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Shaped Mentality: Challenges Ahead of Education during Corona Pandemic

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Abstract: This study investigates the challenges ahead of education during the corona pandemic by pursuing an analytical and inferential research methodology. Education has been sometimes controlled by governments, churches, modernity, and, in recent ages, ideologies, while it is apparently constrained by the coronavirus at present. According to the analysis of this research, education has not only been influenced by the lack of facilities at Corona days but also controlled by the reflections inherited from the pre-corona period. That is, education faces challenges when an educational system and its activists enter this interim with their pre-corona mentalities pertaining to education. In fact, whenever self-control is not already taught and thus not practiced, individuals' agencies are neglected, and hence controlling perspectives govern the normal conditions of education, this system can experience intricacies. Therefore, explaining and perceiving educational goals, rethinking and developing new narratives of education, and reviewing the meanings and concepts of the class, teacher/learner rights and responsibilities, attendance, parents' challenges as nonprofessional assistants of education, and, ultimately, agency-based evaluation are the factors whose accentuation pave the way for leaving behind these challenges.

Keywords: Analysis, Challenge, Process, Education, Corona Days, Parents

Introduction

Covid-19 pandemic followed by the lack of proper educational infrastructures in many countries made education encounter problems. However, some countries in the world reacted promptly, some postponed their reactions, and some pursued education without any plan and strategy. The difficulties and inaccessibility of online education, along with the absence of the necessary digital skills, impeded the process of online education (Onyema et al., 2020). Learning disruption, funding/deb, dropouts and loss of interest, prolonged study, limited learning facilities, limited education opportunities, and research constraints (ibid), besides the shaped resistant mentalities and attitude against change, both at planning and implementation levels and even in the prospects of learners and parents, have given birth to some limitations. Apart from medical and infrastructural discussions, this paper takes an analytical and explanatory look at the topic. In other words, it analyzes education in this period by neglecting the above-mentioned problems and pre-corona perspectives and education and assuming the continuation of that education type in such a platform. Indeed, we question why does education suffer from problems despite its relative possession, and not lack, of facilities?

Research method

The present research is a qualitative and inferential study. It pursues the data analysis method, recognized by Dr. Smith as the philosophy of education, to explain the theories, history, and

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philosophical back of education and illuminates its present condition. He asserts that differentiated education is derived and emanated from philosophy and has a specific root (Smith, 1998). To understand what we witness at present, we should ponder the mental, historical, and philosophical bases from which education has been born. This study analytically investigates what has happened to human agency and inhibitory ideologies during history and explains its entailments and implicit messages for the current education. In fact, by reviewing the historical course, the evolution of human thought and the obstacles to its evolution are expressed. Based on that historical course, new emerging forms of this inhibition are inferred and inferred for the present age.

A review on the Coronavirus disease

Corona is a contagious disease that emerged in Wuhan, China, in 2019. Later, the World Health Organization (WHO) coded it COVID-19, the abbreviated form of Coronavirus Disease 2019. The prevalence of corona was one of the worst cases of a disease outbreak in the past several years, and it had high mortality and alarming spread. Research shows that elderlies and individuals with underlying diseases like cardiovascular illnesses, diabetes, chronic pulmonary diseases, and cancer are seriously infected by the virus more probably (WHO, 2020). Some of the symptoms of coronavirus include sore throat, running nose, continuous coughs and sneeze, dyspnea, and fatigue. This virus is transmitted through breathing and face-to-face contact, raising the topic of social distancing and non-gathering. Since educational settings were crowded environments, authorities concluded that they should shift from in-person to online and remote classes. The lockdown of schools accompanies high social, educational, and economic costs and disruptions touched by individuals in society. However, these breakdowns extensively impact deprived people and their families (UNESCO, 2020). This institution estimated that 23.8 million children might drop out or not access school the following year solely due to the economic impact of this pandemic (UNESCO, 2020). However, this paper considers the topic not from economic and political aspects but from a historical and analytical angle, and aims to investigate the inflexibility and delayed reactions in some educational structures[*]. In fact, in addition to the problems associated with software and facilities, which are definitely fundamental challenges, this paper criticizes the topic of habituation and operating with preconceptions. Put differently, if education practically faces challenges in online platforms despite the availability of minimal and educational online facilities in educational institutions, the topic surpasses facilities and reflects the software facilities, ideas, and actions based on pre-corona mentalities. Inattention to the essence of education, which should be founded on individual agency and devoid of any constraint and control, may accompany some challenges that are manifested in syllabi, classes, academic evaluations, and attendances.

Analytically and historically considering and investigating the education process and human agency

Sophists were the first known group that turned the axis of debates and studies from nonhuman to human and engrossed their research to mankind. They were teachers that travelled from a city to another,

[*] This paper considers the possible challenges and approaches and does not criticize a certain educational system.

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gathered youth together, and taught them for the money they received. They were teaching their pupils lecturing, disputing, and other techniques needed for political and social successes(Hollingdale, 2008). However, due to the radicalism of some individuals, this term connoted another meaning. They were not dealing with legitimacy, truth, or falseness and were only intending to teach their pupils how they could defeat their rivals in discussions (Bergman, 2021). Although the base and criterion were forgotten or neglected in this thinking, the individuals' efforts for convincing and showing their strength in the form of a tool or method, though untrue, are completely apparent. However, contrary to numerous criticisms imported to this reflection, some of sophists' thoughts and opinions that accentuated social successes and led to the extension of education and equality of people in acquiring and holding positions and posts are worthy to be investigated and reflected. Sophists attended to anthropological discussions while the cosmological debate of natural philosophers had revolted and disinclined the Greek to philosophy owing to its contradictions. This issue, besides another reason, contributed to the rising sun of sophists and hence as a transient step and phase of thought evolution (Hosseini & Mustafavi, 2016).

In the meantime, disagreeing with this perspective, Plato criticized relativism rooted in sophists' sensualism and directed his efforts towards showing the accessibility of true knowledge that rescued religious and moral beliefs. By introducing the world of forms and the existence of ideas in the human mind, he emphasized that information was not formed and transferred from outside to the mind, but wisdom was a deposit of the absolute soul within humans and was born by question and answer and not built. Thus, individuals own truth within themselves; however, truth is imprisoned in their bodies due to their presence in the material world, and they should ask questions to attain it (Gutek, 2011). After Plato, Aristotle, with a policy different from his master, foregrounded rationality as the factor distinguishing humans from other creatures. He recognized this important issue as the factor of goal realization in the course of human development. In his book, Gutek writes: "if Aristotle's thought is our base in education, education and all its pillars should follow a trajectory that rationality shapes its axis". For example, he talks about the waste theory in addressing the mission and position of schools(Gutek, 2011) and mentions that individuals, groups, and some governmental institutions apply the sub roles of schools and delegate schools their secondary roles that are far from their main missions. Schools and educational institutions should be wisdom-pivoted and not controlled by the reflections of other institutions; therefore, both the trainer and trainee reach uncontrollable identities by relying on their rationales.

After the golden era of ancient Greece, the epiphany of Jesus was introduced as the inspiration source of the human rescue and thus his exaltation. Basically, the main distinction of the Jesus training from other western trainers lied in introducing a specific concept of God, whose recognition and perception became one of the fundamentals of education. He followed a particular educational method called heart consciousness that led to enlightenment and heartfelt revelation with rational intellectual reasons. His simple, model, and pure method, resorting to moral dispositions, all-comprehensible speech, and application of religious laws and sentences in his affective relations with his pupils were among the other reasons for his educational prosperity. For Him, education was not a composition of purposive customs and manners that were socially systematic with special and predetermined patterns coinciding

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with the conventions of the modern world. It was, rather, a component of life and a part of his ideals and interests, not an external action but one based on deeply held beliefs and sympathy arising from His heart and mission. However, the church and its tribe became the executors of His thought, to which they induced and transferred their own reflections.

The distinguishing characteristics of the obscurantism and strangulation period and the sovereignty of religious possessors and saints are different in varying positions. In this period, religion, as a general school, predominates the entire society, and no movement beyond this problem is explainable. Religion possesses an inclusive authority controlling and supervising policy, economy, society, culture, and people meticulously. Christianity, with its deviations, gave birth to the scholastic perspective in this period. The integration of science with deviated teachings of the church blocked human thinking in line with its thought lines existing in society at that time (Qaltash & Satayeshfar, 2017).

However, the middle age society that was on the brink of the renaissance in 1300 had problems. Charles G. Nauert wrote that the middle age civilization had fundamental deficiencies. The crisis that emerged in the 14th century was compared with the one that broke down the ancient Rome since it was flexible in accepting infrastructural modifications. However, this period culminated with the thoughts of Galilei, Kepler, Copernicus, and, ultimately, Rene Descartes. Descartes substituted human rationality for the holy book, pop tradition, church, and sovereignty and thus created a big subject matter.

In western Europe, Descartes' philosophy eradicated superstitions and commenced the era of distinct and enlightened reflections. Now, everything was assessed by the wisdom criterion, even the contents of the holy book. The age of faith was replaced with that of intellect. Descartes' method for researching nature was deductive and inferential. Reflections based on Descartes' wisdom and Bacon's empiricism rescued humans from being controlled by the church and superstitious. However, the self-founded rationality and empiricism of the enlightenment and later modernity ages trapped the human and led to a special type of captivity, i.e., being only preoccupied with rationality. On the strength of experience and the unlimited growth of the industry, it banished humans from themselves and their nature and captivated them by the industry[†].

We reach the era of ideology sovereignty by transitioning from this age. The 21st century is the age of ideologies (Gutek, 2016). These ideologies are the thoughts of certain groups that have selective choices of history, confirm their admissibility and conditions by them, and prescribe programs for others and the future (Gutek, 2016). Perhaps, that is why the advocates of radical thoughts were pessimistic about the topic of education and culture. They believed that the schools of capitalist societies facilitated the social control of a class over other classes and practically reproduced and extended the present hierarchy in the capitalist system (Hatami, 2010). In their mindsets, castes were the main determinant factor of the personal situation, and schools transferred the situation and status of families from a generation to another like a conveyer belt. Such reflections and ways of thinking seek program realization after its

[†] The Modern Times film, in which Charles Chaplin has taken a role, depicts scenes of the machine- human. This film reproaches machine and machine-humans, who live, eat, work, and love habitually.

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prescription. Thus, agency and noticing others naturally face challenges. Agency refers to humans' freedom in performing anything that leads to the attainment of their important values and goals. It refers to any action that is devoid of compulsion and the limitations resultant from other factors such as human disposition. Accepting human agency paves the way for selection, freedom of action and thought, and self-control development.

A review of pre-corona home education in some countries

We witness the provision of home education in America before corona. These kinds of training occur not at schools but in the family where the same content of formal education is presented. Almost 40% of families in the USA receive education at home by teachers. Of course, they link their reasons to religious or moral beliefs, which may be unattainable in formal structures. However, over 90% of these families prioritize educational materials and formal educational content besides other reasons (Bauman, 2002). Home education has been also piloted in Canada, where educational motivations outnumber, and only 14% of Canadians mention religious reasons as determinants of having home teachers (Brabant et al., 2003). In a Canadian survey, 72% of respondents asserted that they teach at home with formal education intentions (Priesnitz, 1990). In England, many home teachers mention formal education reasons while recognizing home education as a kind of free, flexible, and individual-tailored training. Throughout England, 4 or 5% of parents report that religious reasons are the main justification for employing home teachers (Rothermel, 2003). The education that is flexible, somehow differs from the formal educational structure of countries, and is perhaps at a higher level is the goal of these families. Whatever it is and what it intends, this kind of education can be a practice of teaching at quarantine days.

Educational implications

This paper has so far explained that period of history which pictured the control and inhibition of humans either by the human or science. The control of humans by the human was manifested in the religion (church), racism, and ideologies arising from sub-creeds. Throughout education history, there were few and sovereignty-detached individuals who valued agency; however, the control of the education industry was more intangible and unconscious to some extent.

Whatever it was, and how it is strange, the education practice did not consider the constraint avoidance spirit, human, and reflections. The outcome of all these, i.e., the format of the present chairs that act as booths or cells, class walls, being constrained within classes as signs of other control, the type of teaching, teacher-student interaction, one teacher vs. twenty students in the education process, rollcalls that are empirical and based on physical attendance in the class and not the one in the phase of designing educational goals, rollcalls with the zero and one method, and assessment as a tool for further perception and thinking, comprise the promotion document and, in some cases, the total identity of the individual. This kind of framing and postulating the educational processes before the pandemic engendered a great challenge in the corona age, a challenge that was not associated with the class or wall. Attendance took a different form, and evaluation had to experience variation. It means the non-responsiveness of incorrect ideas that have long been applied to education.

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Current education: challenges – solutions

Employing confirmed software: Some regulations and resolutions were enacted in educational institutions that allowed the utilization of certain institution-confirmed software and discouraged other tools due to their non-confirmability or unreliability of teachers. Teachers' or professors' use of any method other than the confirmed ones was not acceptable. This is the mentality built before corona throughout history. In other words, education is confirmed if it takes place in the same place considered before corona. Education outside the classroom, i.e., non-attendance in the determined location, is not recognized as education from the supervisor's perspective.

Using certain rubrics: Not only are the rubrics of the quarantine period similar to those of pre-corona time, but also no proper flexibility and reaction have been made. This problem has challenged practical courses more. Moreover, sending films and photos through approved software is more difficult than the apps whose utilization is not authenticated.

Attendance: Attendance is still imprisoned by the meanings and concepts of the pre-corona time, while it is necessary to present a new narrative of attendance. The conventional perception of attendance, its meaning, and role are limited to a certain place (classroom), certain time (class time), and specific individuals (learners) (Khanjakhani, 2016). Drawing on philosophical hermeneutics, Safaei Moghaddam et al. (2015) concludes that when one of the parties was omitted, interaction and perception possibility would fail. The new narrative of absenteeism portrays the concept in different forms: 1. Idea absenteeism, 2. physical absenteeism, 3. Principal absenteeism, and 4. Agent absenteeism (the non-execution of principles). The regard and disregard of every one of the mentioned factors shape a certain kind of education (ibid). In fact, in addition to the posed cases, attendance should not follow a zero and one approach and can maneuver on in-between scores as well.

Evaluation: On the strength of the non-methodical evaluations based on the reflections of Hans-Georg Gadamer, Khanjakhani (2016) conclude that the successful evaluation of humans is neither methodical nor similar to investigating objects. It is, rather, a continuous, free, and unforced in-teaching process and does not need an education-independent assessment. Today, considering philosophical foundations, evaluation is not solely a tool for measuring the success of an individual in a given area but is earmarked as a competence distinguishing the educated from others. Therefore, efforts are made for the development of such competency in individuals as an educational goal. Now, the question is what constituted the goals of evaluation and summative assessment in the pre-corona period. If they coincide with the above reflection and accomplishment, doesn't it suffer from the challenges developed by the absenteeism of examiners during examinations?

Educational justice: Similar to the above cases, unpracticed justice does not hold true in education as well. Schools (countries) with proper pre-corona facilities enjoy fairly better conditions at present. Students of poor regions were also deprived in the past; however, the measurement criterion of the possession privilege was interpretable. In fact, teachers are now experiencing problems due to the region's non-possession of telecommunication service systems, just as they encountered challenges for

the lack of whiteboards in the past. However, the problem is that pseudo-education can be operationalized in the absence of whiteboards while the challenge of injustice appears more than ever without access to waves. ‡

Parents as nonprofessional assistants: These days, we witness the training of students by their parents who are mostly unfamiliar with professional education, and child training has transformed into one of their primary challenges. It is because formal education, on the one hand, has been fully controlled by governments, and parents' contributions have faded away in this kind of education. On the other hand, they do not possess adequate strength and specialization in the education affair. Perceiving themselves and their children incompetent and failure in teaching the book content make them despaired and problematize their liabilities these days.

Conclusion

In the process of education, especially with the development of governments and systems, collective education and thus predetermined structures have been defined for education. These structures were sometimes limited to under-supervision groups or group followers and sometimes to a region or country. However, they later became globalized to some extent after world war II and with the advent of international institutions. All in all, guidance was converted to controlling and restricting humans, sometimes by the human and sometimes by science.

Human restriction by the human was manifested in religion (church), racism, and ideologies arising from crests. Throughout education history, there were few and sovereignty-detached individuals who valued agency; however, the control of technological education was more intangible and unconscious to some extent. During history, educational goals were mainly adopted from ideologies, and theories, schools, and religions were used as approaches to realizing these objectives. The religious messages and the reflections of intelligentsia and philosophers in education should not be operationalized by the religious scholars and philosophers themselves, and the thought executor was to be a force other than the reflection source. That thought became the realizing tool of the executor forces, minimally in some conditions. Thus, the mind was trained by the restriction of empirical science, church, extreme humanism, and ideologies irrespective of agency as the main support of education. Apart from the mentioned cases whose representations may be absent in our education, when the people continuously see themselves controlled and guided, though, by documents and guidelines, they seek freedom in the absence of constraints. Thus, if the context is supplied, they manifest their agencies; however, if they lack the necessary capacities and skills in this course, they go astray. If attendance does not allow them to practice self-control and trust, they rehearse it in secrecy, bringing about some problems. The

‡ Plato talks about the similarity between the human and society and argues that, within the body, the head occupies the position of the body crown, the immune system resembles guardians, and the digestive system is like workers. On the other hand, pertaining to the coronavirus, it is claimed that individuals with underlying diseases are infected. In fact, this virus acts similarly both in the body immunity and justice, economy, and culture. Those systems with underlying problems reveal their problems.

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approvals of the researcher's claim, i.e., the controller mentality and the controlled mentality, as well as their manifestations in education, are as follows:

The utilization of approved software in educational institutions and disapproval of other apps are the results of classroom-oriented attitudes toward education. The realization of the rubrics that are based on the in-person classes will encounter challenges to some degree. Of course, it is meant that similar goals can also be realized through more flexible rubrics. Attendance is the other problem that is imprisoned in its pre-corona meaning and concept, i.e., it is limited to a specific place (classroom), specific time (class time), and certain individuals (learners). However, the new narrative addressed absenteeism as idea absenteeism, physical absenteeism, principal absenteeism, and executor absenteeism and persisted on a rollcall approach not based on either zero or one but the scores in-between. However, the most significant challenge of education these days is evaluation, whose purpose and format, though not practiced, has been changed not only at the quarantine time but also in the pre-corona period. Education now refers to that stage of the semester and education in which intellectual engagement and problem-solving take place while passing the exam, promoting, and obtaining scores mirror the next priorities. When the purpose changes, the challenge of supervision, cheating prevention, and other problems does not arise. Drawing on his work, the researcher suggests that successful evaluation is neither methodical nor similar to object examination but a continuous in-teaching process. On the strength of the perception elements in modern approaches, learning and evaluation occur simultaneously for both parties since the reflective interaction (teaching), which requires interrogating and criticizing, interweaves education and evaluation and eliminates their priority and posteriority. Hence, there is no need for independent evaluation, the boundary between the examiner and examinee is blurred, and active individuals in education take the roles of the examiner and examinee concurrently. That is, thought modification and balancing occur both for the trainee and trainer, and evaluation is considered not only as an instrument measuring the success of a person in a field but also a kind of competence. In this process, the goal is to evaluate the understanding and evolution of thought, not to prove the learner's learning to the learner. In this situation, grade, degree, rank, are of secondary importance. All facilities are tools, and understanding and learning are central to education.

Educational justice: Similar to what was mentioned above, unpracticed justice holds true in education as well. Schools (countries) with proper pre-corona facilities enjoy fairly better conditions at present. Students of poor regions were also deprived in the past; however, the measurement criterion of the possession privilege was interpretable.

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