



Original Article (Mixed)

Providing a model for teachers' lived experiences of happy ecosystem educational opportunities in the post-Corona era

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Abstract

The aim of this study is to present a model for teachers' lived experiences of happy ecosystem educational opportunities in the post-corona era. The research method is applicable in terms of its purpose, and mixed (qualitative-quantitative) in terms of its implementation method, and is phenomenological in nature in the qualitative part and descriptive in the quantitative part. The statistical population of the research in the qualitative part consisted of 15 experts, including teachers with more than 10 years of experience and expertise in the field of educational management and educational sciences, selected using the purposive sampling method, and the statistical population in the quantitative part consisted of 890 teachers from all e-learning schools in Khorasan Razavi Province, of whom 268 were selected through the Cochran formula. Coding and content analysis were used to analyze the data, and PLS was used in the quantitative part. The results of the study included twelve components and four central dimensions of expanding the learning situation, expanding and disseminating education, the point of transformation and quality, and the rotation of the role of teachers. The findings showed that benefiting from the educational opportunities of the happy ecosystem in the post-corona era requires a change in teachers' views on virtual education and there is a need to implement coherent policies in this regard. If the current practice regarding the happy ecosystem continues and its management process is neglected, it will lead to the loss of the capacity of virtual education and a return to the pre-corona era. In the quantitative section, the results showed that all the relationships between the variables are significant. The GOF results also showed that the model has a strong fit.

Keywords:

Lived experiences, virtual education, educational opportunities, happy ecosystem, post-corona

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Extended abstract

Introduction

Today, human life has undergone rapid global changes and is tied to technological advances (Nouri et al. 2021). The education system is no exception to this rule and is always seeking to use new technologies to improve the teaching and learning process (Ebrahimi et al. 2022). With the rapid spread of the coronavirus in the second decade of the 21st century, many aspects of human life have changed, and the social and individual lives of people in all parts of the world have been affected in various dimensions, such as economic, social, and political (Ajand & Farazandepour, 2022). The need for health for students and teachers to prevent disease has led to many schools being closed and out of their current form. Such an event has led to many government policies and actions using cyberspace to find a solution to the school closure crisis (Bagherzadeh, 2020). In developed countries around the world, the field of virtual education is expanding for all segments of society, and with the coronavirus pandemic, opportunities for using virtual platforms have immediately expanded and spread (Abdelhafez, 2021). The COVID-19 pandemic provides an opportunity to identify weaknesses, deficiencies, and shortcomings, and to highlight the imbalance in the distribution of infrastructure needed in the cyberspace sector, especially in remote and deprived areas, and to identify these deficiencies and work to address them (Nissim & Simon, 2020).

This is seen as growth and excellence in this field and a positive aspect of the situation that has arisen, and a starting point for continuing and improving educational quality in the future (O'Brien et al., 2020). In Iran, in line with educational developments around the world, a student education network called SHAD was launched (Kaveh Nooshabadi & Lotfi Mofrad, 2021). The new SHAD platform and the provision of education in cyberspace require a change in the orientation of teachers and their familiarity with the elements of teaching and learning, such as teaching, content, and evaluation in cyberspace (Karimi et al., 2022). Therefore, such a change and the move from face-to-face classes to virtual classes was the starting point of the transformation in the Iranian education system (Kondori et al., 2022). Hence, the main question of the present study is: what is the model of teachers' lived experiences of educational opportunities in the happy ecosystem in the post-Corona era?

Theoretical framework

Virtual education

Distance education via the Internet (e-learning) or local networks in a way in which a teacher as an educator and a learner are separated is called virtual education (Soleimani & Asghari, 2021).

Allavi Gharabat et al. (2025) investigated the identification of the dimensions and components of virtual Arabic language education in Iraq. The findings of this study showed that virtual Arabic language education in Iraq had 66 basic codes, 22 organizing codes, and 8 comprehensive codes. In this study, the overarching codes include teacher professional development, student engagement, global trends and technological advancements, curriculum and instruction development, stakeholder engagement, continuous improvement and evidence-based practice, digital skills preparation and career readiness, and online learning environment considerations. Finally, a model of dimensions and components of virtual Arabic language education in Iraq was designed.

Yarahmadi et al. (2024) investigated the process of learning physical education in education through virtual education. The results obtained from the analysis showed that the educational limitations of movements and practical lessons, lack of supervision and concentration in virtual education, weak communication interaction between teachers and students, coverage of virtual classes, economic issues, weak software and hardware technology and



infrastructure, use of information technology in virtual education, insufficient knowledge of the space and capabilities of virtual education, lack of supervision and limitations on physical ability and implementation of lessons and capabilities of virtual education were categorized. Finally, using the final access matrix, using the structural-interpretive method, the sub-themes of the design of virtual education for physical education in Iranian education were classified, which is at the highest level of coverage of virtual classes and at the lowest level of teaching capabilities of virtual education. It should be noted that factors that have less influence at a high level.

Research Methodology

The research method is applicable in terms of its purpose, mixed (qualitative-quantitative) in terms of its implementation method, and phenomenological in nature in the qualitative part and descriptive in the quantitative part. The statistical population of the research in the qualitative part consisted of 15 experts, including teachers with over 10 years of experience and expertise in the field of educational management and educational sciences, who were selected using the purposive sampling method, and the statistical population in the quantitative part consisted of 890 teachers from all e-learning schools in Khorasan Razavi Province, of whom 268 were selected using the Cochran formula.

Research findings

Coding and content analysis were used to analyze the data, and PLS was used in the quantitative part. The results of the research included twelve component and four axial dimensions of expanding the learning situation, educational expansion and dissemination, the point of transformation and quality, and the rotation of the role of teachers. Based on the findings of this study, it can be concluded that benefiting from educational opportunities in the post-corona era requires a change in teachers' views on virtual education and there is a need to implement coherent policies in this regard. If the current practice regarding the happy ecosystem continues and its management process is neglected, it will lead to a loss of virtual education capacity and a return to the pre-corona era. In the quantitative section, the results showed that all the relationships between the variables are significant. Also, the GOF results showed that the model has a strong fit.

Conclusion

The present study was conducted with the aim of providing a model for teachers' lived experiences of educational opportunities in the post-corona era. The results of this study are consistent with the results of Qasem Tabar & Qasem Tabar (2021), bakouei et al. (2021); Shams & Rezvanyan (2021), Jafari et al. (2021); Faraji et al. (2022); Babazadeh et al. (2022), Torkashvand et al. (2021), Hatami et al. (2021); Jafari et al. (2021); Saberi & sharifzade (2019); Mirzaei (2022); hamidizade et al. (2022); faraji & Fekri (2022); Davaji et al. (2021); and Namdari et al. (2017).

The results of the present study indicate that the process of continuing to improve the quality of virtual education and paying attention to a happy environment in the post-corona era has been neglected and its most important implementation element, namely teachers, has been forgotten. Dispersed policies have led to sectional and minimal decisions being put on the agenda and the capacity of virtual education and a happy environment in schools has practically diminished.

Based on the results of the research, it is suggested that teachers' virtual actions and activities in the form of technological components be considered in their ranking discussion in order to benefit from its financial benefits.