possible for the idea of self-efficacy beliefs to come into being. In this study, parents' emphasis on the following statements indicated the basic theme of self-efficacy beliefs. *"I have enough confidence in my abilities and those of my child," "In the face of possible failure, I encourage my child to try harder," "I always emphasize to myself and my child that making mistakes is an integral part of experiencing progress," and "I try to keep my child motivated to progress and feel self-worth by keeping him or her active in the learning process*."

Hope. In the present study, hope was another conceptual component of online education's advantages and disadvantages. Table 1 shows the classifications that facilitate the emergence of the conceptual classification of hope. In this study, subjects' emphasis on phrases such as *"In this situation, you have to be completely purposeful and try to achieve the goals in any way possible," "In this situation, one should not be called too fast, but should use alternative routes to achieve one's goals," "I am optimistic that if I try to be with my children in a calm and safe environment, we can have positive expectations about what will happen in the future," and "I am sure that even in this situation if my child tries and the teacher and I support him, he will achieve good results"* provided evidence in defense of the theme of hope.

Self/Other Care. In the present study, another conceptual component of online education's advantages and disadvantages was self- or other-care. Table 1 shows the classifications that facilitate the emergence of the conceptual class of hope. In this study, the expression of phrases such as *"In this situation, I have to take care of myself and my child more than before and support him,"and "Because I know he is more lonely than ever in this situation, I look forward to taking care of his academic activities and also playing with him," and "If I need to consult*

an informed person to help my child better, I will definitely turn to an expert and knowledgeable person" showed the emphasis of subjects on this conceptual category.

Technological Capitals

In this regard, it is an obvious fact that the need to move from direct education to online education requires that each of the parties shaping the education system strive to strengthen its technological literacy and technological capital. In this section, parents have repeatedly pointed to pervasive limitations such as low internet speeds. Parents also explained that the transition from direct education to e-learning requires mastery of technology literacy by both parents and instructors. Based on the present study's findings, technological capital emerges with an emphasis on concepts such as technology ethics, cultural literacy, and the future of technology. In general, the classifications extracted from the textual analysis of the interviews indicate that, while maintaining a critical approach to online education, any hasty and exciting confrontations about the advantages and threats of online education should be avoided.

4. Discussion and Conclusion

The purpose of this study was to analyze the benefits and drawbacks of cyberspace education from the perspective of high school parents. Textual analysis of parent interviews revealed that parents attempted to characterize the pros and cons of online education. They observed that a significant proportion of the positive or negative outcomes of this changing training depend on the psychological and professional capital of the instructors. Using the positive psychology movement, researchers have elucidated the parents' concerns. This section's findings revealed that the psychological empowerment of parents, teachers, and students is the most important factor in enhancing learning through online education. The interviews with parents showed that parents' involvement in their children's education is one of the most important ways for them to show that they care about them. These results are consistent with the findings of studies interested in promoting parenting based on the parental character strengths approach, such as Waters (2015), Waters et al. (2019), Morris et al. (2019), Sağkal (2019), Ward et al. (2020), Clark et al. (2020), and Lee et al. (2021). An increased sense of responsibility among parents to supervise their children's educational process and not just the product of their efforts has led parents to gain a more accurate understanding of the progress of their children's achievement efforts. Parents' responsible participation caused the institutionalization of the valuation of academic achievement experiences among children. Undoubtedly, such a model of parent-student presence has paved the way for learning since Corona's days. This is done by providing the child's psychological needs, including a sense of adequacy or competence, independence, and even a sense of responsibility in meeting the child's mental and physical needs, which has led them to teach some abstract concepts as games and keep the child active by creatively designing some games. In the current situation, parents' acceptance of responsibility for their children's educational activities makes it even easier for both mothers and children to endure quarantine. However, sometimes experiencing anxiety when accepting this responsibility is inevitable.

The improvement of parents' virtual interaction with each other and the direct and indirect sharing of experiences and efforts to compensate for the damage caused by online education has created the conditions for parents' more realistic coping and less stress and anxiety as they encounter the ups and downs of their children's academic lives. In other words, parents' direct knowledge of the quality of other peers' presence in dealing with academic disadvantages has effectively rearranged their standard choices. The quantity and quality of peer interactions determine children's future social success. Therefore, this is very important in situations where students cannot meet in person**,** creating conditions in which virtual interactions occur in the best possible way. Parents' efforts to strengthen their child's scientific identity and to encourage students to communicate more and better in cyberspace lead to improved relationships with peers. However, online education provides another advantage for those students with insufficient self-confidence or social skills to express themselves in face-to-face training. Thus, the active participation of all students in the learning process is facilitated.

Accepting that the coronavirus is neither the first nor the last threat to humanity facilitated the prediction of solutions for empowering all elements of education in responding to and protecting students, despite the coronavirus's traumatic impact on formal education. Consideration of instructors' professional capital (teacher knowledge and skills), human capital (particularly their self-efficacy in dealing with new disadvantages), social capital (participation in the network of collaborative learning communities), emotional capital, and student psychological capital could facilitate this possibility. In addition, the results of this study regarding parental responses indicated that the coronavirus could be used to transform the

academic and professional lives of students and teachers. This result is consistent with prior research (Lee et al., 2020; MacIntyre et al., 2020; Marek et al., 2021; Poletti, 2020).

The disadvantages of online education could be minimized by improving parents' psychological capital. The most important manifestations of this psychological capital are reflected in concepts such as self-care, adaptive coping techniques, self-efficacy beliefs, hope, psychological resilience, and realistic causal attributions. In addition, prior studies emphasized that the coronavirus and its challenging consequences revealed the certainty of dealing with traumatic experiences on a global scale. Further, these studies highlighted the readiness to take advantage of these crises and turn them into advantages (Cao et al., 2020; Holmes et al., 2020; Nicola et al., 2020; Sun et al., 2020). As a result, any systematic effort to help understand the multiple benefits of coronavirus outbreaks in the realm of educational outcomes should be based on the psychological capital and technological literacy capital involved. That means that thinking about the advantages and disadvantages of online education during the coronavirus outbreak needs to pay attention to the interpretive role of the psychological and technological capital of instructors, parents, and students.

One of the limitations of the present study was that interviews with parents were conducted over a period of 20 days, from mid-April to early May. In these periods, students' final exams had not yet taken place. In Iran, the final exams are taken in June. Therefore, after the end of the final exams, the repetition of interviews with another group of parents to semantically analyze online education from the perspective of high school students' parents may be justifiable and thought-provoking. In addition, interviews about learning through online education were conducted only with parents whose children were in high school. Future studies can provide a deep understanding of parents' attitudes toward elementary, middle and high school students.

Overall, the results revealed that equipping parents with character strengths provides one of the best advantages for facilitating parent-child interactions during the coronavirus pandemic. Parents' realistic understanding of the current situation and their responsibility for achieving educational goals are regarded as symbols of parental character strengths. For example, parents could take a completely passive and submissive position if they emphasized on absolute poverty in online education. Instead, by believing in their role in achieving educational system goals, they can lay the groundwork for psychological security for themselves and their children, portraying themselves as responsible, civil, rational, critical, and empathetic parents in the critical situation of the COVID-19 pandemic.

5. Ethical Considerations

Compliance with ethical guidelines

Compliance with ethical guidelines all ethical principles were considered in this article. The participants were informed about the purpose of the research and its implementation stages. They were also assured about the confidentiality of their information.

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Authors' contributions

All authors have participated in the design, implementation, and writing of all sections of the present study.

Conflicts of interest

The authors declared no conflict of interest.

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Appendix

Interview Guidelines

(1) What is your opinion about online education?
(2) What are the most important disadvantages of online education for instructors?
(3) What are the most important disadvantages of online education for parents?
(4) What are the most important disadvantages of online education for students?
(5) To what extent these disadvantages are manageable?
(6) Can instructors and parents effectively reduce or control disadvantages? How? What are the most important advantages (benefits) of online education for instructors?
(7) What are the most important advantages (benefits) of online education for parents?
(8) What are the most important advantages (benefits) of online education for students?