

The Impact of Corona Outbreak on Virtual Education Policy in Iranian Universities

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Abstract

Purpose: The main purpose of this study is to the effect of the coronavirus outbreak on e-learning policy in Iranian universities.

Research methodology: This research is a combined type and includes a section that has practical writing. In order to collect information in the first part, the method of library studies and theoretical analysis has been used. The second part of this study was controlled.

Results: Systematic review of research conducted in the field of research variables showed that appropriate policy-making in education, especially virtual education, leads to a constructive change in the educational system that will lead to lifelong and applied education and learning. Individual and social note. In the quantitative part, data analysis was performed using spss25 software. The results of the analysis of 4 hypotheses in the study showed that the prevalence of the coronavirus has a significant effect on the e-learning policy in Iranian universities.

Limitations: Lack of availability of research samples during the corona.

Contribution: Ensuring educational policy with proper mechanisms and accountability after the Coronavirus period is one of the most important factors that play a major role in improving and effectiveness of virtual education.

Keywords: Policy, Virtual Education, Coronavirus, Educational Policy

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1. Introduction

The crisis caused by the coronavirus pandemic has helped sensitize minds and put them in a more accepting position to think about health, economics and education. Undoubtedly, education is considered one of the main and important issues of society and it is worth taking every opportunity to address it. In this regard, many concerns and issues are raised in the field of education (Navidi, Mortazai, & Amirnejad, 2020). Coronavirus is recognized as a public health hazard, which is recognized as the greatest catastrophic outbreak since the outbreak of SARS Respiratory Syndrome in 2003. Considering the economic, social and cultural consequences of the epidemic of this virus in all parts of the life of the people of the world, one of the national functions that have been strongly affected by the current crisis is education (Ministry of Science, Research and Technology, 2020). The Coronavirus crisis in Iran and the world has led to major changes in all elements of normal and current human programs and new experiences in all sectors, especially in the field of education through cyberspace, and this space is a place to meet communication needs. The supply of products and training should be transformed (Abtahi et. al, 2020). Today, due to the coronavirus epidemic, many changes have taken place. Many things in our lives have come to a standstill, some of which are crucial, such as education and work, and some of which are less important, such as social relations

between people. Universities in many countries have been forced to turn to e-learning as another long-discussed option and the need to integrate it into the educational process, forcing students in most countries to learn. Are at home using modern technology ([Mahmoud & Ghadeer, 2021](#)). Today, e-learning is one of the most important applications of new information and communication technologies in the world and extensive activities have begun in this direction. This possibility can be one of the options to fill the educational gaps, not having access to In-person education and ultimately the promotion of educational justice for people in rural and remote areas ([Jafari, Homayouni Bakhshaish, & Alam al-Huda, 2021](#)). Cyberspace-based teaching methods were introduced in 2005 by UNESCO as the most effective teaching-learning method. The experiences gained in this field are very useful and education can no longer teach in a desirable way with the previous model and must put structural and digital changes at the forefront of its work and spread it throughout the country; Therefore, in times of crisis, such as the outbreak of coronavirus in the world and Iran and the long closure of schools, the need to pay attention to virtual and e-learning is felt more than ever ([Salimi & Fardin, 2020](#)). In the Education Organization, the High Council is the only policy reference in the field of general and secondary education. Due to the fact that one of the most important tasks of the educational system is the production of trained, skilled, capable, and qualified human resources in various social fields ([Akbari, Navidbakhsh, & Bakhtiari Findri, 2016](#)). The two main dimensions in policy making are the factors (decision makers) and the policy process (method). Neither of these two dimensions alone can provide a clear picture of policy-making. The combination of these two factors leads to the emergence of a new situation and various forms of policy-making, some of which will be efficient and some of which will be inefficient and unsuccessful ([Asghari & Jafari, 2016](#)). It plays a key role in providing government education policy.

Especially in Iran, given the nature of the government and the structure of the political economy of the government, as well as the emphasis in the constitution on the role of the government in providing social services, it is considered that the government is a key element in the development of social policy in Iran. The government has the most important role in education policy, as emphasized in the constitution. Therefore, it is judged that all the shortcomings and achievements of the education system are the result of the functioning and performance of the government. Because the government is the main decision-maker in social policy in Iran and consequently education policy ([Ishaqi and Shahamat, 2020](#)). The privileged and unique position of education as the most important custodian of education and development factor and facilitating the process of cultural, socio-economic and technological development is not hidden from anyone. This sector is extremely important because it is both an important tool for development and one of the goals of development. In view of this education, which was once considered a neglected category in domestic politics, has gradually become the main policy issue in the national and international arena. With the increasing acceptance of education as a strategic factor in improving national development, the issue of reviewing and analyzing the country's education policies is of great importance ([Davoodi & Ghanbari, 2018](#)). The education system of any society needs to be improved quantitatively and qualitatively. Policy-making and planning in educational issues at various levels and areas, including primary, secondary and higher education and the like is one of the most crucial areas. Policy-making in this area is dynamic and evolving, which must be changed and reformed according to the needs of societies. In the meantime, benefiting from the education policies and experiences of other countries is very useful and effective in designing the educational system of the country. Today, different countries of the world have different educational structures, and naturally, the above structures are different in each country according to the policies, programs and goals of that country. In the meantime, an effort is made to keep pace with the educational system of each country with social developments and cultural developments in accordance with the twenty-first century ([Soleimani, 2019](#)). One of the goals of the educational system strategies in any society will be to train creative and innovative forces based on cultural and educational needs. Education along with higher education are responsible for training skilled workers in our country, in order to achieve an educational policy system in any society requires knowledge of strategies and evaluation of actions taken with a critical eye ([Ojidi & Selajeghi, 2020](#)). Classes have been held virtually since March 2017 because the virus has disrupted all educational programs and led to the creation of new planning and policies. Education and higher education are among the main sectors of education in the countries, and since the outbreak of the

Coronavirus, these two organizations have inevitably used virtual and distance education. From the beginning of the closure, by creating social distance in society, schools and universities, in order to eliminate this virus, inevitably redesigned and implemented curricula in a virtual way. Variety and higher education have become. Virtual education has created challenges for the education system, and solving these challenges requires careful and correct planning and policy-making. The 3 most important pillars of content education are the teacher and the student, the first 2 of which should be at the service of the student. The main goal of all policies is to train students to enter the community and grow in all aspects. Since education is the most important element of any society, it is very important to choose an important policy for educating students. Therefore, the present study seeks an analysis of the e-learning policy during the Coronavirus in Iran.

2. Literature review and hypothesis development

In relation to the research variables, research has been done inside and outside the country, and in this research, we have considered the range of 2010 to 2021. The research background is shown in Table 1.

Table 1. Literature review and hypothesis development

Number	Researcher and year of publication	Title	Research Methods	Findings
1	Salimi&Fardin(2020)	The role of the coronavirus in e-learning, with an emphasis on opportunities and challenges	Exploratory asynchronous sequential mixed research method (qualitative-quantitative)	Challenges and opportunities were presented and classified at three levels: macro, medium and micro. At the macro level, challenges: Lack of strategic thinking of managers and planners; Unfavorable policy-making, weak educational technology and inefficient management. At the intermediate level, the challenge of the weakness of the introduced technologies, lack of independence and freedom of action, and budget disruption were raised and achieved at the micro level. According to the participants, the outbreak of coronavirus has opportunities at the macro level (providing the ground for change, attention to strategic planning and attention to online and virtual education, intermediate level (creating equal educational opportunities and creating new educational innovation) and micro level Followed.
2	Akbari; Navidbakhsh and Bakhtiari Findri(2016)	A proposed systematic model for policy-making in education.	Systematic review. This research is qualitative and descriptive and in order to collect information, the method of library	The policy-making process must be reviewed and implemented in several stages. Of course, it should be noted that today is a time of trial and error, and it is not possible to

			studies and theoretical analysis has been used.	waste a huge time and money by simplifying educational reforms due to ignorance of the experiences of others. In this regard, new policies are expected to deal appropriately with common global issues. If not, policymakers will not be able to talk about common global changes and their effects.
3	(Taheri, Samari and Maidani, 2015)	A look at policy models and the presentation of a native model for education	Review and library methods	The results showed that a rational model is a priority for determining the policy steps and choosing the best option. And it is a useful model considering the gradual model that pays attention to previous and existing policies in policy-making, which helps us to choose the best policy option from the rational method. And one of the things that require a strong executive guarantee in the implementation of any political option is that the institutional model helps us. In general, in combining and formulating policies, the combined use of models is recommended.
4	Rezazadeh, 2019	Analytical on educational policy	A thematic analysis and review of educational policy	Educational policy is a complex issue, with a political nature and with multiple values. The issues raised in educational policy are social in nature, and understanding each of these issues, in addition to disciplinary expertise, requires the use of linguistic and sociological capacity based on local, regional and global conditions. The most important policy challenge The transition to education is a policy of transformation and transformation of the current education system into "efficient and effective education". A study of the factors affecting the progress and development of advanced societies shows that these countries have capable and efficient education. Given the importance of the education system in

				educating people and the development of societies, it is necessary to adopt the best policies in different situations.
5	Shafi'i& Safari (2020)	Investigating the role of virtual teacher education following the outbreak of .coronavirus	Descriptive-review	According to the results of this study, in general, virtual education of teachers can be listed in several areas as follows: simultaneous e-learning, asynchronous e-learning and combined e-learning. Accordingly, the benefits of e-learning can be the continuation of learning without the need for the physical presence of students and helping the government to prevent the spread of the virus, the introduction of new technologies in education and inspiration to help improve the education of future generations and He also mentioned giving teachers the opportunity to rethink and update .their knowledge

3. Research methodology

The aim of this study was to investigate the effect of the coronavirus outbreak on e-learning policy in Iranian universities. This research is a combined qualitative-descriptive and quantitative research and in terms of purpose, is applied and is among the controlled randomized clinical trials that have practical writing.

In the qualitative part, in order to collect information, the method of library studies and theoretical analysis has been used. Data collection in this way is needed for infrastructure information analysis. For this purpose, the keywords "Policy, e-learning, Coronavirus era, educational policy" in Persian and English in the databases Science Direct, PubMed, Cochrane , Medline, SID, Scopus, CINAHL, OVID, Iran Doc, Mag Iran, reviewed from 2016 to 2021. Due to the prominent title of the research and the lack of an extensive source of information about the research variables; Exclusion criteria included articles that did not address the research variables or were not related to the research keywords, studies that repeated another study, and articles whose full text was not available. In the research method, a small part of the implementation, the researcher, after obtaining a license and approval from Shiraz University, has referred to the faculties to conduct research. Then, by observing the principles of ethics in research and providing the necessary explanations for how to complete it, he distributed the questionnaires among the subjects. The statistical population of the study consists of all professors of Farhangian University of Fars province in the second semester of the 2020-2012 academic year, which includes approximately 120 professors at all levels. According to the size of the population and considering the conditions for entering the research among all professors of Farhangian University and according to Morgan table, 92 professors were randomly selected as a sample who were working in Farhangian University of Fars province in the academic year 2020-2012. Were chosen.

Evaluation scale: A questionnaire designed to measure the impact of coronavirus on educational policies, from 16 items and 4 subscales of technological dimension (4 questions), socio-cultural dimension (4 questions), organizational dimension (4 questions), and virtual education (4 questions) Composed. To prepare a research questionnaire; First, information about the questionnaire variables

was collected from books, articles and published dissertations, and the initial design of the questionnaire questions was provided to the supervisor and consultant. In this study, a five-point Likert scale was used to determine the range of responses. The validity of the questionnaire was evaluated from two aspects (formal and content). In the present study, we tried to make the variables and questions of the tool completely understandable; therefore, by accurately defining the dimensions of the research, the measurement criteria and the scale of measurement, the validity of the selected content was determined. The face validity of the instrument was then assessed; For this purpose, the questionnaire was provided to professors and experts in the field of policy; After seeing each person, the comments received were reviewed separately and the necessary measures were taken to improve the content; Also, the definitions of some of the texts were revised and in general, based on this, the face validity of the data collection tool was confirmed. The total reliability of the questionnaire using Cronbach's alpha coefficient is 0.89.

4. Results and discussions

A) *Qualitative analysis results*

Theoretical foundations of policy-making

The term policy-making, like politics, implies different concepts and assumptions. A theoretical and empirical study conducted by social scientists reveals two basic policy areas: those who implement policy (executive agents) and, second, how it is done (processes). Historically, executive agents in policy-making have been defined as capable and rational individuals. But in the executive field, political analysts have recently introduced an organizational model and a personal model. Process factors oscillate between the holistic approach and the gradual approach. Lind Bloom and Cohen (1979) in [Sapru \(2004\)](#) discuss the differences between comprehensive and gradual approaches to policymaking. In their view, the holistic approach (in its extreme form) requires a unique centrality in design for the whole of society. But this centrality does not exist in the gradual process and prevents unnecessary interactions ([Ghahremani, 2013](#)). Prior to the advent of policymaking, political studies were limited to focusing on the normative and ethical contexts of government and political institutions. By studying the political works of the great philosophers of the West, scholars sought to understand the goals of the state and its duties in guiding citizens to a better life. This research led to the development and completion of topics such as the nature of society, the role of government, the rights and responsibilities of citizens and governments. And the expansion of the field began in the mid-1960s. Educational policy-making is one of the first policy-making activities in the field of public administration by governments because it is the source of socialization and mobility of people in society towards other policies; even cultural policies, which are the central factor of development, are the starting point of educational policies because acculturation begins with education ([NiazAzari, 2001](#)). Education policy includes the principles and policies of the government. In the field of education. It also includes a set of rules and regulations that guide the operation of education systems. In fact, education emerges with different forms and goals by different institutions. For example, education in early childhood, kindergarten to twelfth grade; Two and four years of university and graduation and vocational education, adult education and internships. Therefore, the educational policy can directly affect the education of people of all ages. The goal of the policy perspective is to help policymakers and other stakeholders to provide opportunities for education reform, comparison and contextual analysis. And this is based on a framework designed to analyze and compare educational policies used between different countries ([Janbozorgi, Rezazadeh, Gholtash, & Araghighi, 2022](#)).

Educational policy models

Today, science and technology with rapid growth and development are considered an important and fundamental factor in the process of economic, social and cultural growth and development of human societies. Educational institutions and systems play an important role in the development of science, technology and innovation. Have earned. The most important challenge of policy-making in education is the policy of transformation and transformation of the current education system into "efficient and effective education". A study of the factors affecting the progress and development of advanced societies shows that all of these countries have capable and efficient education. Given the importance

of the educational system in educating people and the development of societies, the need to adopt the best policies in different situations is essential ([Talebi & Sayed Nazari, Soodi, 2017](#)).

Virtual teaching

Virtual education, relying on information and communication technology and focusing on human beings as active learners, is transforming 21st-century education and learning and trying to answer the problems of increasing social demand for education and lack of sufficient educational resources ([Mills, Yanes, & Casebeer, 2009](#)). Virtual learning is a learning process that is done by integrating and using computers, the Internet and intranets in the learning-teaching processes. Virtual education is now emerging as a new paradigm in learning-teaching mechanisms. In recent decades, e-learning and the development of e-learning have been key policies in the development of higher education. These policies have been formulated with the approach of developing educational justice, eliminating geographical constraints and lifelong learning, and this has expanded the need for universities to pay attention to the implementation of e-learning development programs ([Karimian & Farokhi, 2018](#)).

Coronavirus and virtual education

Following the spread of the coronavirus, detailed recommendations were proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office of the United Nations High Commissioner for Human Rights (OHCHR), the International Federation of Red Cross and Red Crescent Societies (IFRC) and WHO. These organizations called on countries to provide education that is well-prepared, acceptable, adaptable, and accessible to all in schools and universities due to temporary disruptions during epidemics. The goal was to make distance learning online and promote various delivery strategies ([UNESCO, 2020](#)). Coronavirus is a virus that has spread around the world in less than a few months and has placed many restrictions on communities, especially education and higher education. Under the current circumstances, the issue of e-learning has come to the attention of many countries. E-learning and distance learning have reduced the anxiety caused by the coronavirus infection and created peace of mind in families. To some extent, this training has led to continuous follow-up in the teaching process and solving the problems existing during the Coronavirus, increasing the motivation of academic achievement, participation and learning of learners ([Mirani Sargazi & Jahani, 2020](#)). After educational institutions looked at e-learning as an aid to education to increase educational options for those wishing to provide education or training, the term e-learning has expanded, so some already know it and have dealt with it, and some have not dealt with e-learning before. Due to the crisis caused by the coronavirus epidemic in education, this method was used to solve the educational crisis caused by the coronavirus epidemic, because the curfew was imposed, schools and universities were closed and everyone had to stay in. They became home, so students today e-learning has become a necessity and a tool to empower hundreds of millions of students ([Mahmoud & Ghadeer, 2021](#)). Virtual education in Iran has faced major challenges in design and implementation because it was not seriously pursued before the Coronavirus crisis and its infrastructure was not available, which undermines its success. On the other hand, the coronavirus crisis can be an opportunity to identify weaknesses, deficiencies and defects in the infrastructure in this area and show the imbalance in the distribution of the required infrastructure in the Internet and television networks, especially in remote and deprived areas. And to identify these shortcomings and try to eliminate them, and means growth and excellence in this field and the positive aspect of the situation and is the starting point for continuing and improving the quality of e-learning in the future ([Mirani Sargazi et al., 2020](#)). COVID-19-related events have highlighted the importance of advancing information technology and computer skills among learners and educators to better prepare them for similar crises that may occur in the future. This can be achieved by updating curricula at all levels, including information technology and computer science more widely. It is also recommended that mobile learning be recognized as a compulsory subject alongside the valid classical curriculum ([Al-Taweelet al., 2021](#)).

Educational policy process

The policy-making process is an important element in educational planning. C. Lindblum and DK Cohen in 1977. They enumerated the differences between concise and gradual methods in policy making. In this method, it is assumed that:

1. The issues and problems we address do not go beyond known capacities.
2. There are agreed criteria (despite social attitudes about values) by which we can judge solutions.
3. Seekers of solutions to problems and difficulties are motivated enough to continue working with the overview and bring it to an end (instead of resorting to a gradual planning method).

Gradual policy-making, on the other hand, focuses on interaction analysis rather than a thorough analysis of the current situation and the development of work plans and guidelines for problem-solving. The gradual approach to policy-making is based on the following assumptions:

1. Political solutions are adopted based on uncertain and changing awareness and in response to dynamic situations (changing issues and changing contexts)
2. Therefore, by diagnosing the situation, a correct solution cannot be found or technically extracted.
3. Only gradual and limited policy formulation can be considered.
4. Policy reform is expected to compensate for dissatisfaction with past policy experiences, improve the status quo, or address an immediate problem. We conclude that these adjustments should be experimental and in some cases temporary and should be revised based on the dynamics and evolution of the situation ([Norouzi, Shamani, & Vahedi, 2016](#)).

Factors affecting the education system policy

Education is the most important investment and manpower is the most important capital of the developed countries of the world. The use of all available facilities and technologies and foresight in the field of education and optimal education are the basic elements of educational systems. The achievements of educational technology have been able to show their ability to accelerate the growth of education, and the use of the embryo of achievements can help educators to make the most of the limited time they have. Technology can, or at least facilitate, the heavy burden of teacher instruction on information transfer. Educational technology can reduce the distance between learning in the outside world and inside the educational environment day by day. Educational technology can be considered as a set of various and extensive possibilities that are the process of work, effort, knowledge and experience of human generations all over the world. Therefore, it can be said that the amount of use of this set of facilities around the world also depends on the amount of work, effort and experience of each community ([Abdollahi & Davoodi, 2019](#)).

The educational system is considered and analyzed as a system. The policy description of the educational system should be examined with a systematic and systematic view consisting of components so that the educational system can be fully and scientifically examined and finally the effective meta-systems can be explained. There are many factors affecting this system. Governments play an important role in policy-making by creating different laws and taking advantage of international legal power, while the same laws can be effective on psychological factors. One of the most important factors influencing the policy-making of the educational system is the economic factors that govern society. There is no doubt that education is costly and requires spending budget and financial resources. Of course, such costs are valuable and of great importance to society in the long run. Economic factors can be discussed in the following formats. According to sociologists, education is a completely social matter because it has social functions and results and on the other hand, arises from the context of society. Social factors include 1) the needs of society (society's expectation of education). 2) What is the attitude of the people towards education, 3) the extent of people's involvement in various issues of education. These values, norms and traditions, etc., which have been acquired very expensively, are transmitted to the people of the society through education, so in macro policies, they are given importance and transmitted to the people of the society in the form of textbooks. Because culture is considered the identity and identity of a nation. The educational system is located within the political system and is completely influenced by it. Political factors can be discussed in the following ways: 1) the extent of government and political involvement in education, 2) the type of political relationship with the education system, 3) political thinking and thinking that govern society, 4) stakeholders including Parties, factions and pressure groups, 5) Political relations at the global and international levels. One of the main goals of education is the belief and ideal goal, which is based on this goal that wants to connect learners to a specific origin.

Belief goals are determined according to the worldview and philosophy that govern societies, and in all societies, we see the existence of beliefs and belief factors in different forms. In our country, which is an Islamic society, this issue has been strongly emphasized ([Khanalizadeh & Davoodi, 2017](#)).

Coronavirus education policies

Examples of areas of discussion in educational policy (before the Coronavirus), especially in the field of schools, are school size and size, class size, school selection, school privatization, follow-up, teacher training and certification, teacher rights, Teaching methods, curriculum content, graduation needs, investment in school infrastructure and the values that schools are expected to support and make it a good example ([Rezazadeh, 2019](#)).

The general policy of the Ministry of Science during the Coronavirus is that education should be continuous and not stop. Regarding the implementation of this policy, three main strategies can be mentioned:

1) Replacement of e-learning and distance learning 2) Flexibility in education laws 3) Delegation of authority to universities and higher education institutions in the country that can have local and institutional decision-making. Conducting consulting, reviewing, evaluating and assisting decision-making in the field of education, which was followed by the formation of an e-learning working group, creating a culture about the need to implement e-learning according to the resistances initially observed, and promoting education and familiarity with methods. Challenges of e-learning in universities in the form of hundreds of hours of educational webinars, lectures and electronic publication of hundreds of pamphlets and instructions in universities for students and faculty members. In the future of higher education, e-learning will be considered as a way, but it can not be the final solution, because on the other hand, face-to-face education and the physical presence of students in universities can not be denied and special attention should be paid to combining these two educations. And compile instructions and missions for this type of combined education.

Combined training will be "a lesson from face-to-face training and cyberspace training", which also works in the specific context of the coronavirus, training packages and television. Due to the different conditions of education, the share of each department in this combination package is determined. It seems that combining learning with the advantages of both teaching approaches (traditional and electronic) is an effective approach to increase the effectiveness of learning and ease of access to educational materials. The different opportunities for learning, in addition to increasing the attractiveness of education, also causes the individual differences of learners to be properly considered because not all people learn in the same way, and therefore use different methods. It seems necessary for education. To implement education with a virtual approach, a suitable and native platform is needed. Various solutions were proposed so that the education of pupils and students would not be interrupted during the period of social distance and the curricula would continue according to the pre-determined schedule. In the field of education, education was provided through television and in cooperation with the education network, and its main purpose was to observe educational justice. Although successful experiences were gained in this field, due to the diversity of courses and disciplines, it was not possible to offer all courses in the form of television education. On the other hand, one of the most important disadvantages of this type of education was the one-sidedness and lack of interaction between teacher and student, until an application was designed in the context of a social network called student social network (shad) and instruction was provided in this context. Although this network also had its limitations and problems, its problems were gradually resolved and it was able to attract the relative satisfaction of teachers and students, although it is still far from the ideals of e-learning. In the field of medical education, although with the outbreak of coronavirus, education was initially offered in the context of a social networks and irregularly, over time, medical universities are required to use the Navid system (software for university learning) as a centralized educational system. And professors and students, after registering in this system, benefited from the capabilities of this system. The system was pre-designed and used in some universities, but was not universally used in all medical universities, and the system flourished nothing but the outbreak of Covid-19 disease. However, this system is not an ideal system and does not meet the high volume of referrals of students and professors across the country, and students and professors face

problems such as slow Internet speed, limited space for uploading, and less interaction between professor and student ([Ghafourifard, 2020](#)).

With global changes, education systems also need structural changes gradually. Educational policy-making during the Coronavirus has led to many challenges, the most important challenge of which is the transformation of the educational system into an active, constructive and efficient system, which will also be possible through proper planning. Changing the education system is slow, but requires proper use and away from excesses, which helps to achieve the main missions of education. Appropriate policy-making in education, especially virtual education, leads to constructive change in the educational system, which will lead to lifelong and practical education and learning. The content of educational policy should be sufficiently flexible in accordance with the educational system and the national and regional situation. Education policymakers and planners need to be aware of regional characteristics, the heterogeneous nature of regions, and gaps in the level of education development in society, and choose policies that lead to justice and educational development, and to all aspects of individual development. And a social note. Prior to the outbreak of the coronavirus, e-learning was a minor issue in education and policy-making but has since grown rapidly in Iran and around the world. Ensuring educational policy with a proper mechanism and response in the era (after the Coronavirus) is one of the most important factors that play an important role in improving and effectiveness of virtual education.

With the introduction of virtual classrooms, the Internet, and other educational systems in addition to formal education, they can not be ignored and simply dealt with but must be determined by setting missions, visions, macro and micro goals. Virtual learning systems gained maximum utilization by improving the quality and quantity of learning and memorization skills, and this requires the dynamism of the educational system and the attention of officials and managers of this system ([Kadivar & Ebrahimi Ghavam, 2004](#)). In today's world where science and technology with their wide and universal growth and development are considered an important and fundamental factor in the process of economic, social and cultural growth and development of human societies, educational institutions and systems in the development of science, technology, and innovation has played an important role. Education systems can be an effective factor in creating strong skills and desirable outcomes for their citizens. These include raising the level of literacy and skills, and ensuring that secondary facilities are provided to enter the labor market or higher education. Therefore, reforming educational policies in an organized and sustainable manner can help these countries achieve their goals ([Rezazadeh, 2019](#)).

B) Quantitative section findings

According to the results, 54.34% (50 people) were female and 45.66% (42 people) were male. 80 people (86.95%) had a doctorate degree and about 12 people (13.04%) had a master's degree. Among them, 11.95% (11 people) have 1 to 5 years of service, 33.69% (31 people) 6 to 10 years of service, 21.73% (20 people) 11 to 15 years of service and 32.6% (30 people) have served for more than 15 years (all percentages are for people who answered demographic questions).

Table 2. Mean and standard deviation of variables (Research results)

	Technology	Sociocultural	Organizational	virtual teaching
Std. Deviation	2.26111	2.87035	2.52650	1.35146
Mean	13.2500	9.2609	8.6522	17.2717
Std. Error of Mean	.23574	.29925	.26341	.14090

According to the results of Table (1), the highest and lowest averages are related to the dimension of virtual education (17.27), technology dimension (13.25), sociocultural dimension (9.26) and organizational dimension (8.65), respectively. Therefore, the prevalence of coronavirus has the greatest impact on the virtual education dimension of virtual education policy and the least impact on the organizational dimension of educational policy.

Table 3. Mean, skewness and kurtosis variables (Research results)

Organizational	Mean	8.3804	.12636
	Skewness	.097	.251
	Kurtosis	-.003	.498
Technology	Mean	12.2826	.33341
	Skewness	.067	.251
	Kurtosis	-.466	.498
Sociocultural	Mean	10.4565	.21606
	Skewness	-.194	.251
	Kurtosis	-.180	.498
virtual teaching	Mean	17.6848	.12832
	Skewness	-.239	.251
	Kurtosis	-.453	.498

According to Table (2) skewness and kurtosis, all variables are between 2 and -2, so the data distribution is normal, so the one-sample t-test is used. Also, the highest average data is related to the dimension of virtual education and the lowest average data is related to the organizational dimension of virtual education policy.

To answer the research questions, a one-sample t-test was used. In this test, the average obtained for the variables is compared with the average of 10. The results of this test are summarized in the following tables.

Question 1: Does the prevalence of coronavirus affect the technological dimension of e-learning policy?

Table 4. Research results

	t	df	Sig. (2-tailed)
t	6.846	91	.000
e			
c			
n			
o			

According to the above table, because the significance level is smaller than the 5% error level, it can be assumed that the mean of this variable is significantly different from the mean. As a result, it can be said that the first hypothesis is confirmed and the prevalence of coronavirus affects the dimension of e-learning policy technology.

Question 2: Does the prevalence of coronavirus affect the sociocultural dimension of e-learning policy?

Table 5. Research results

	t	df	Sig. (2-tailed)
farh	2.113	91	.037

According to the above table, because the significance level is smaller than the 5% error level, it can be assumed that the mean of this variable is significantly different from the mean. As a result, it can

be said that the second hypothesis is confirmed and the prevalence of coronavirus affects the socio-cultural dimension of e-learning policy.

Question 3: Does the prevalence of coronavirus affect the organizational dimension of e-learning policy?

Table 6. Research results

		t	df	Sig. (2-tailed)
sazman	-	91	.000	
i	12.817			

According to the above table, because the significance level is smaller than the 5% error level, it can be assumed that the mean of this variable is significantly different from the mean. As a result, it can be said that the third hypothesis is confirmed and the prevalence of coronavirus affects the organizational dimension of e-learning policy.

Question 4: Does the prevalence of coronavirus affect e-learning policy?

Table 7. Research results

		t	df	Sig. (2-tailed)
majazi	59.887	91	.000	

According to the above table, because the significance level is smaller than the 5% error level, it can be assumed that the mean of this variable is significantly different from the mean. As a result, it can be said that the fourth hypothesis is confirmed and the prevalence of coronavirus affects the dimension of e-learning policy.

5. Conclusion

Given the outbreak of the Coronavirus and the closure of educational institutions in 2020 and the spread of virtual education, there is a need to create a new and practical look at the education process. A look that goes beyond the traditional training of university professors and leads the environmental conditions in such a way as to continue education without the need for the physical presence of individuals, so educational policies have also changed. The purpose of this study is to investigate the effect of the coronavirus outbreak on e-learning policy in Iranian universities.

The results of statistical analysis showed that the prevalence of coronavirus affects the organizational dimension, virtual education, socio-cultural and e-learning policy. The highest and lowest averages are related to the dimension of virtual education (17.27), technology dimension (13.25), sociocultural dimension (9.26) and organizational dimension (8.65), respectively. Based on the results, it is explained that in order to expand media use New Higher Education and Benefits in the Age of Coronavirus We need new policies that have been affected by the Coronavirus in various dimensions. Therefore, new policies are expected to change due to Consider appropriate and safe models for virtual learning so that the teaching-learning process can take place in the best possible way in such situations.

A systematic review of research conducted in the field of research variables showed that appropriate policy-making in education, especially virtual education, leads to constructive change in the educational system, which will lead to lifelong learning and applied learning. The content of educational policy should be sufficiently flexible in accordance with the educational system and the national and regional situation. Education policymakers and planners must be aware of regional characteristics, the heterogeneous nature of regions, and gaps in the level of education development in

society, and choose policies that pursue justice and educational development, and all aspects of individual growth and Social note. Prior to the outbreak of coronavirus, e-learning was a minor issue in education and policy-making but has since grown rapidly in Iran and around the world. Ensuring educational policy with proper mechanisms and accountability in the post-corona era is one of the most important factors that play an important role in improving and effectiveness of virtual education. Virtual education is a new way to teach learning. Recently, with the outbreak of the Coronavirus and even before that, the development of e-learning has been one of the main policies in higher education. These policies have been formulated with the approach of developing educational justice, eliminating geographical constraints and lifelong learning, and this has expanded the need for universities to pay attention to the implementation of e-learning development programs. Virtual education has created challenges for the education system, and solving these challenges requires careful and correct planning and policy-making. The 3 most important pillars of content education are the teacher and the student, the first 2 of which should be at the service of the student. The main goal of all policies is to train students to enter the community and grow in all aspects. Since education is the most important element of any society, it is very important to choose an important policy for educating students. The coronavirus has challenged educational systems around the world. Identifying the effects and consequences of the outbreak of coronavirus in the higher education system, in addition to giving a clear picture of the problem before the eyes of policymakers, is also useful for the current policy-making process and reducing its consequences for the era (after the coronavirus). Will be. It is therefore suggested that higher education consider the following policies to reduce the destructive effects of the coronavirus on education:

1. Use a local area network (LAN) in order to exchange information with low error rates and establish fast communication.
2. Preparation and development of e-learning assistance packages to strengthen the capabilities of e-learning and increase the media literacy of teachers.
3. Provide the necessary facilities for learners to use electronic content.
4. Training in virtual communication skills and privacy.
5. Select educational content tailored to the goals of virtual education.
6. Expand self-learning facilities for learners.
7. Paying attention to the needs of learners in designing virtual education.

Among the limitations of the present study are the following:

1. Lack of availability of research samples during the coronavirus.
2. Lack of participation of some professors in filling out the questionnaire.
3. Lack of sufficient information resources related to the title of the research

Limitation and study forward

Among the limitations of the present study were the lack of cooperation of some professors in filling out the questionnaire, the lack of updating of e-learning policies during the Corona, lack of awareness of professors about these policies.

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