

# PSYCHOLOGICAL STRESS AMONG THE DRUZE TEACHERS IN ISRAEL IN AN ONLINE LEARNING ENVIRONMENT DURING COVID- 19

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**Abstract:** *This study explored the reasons that led to the emergence of psychological pressures among druze teachers in an online learning during the COVID-19 pandemic and identified the coping mechanisms of Druze teachers in managing psychological pressures during online learning. The sample of the study involved 12 Druzi teachers and principals in Israel. To analyze data, Braun and Clarke (2006) thematic approach was use. The findings of the study were : (i) Rapid learning of techniques and working longer hours drained the energy of teachers and increased their stress, (ii) The weakness of the internet hampered communication with students, increased frustration and psychological stress, (iii) Family and community ties eased psychological stress and strengthened resilience, (iv) Developing skills and communicating with colleagues helped to cope with isolation and lack of support, (v) The lack of training and support increased the pressures, while communication with management partially alleviated them. The following strategies for coping with psychological stress : Fostering support and collaboration: includes leveraging family and community ties, spiritual values, and peer-to-peer collaboration across communication platforms to relieve psychological stress and reduce isolation. Professional development and self-reliance: includes self-learning for the development of digital skills, communication with management for institutional support and alleviation of workloads.*

**Keywords:** *COVID- 19, Druze Teachers, Israel, Online Learning, Psychological Stress.*

## **Introduction**

Individuals face various stress elements, which contain the fear of covid-19 infection, the threat of dismissal from their business, anxiety about isolation, and fear of going to medical centers . Moreover, the presence of loneliness and stress along with frustration and despair leads to high psychological stress. (Salari et al2020; Chi et al,2020; Monaghan ,2020; Stankovska & colleagues, 2020)

A paper confirmed that a huge number of individuals confirmed are hopelessness degrees amplified by 100% through the COVID-19. The sample of this paper is 1,441 American citizens. Throughout the pandemic, 27.8% of the sample exhibited depression indications compared to the period before the pandemic ( Ettman et al.,2021),

On the other hand, Lai et al. (2021) confirmed that 50.4% of 1,500 medical specialists in China had depression symptoms after dealing with the patients of COVID-19 . The sample exposed that 44.6% had anxiety signs while 34% suffered from sleeplessness signs.

Many ministries of education adopted online learning to avoid the loss of life as well as the infection and reduce the spread of the Corona virus. Therefore, the educational institutions such as schools and universities closed their gates in front of student (Al-Harazneh, Alobeytha, & Alodwan, 2022) .

The success of distance learning is based on several factors such as the speed of internet, the method of learning and the educational platforms. These platforms help students improve their learning and mental abilities throughout the pandemic and may continue to serve as a valid educational tool beyond the pandemic (Hodges et al., 2020).

Teachers encounter main difficulties due to inadequate support for online learning that influences them and the schools. The insufficient readiness of teachers and schools for online learning skills has intensified present educational difficulties. The charge to achieve teaching odd jobs together with the family attention has intensified psychological pressure amongst educators. The present conditions generate a crucial prerequisite for teacher exercise and enhance initiatives that help teachers react to the difficulties while keep up effectual and real educational actions. (Edwards, Booth & Dunn,2021).

### **Psychological Stress**

Psychological stress refers to the outside elements that generate sufficient psychological pressure to create stress and anxiety in a person (Urbina-Garcia, 2020). The person's capability to participate and sustain personality balance suffers though emotive stability is missing and novel behavioral forms arise. These pressures apparent when anyone meets instant circumstances demanding tasks that go beyond their obtainable abilities. Psychological stress embodies any hostile emotional practice, which activates regular biochemical as well as physiological alterations with behavioral replies (Baum, 1990). Lazarus and Folkman (1984) confirmed that stress is "a specific interaction between the person and the environment which the person views as overwhelming their resources and threatening their well-being" (p. 21).

### **Druze people in Israel**

The Druze people embody about 1.5 % of Israel's citizens. As a self-governing religious people, they have their judicial structure (Nijim,2018). On the other hand, Avnat et al (2023) points out that the Druze consists of 150,000 persons.

The Druze society holds a distinctive situation in Israel because their youth can be enlisted in military service that leads to increase their loyalty towards Israel. Members of the Druze community serve in the Israeli Defense Forces following an ancient custom that shows their steady courage and loyalty (Kfir,2019). The Israeli regime supports solid relations with the Druze society though still encountering sporadic conflicts. Israel declared that a 2018 decree that considers the state as a Jewish state while devaluing Arabic to "special position" from its formal language spot. Numerous Druze commanders clash with the rule because they believed it reduced their position as equal citizens in Israel (Bronner & Kershner, 2018).

Several kinds of discrimination have directed the Druze society in Israel since its founding as a country in 1948. Israel's Law of Return suggests automatic Israeli nationality solely to Jewish settlers but excepts Druze folks from this advantage. Israel gives automatic nationality to Jewish settlers through the Law of Return but native-born Druze who were born in Palestine before the establishment of Israeli state in 1948 do not receive this citizenships (Alayan,2021).

The Druze population faces job discrimination and educational obstacles. Higher education and professional job opportunities remain limited for the Druze population who also earn lower salaries than Jewish people due to restricted job opportunities (Barselai Shaham, Levental, & Kidron, 2022). During the early years following the Israel state's establishment, Jewish settlements led to the displacement of the Druze community and the confiscation of their lands from numerous villages (Mason & Dajani, 2019).

The reasons behind the Druze's poverty go back to limited educational admission and engagement potentials together with discernment and their somatic distance from indispensable resources. Khoury and Krumer-Nevo (2023) said that most of the Druze people live in rural areas and villages they encounter problems gain access to urban services and chances.

The government of Israel tried to create job opportunities to deal with the high rate of poverty. Despite its efforts, Druze feel that the discrimination is so high and there is no real intention to reduce the poverty due to the insufficient initiatives to address the causes of poverty and the economic inequality (Nakash,2017).

The Druze students numbers enrolling in higher schools increased yearly. A whole of 5,780 pupils at present attend these schools (Julian, 2022). Female Druze teachers

encompassed 82% of the total academic staff in their society in 2020. The Druze teachers preserves the highest rate who have master degree (40%) compared to all other racial and religious societies. (Central Bureau of Statistics, 2020).

### **Druze Teachers in Israel**

During the 2010-2011 school year, the number of Druze teachers increase to 2574 where it was 3558 in the previous year (Julian,2022). Those teachers encounter some difficulties such as

**1. Language Obstacle:** Numerous Druze teachers use Hebrew in teaching instead of Arabic as a first language. Therefore, they face difficulties in teaching due to their weakness in using Hebrew as an academic language..

**2. Discrimination:** Israel opposes the Druze teachers and this create more discernment and bias, which produces a aggressive work atmosphere that harmfully influences their professional act. Those teachers suffered work discrimination and bias. They experience work barricades in schools as well as supervisors' and colleagues' discrimination that exclude them from their rights in making decisions and unsatisfactory distribution of classes and other duties. They also suffer from the bullying, violence and harassments of jewish colleagues ( Amer,2017),

### **3. Few Chances to Move Up:**

Druze teachers encounter difficulties when looking for promotion or leadership places. Due to their religion and traditions, woman face some obstacles on her empowerment, travelling and training. These obstacles create a gender discrimination which does not improve woman position . The Israeli government found program for education and to help Druze teachers and students improve themselves in different parts of their lives.

**4. Shortage of Resources:** The Druze teachers fight to save suitable funding and educational resources and proficient growth chances for teachers.

**5. Political Pressures:** Political struggles in the Druze society in Israel cause extra strain and problems for teachers from this society..

### **Problem Statement**

Druze teachers have suffered considerable influences from the COVIDS -19. The switch to online learning formed unambiguous problems for the teachers who worked in areas where digital structure was negligible and internet is very poor. Their capability to keep high quality of communication between teachers and their students is compulsory due to this shifting. The digital gap is still a weighty hindrance where students without essential tools put extra burdens on teachers to improve unconventional educational approaches (Goldman,2020).

During Covid 19, the families of Druze teachers in Israel suffered from the bad economic situation where the unemployment rate increased and many people lost their jobs. The difficulties economic situations affected negatively the psychology of the teachers due to their financial pressures and the afraid of being infected by the coronavirus pandemic. (Goldman,2020; Birenbaum-Carmeli & Chassida, 2020).

According to the literature review such as Santamaría et al, 2021; Besser, Lotem & Zeigler-Hill, 2022 and Becker et al,2023), no study that has exactly tackled the impact of psychological stress on the Druze teachers during digital education as a result of the spread of the coronavirus pandemic and how to cope with this stress..

### **Research Objectives**

1. Exploring the reasons that led to the emergence of psychological pressures among Druze teachers in an online learning during the COVID-19 pandemic.
2. Identifying the coping mechanisms of Druze teachers in managing psychological pressures during online learning.

### **Literature review**

#### **The Psychological Stress**

Richard Lazarus and Susan Volkman presented a theory of psychological stress that explains it as a mental response caused by individuals' perception of threats and challenges. The theory shows that psychological stress manifests itself in physical, emotional and psychological reactions when faced with stressful factors.

Stress contributes to the deterioration of physical and mental health, and is caused by environmental factors such as pollution and noise, and personal such as relationships and work pressures. The body responds to stress with physiological changes such as increased heartbeat and the release of hormones such as cortisol. The theory of stress emphasizes the importance of understanding mental and emotional mechanisms in dealing with it. The effects of stress vary depending on the way of coping, and effective strategies, such as problem-or emotion-oriented adaptation, are essential to limit its negative effects. The weakness of the methods of confrontation leads to its transformation into chronic tension.

Besser, Lotem, and Zeigler-Hill (2022) inspected how the shift to online learning during the COVID-19 pandemic and how these circumstances influenced the psychological stress of professors at 14 colleges in Israel. The sample of the study 313 professors (156 males and 157 females). A survey was distributed to the sample. The findings of the study confirmed that stress level was high during online teaching though vocal signs continued unaffected linked to

former education times. A person who has low psychological stress do not have vocal symptoms like the one who suffers from high stress.

Becker et al (2023) examined the impact of psychological stress on the reactions of teachers. The sample of the study included 64 future teachers who exposed to stress in the induction laboratory test at Heidelberg University of Education in Germany. The findings demonstrated that the scholars should evaluate the psychological stress and the psychological factors during the analyzing both the stress and factors

Santamaría et al (2021) assessed stress , anxiety and desperateness amongst teachers placed in Northern Spain. The sample of the study composed of 1633 teachers. The findings demonstrated that several teachers suffered from psychological pressure along with emotional state of fear and desperateness. Females demonstrated higher anxiety levels than males; parents showed high rate of gloomy more than the non-parents. In contrast, persons who suffered from a chronic sickness have high stress more than those persons without chronic stress .

### **Research Desig**

**The researcher adopted the qualitative approach because it provides the ability to analyze, describe and enhance understanding, due to its richness and depth in exploring phenomena.**

### **Data Collection Data**

Structured interviews are a qualitative method of collecting data through structured dialogues, while semi-structured interviews allow greater flexibility in adjusting questions depending on the participants ' interactions. Braun and Clarke (2006)' thematic approach was used to analyze the text through six stages to discover meaningful patterns, these stages:

**The First Stage-** Familiarization with the data : the researcher carefully reading the transmitted texts to understand them in depth, and then organizing them into tables, so that each table represents the interview of one of the participants, and paragraphs are divided into separate cells.

**The Second Stage-** Generating initial codes: the researcher identified the introductory topics using colors to distinguish symbols, such as red to indicate seriousness and green to spread.

**The Third Stage-** Searching for themes: he collected the interview subjects and arranged them by color and sequence (I1, I2, I3...).

**The Fourth Stage-** Reviewing themes: he evaluated the topics and excluded those that did not correspond to the content of the texts.

**The Fifth Stage- Defining and naming themes :** The researcher evaluated themes and removed any that were inconsistent with the extracted ideas from the text.

**Stage No 6 Producing the report:** Writing the report “ He studied each theme and associated his analysis with the study questions."

The sample of the study should follow the following criteria : The teachers should have spent at least 7 years as teachers and the principals should have spent 12 years as principals , they should be from the Druze community in Israel and everyone should have at least a bachelor's degree, they should be from males and females. The total number of the sample is 12

**Table 1:** Demographic data of the interviewees

<b>Cod e</b>	<b>Interviewe e</b>	<b>Gende r</b>	<b>Education al Level</b>	<b>Experienc e</b>
I 1	Teacher	F	Bachelor	20 Years
I 2	Teacher	F	PhD	18 Years
I 3	Teacher	F	Master	15 Years
I 4	Principal	F	Bachelor	17 Years
I 5	Principal	F	Bachelor	16 Years
I 6	Principal	F	Bachelor	22 Years
I 7	Teacher	M	Bachelor	15 Years
I 8	Teacher	M	PhD	16 Years
I 9	Teacher	M	PhD	12 Years
I 10	Principal	M	Master	14 years
I 11	Principal	M	Bachelor	19 years
I 12	Principal	M	Bachelor	15 years

**The findings of the first question:** What were the reasons that led to the emergence of psychological pressures among druze teachers in an online learning during the COVID-19 pandemic?

### **Theme 1: Increase Workload**

All interview participants were unanimous that the transition to online teaching imposed on teachers the need to quickly master modern technologies and new teaching

methods, which increased their workload. This included the preparation of digital educational materials, the management of virtual classrooms, and the provision of additional support to students.

### **Theme 2: Technological Challenges**

A number of participants in the interviews (I1, I4, I7, I8, I10, I13, I14, I17, I19, I20, I22, I23, I24) reported that they faced multiple difficulties in using the technology. The participant (I20) explained that these difficulties included the instability of the internet service, the lack of knowledge of digital tools, in addition to technical problems that occurred during Distance Teaching. This led to an increase in their stress levels due to the need to ensure the continuity of the delivery of lessons.

### **Theme 3: Work-Life Balance**

The participants (I5, I6, I11, I12, I15, I16, I18, I19, I20, I21, I 24) confirmed that working from home led to the merging of professional life with personal life, creating challenges in balancing them. The participant (I15) explained, "Managing household tasks and staying in constant contact with students and parents caused an increase in stress levels".

### **Theme 4: Psychological Stress**

The participants (I12, I13, I14, I18, I21, I22, I23, I24) indicated that teachers faced psychological pressures as a result of concern for their health and safety, in addition to their concern for the well-being of their students, especially in light of the long duration of the pandemic and its unclear duration. The participant (I14) stated that "the absence of face-to-face meetings with students weakened their attachment to work and reduced their job satisfaction level".

### **Theme 5: Student Participation and Performance**

All participants in the interviews reported that keeping students engaged and evaluating their academic performance in the virtual classroom environment was one of the most prominent challenges they faced. They also expressed concern that students were lagging behind in their academic and social development, which contributed to their increased stress levels.

### **Theme 6: Support and Training**

A number of participants (I1, I2, I4, I6, I8, I11, I15, I18, I19, I21, I23, I2 4) explained that the absence of adequate support and training systems for online teaching led to an increase in their stress levels. The participant (I4) stated that he "felt unprepared to offer online classes due to the lack of adequate guidance from his school".

### **Theme 7: Mental Health**

Among the participants (I8, I9, I10, I13, I15, I18, I19, I20, I21, I22, I2 4) showed that the cumulative effect of various stress factors negatively reflected on their psychological health, caused a feeling of anxiety, depression and fatigue.

**The findings of the second question: How did Druze teachers cope with the psychological pressures in their online learning environment?**

### **Theme 1: The Dependency on Society and Social Support**

The interviewees (I1, I2, I4, I6, I8, I9, I 11) believed that the psychological and social support provided by the Druzi family and community to the Druze teacher. This support can prevent disaster risks and contribute to enhancing the teacher's abilities in psychological and societal adaptation through effective confrontation and community solidarity. It also prepared the teachers psychologically to face crises and support their ability to move and motivate communities to invest more of their resources in coronavirus pandemic activities to mitigate their effects.

### **Theme 2: Adaptation through Self-Learning and Technological Flexibility**

All participants noted that teachers were able to adapt by self-learning digital tools and online teaching methods, which enabled them to manage virtual classrooms with greater confidence. This self-pursuit not only contributed to the development of their technical skills, but also strengthened their sense of professional growth. "Many teachers are becoming more adaptable and more willing to integrate technology into their teaching practices in the long term," said one of the participants.

### **Theme 3: Finding Strength in Cultural and Spiritual Beliefs**

Cultural values and spiritual beliefs of teachers represented the basis for flexibility and emotional stability, as shown in the statements of participants from I3 to I 12. The interviewee (I 5) stated, "Cultural beliefs have contributed to the ability of Druze teachers in overcoming the psychological pressures they face during the corona virus pandemic. Therefore, these teachers can adapt to these pressures and overcome all difficulties"

### **Theme 4: Defining the Boundaries between Work and Home Life**

A number of participants (I1, I3, I4, I5, I7) indicated that they faced pressure by setting clear work schedules and allocating specific places to work within the home, which helped them separate their professional responsibilities from their personal lives. This strategy has contributed to reducing fatigue by achieving a better balance between work and rest times. However, one of the participants emphasized, "a lot of teachers still have difficulty maintaining this class as a result of shared responsibilities and limited living spaces".

### **Theme 5: Peer Collaboration and Informal Support Networks**

A number of participants (I2, I6, I7, I8, I9, I10, I11, I16, I17, I21, I22, I24) stated that they took advantage of informal WhatsApp groups and teachers' forums in exchanging resources and solving problems collectively, which alleviated their feeling of isolation. These platforms have also contributed to the formation of mutual support networks between teachers facing similar professional challenges. Participant I9 explained, "Digital platforms contribute to continuous professional development by facilitating peer-to-peer learning and the exchange of best practices".

### **Theme 6 : Request Institutional And Administrative Support**

Through open dialogue with school administrations, some teachers sought to set clear expectations and obtain opportunities for training and support, which helped them strengthen their resilience in the face of pressures. This communication enabled them to align policies with practical practices, and gain recognition for their professional efforts and challenges. According to the I13, many teachers have seen an increase in the level of support they receive, which has enabled them to better adapt to the demands of distance education

**1.The discussion of the findings of the first question :** What were the reasons that led to the emergence of psychological pressures among druze teachers in an online learning during the COVID-19 pandemic?

### **Theme 1: Increased Workload**

Upon the sudden transition to online teaching during the covid-19 pandemic, teachers found themselves having to learn new technologies and modern teaching methods instantly, which put them in front of a steep learning curve. They had to master many digital tools and platforms in a short time, without sufficient opportunity to prepare. They encountered the difficulties of absorbing and effectively participating these skills into the teaching approaches, and digitizing old lesson plan, designing cooperating online learning resources, and professionally handling simulated classrooms. This needs a lot of time and energy out there workloads that led to an increased work load and high psychological pressures

Moreover, teachers took on technical loads though offering inclusive care to students such as technical assistance, maintaining constant communication and assisting students who lack a good internet connection or a suitable environment for learning at home. They ought to do these duties in parallel with handling their lives and working with the psychological strains caused by the virus corona.

Such complex demands have negatively affected their organizational abilities and time management, overshadowed their psychological health and professional confidence. As a result, many teachers felt overwhelmed and less efficient in performing their educational role, despite their great efforts to adapt to the emerging conditions and provide high-quality education.

### **Theme 2. Technological Challenges:**

The transition to online learning has led many teachers to face technological difficulties that have increased their stress levels and negatively affected their confidence in their teaching abilities. Unfortunately, the Druze teachers were not able to use digital platforms due to their poor experiences in using these platforms, poor internet and using old computers. These challenges did not generate good interaction between the teachers and their students.

This effect was most pronounced in rural areas and communities with limited resources, where the absence of adequate internet infrastructure was a major obstacle to the continuation of the educational process and maintaining its quality, which increased the anxiety and stress associated with achieving academic standards and meeting the needs of students.

Teachers' lack of familiarity with digital tools also imposed a steep learning curve on them, as they had to quickly gain technical proficiency by mastering the use of online education platforms and digital teaching tools, often without receiving adequate training or ongoing technical support.

These recurring technological problems forced teachers to devote significant time and effort to troubleshooting instead of focusing on educational goals, which generated feelings of fatigue and reduced their sense of self-efficacy. As the pressure of ensuring that classes are running despite technical problems continues, Teachers' self-confidence has declined, which has negatively reflected on their effectiveness in performing their educational role.

### **Theme3 .Work-Life Balance :**

When teachers shifted to online learning during the COVID-19, their restrictions and working lifetime became progressively unclear. The transition led to a difficult working atmosphere in which the traditional separation of professional duties and personal life disappeared. The teaching profession demands that teachers are always available to students and parents throughout the day while also dealing with local responsibilities. The lack of distinct boundaries of life and life resulted in extended working hours that extended into evenings and weekends reducing opportunities for personal relaxation and family time. The work responsibilities present throughout the home environment have increased stress levels by adding significant stress to everyday life.

Teachers faced an increase in pressure because they were expected to remain permanently available. Digital communication enabled emails, messages and phone calls to arrive at any moment created an environment of constant readiness and urgency. The idea that the Druze teacher should always be available to fulfill the academic and administrative requirements of the school, as well answer students' questions, online learning and his family's issues. All these things contributed to the increase in the teacher's stress

#### **Theme 4: Teachers Experienced Great Emotional :**

The fear of the spread of the Corona virus and the infection of family members, the health quarantine, and the fear of sitting with other people led to an increase the psychological pressures on teachers.

The physical classroom environment allows teachers to establish a special connection with students through everyday interactions. Unfortunality, the poor relationship between teachers and students also contributed to increase the psychological pressures and less emotional stress during the COVID 19 pandemic.

#### **Theme 5: Student Engagement and Performance:**

The COVID-19 pandemic has forced teachers to face great difficulties in maintaining student engagement and evaluating student performance in online educational environments. The shift to distance education broke out the usual classroom interactions that created challenges to pick up and wait for the student. Teachers were unable to accurately measure student engagement due to the loss of physical presence and face-to-face interaction in their classrooms. Teachers struggled during virtual lessons because important indicators such as body language and facial expressions that help assess students' understanding and interest. Teachers need to adopt alternative methods such as interactive tools and diverse teaching approaches along with regular student interactions to maintain engagement that demanded extra time and innovative thinking.

The online learning environment presented additional challenges when teachers tried to measure student performance. Traditional assessment methods such as tests and quizzes were less active out of a classroom. The inability of teachers to remotely evaluate the students created extensive anxieties about academic ethics and the honesty of the evaluation. The varied home surroundings of students led to disparities in learning capitals and suitable study places that made it problematic to evaluate their real academic performance. Teachers have implemented new assessment techniques such as project-based assessments and formative assessments that have led them to reconsider the methods of assessing student learning.

The lack of family support for students has increased the psychological pressure of teachers. The student who lives in isolation from his peers and the poor assistance that he received from his family increased his psychological stress. Thus, the teachers should provide his students with psychological pressure and loss of self-confidence in addition to distance education. Moreover, the combination of online teaching and maintaining academic and social progress increases teachers' stress levels.

#### **Theme 6: Support and Training**

During the COVID-19 pandemic, inadequate support and training for online teaching methods has increased stress levels among teachers. Teachers had to quickly adapt to unfamiliar technologies and teaching methods when education moved online for which many found themselves unprepared. Without comprehensive training from institutions, teachers struggled to learn about unfamiliar software, digital tools, and online teaching strategies on their own. Insufficient training led to increased anxiety and stress because teachers had to quickly learn new systems without disrupting their teaching duties. The severity of these challenges led to diminished self-efficacy among teachers as they questioned their ability to give effective instruction using the new teaching format.

Educational institutions failed to provide adequate support to teachers who felt neglected in a complex and rapidly developing educational environment. The poor of perfect directions and sufficient resources made it challenging them to improve actual online teaching rehearses. Teachers encountered several challenges in dealing with technical issues and designing the lessons plans. The reason behind these challenges is the poor of the school is administrative in supporting the teachers during the spread of corona virus pandemic. Therefore, those teachers lost their self-confidence, and generated the psychological pressers and job satisfaction

Teachers who received full training along with constant guidance from their institutions reported less stress and improved self-efficacy. These teachers learned the basic skills of operating online platforms and modified their teaching techniques for digital education. The school offered teachers with continuous professional development courses and technical support while permitting collaboration with their friends and colleagues.

#### **Theme 7.Mental Health**

Simultaneous stress from various factors during the Covid-19 pandemic caused significant damage to the mental health of teachers. Teachers faced an unprecedented variety of challenges such as learning digital teaching tools along with online classroom management while balancing their responsibilities and life. Teachers faced widespread demands that created

a heavy burden that made anxiety and stress levels soar. The necessity for teachers to adapt quickly to changing conditions created severe stress while isolation from remote work along with minimal colleagues and administrator support magnified their difficulties. The isolation they have experienced generates feelings of helplessness, inadequacy and poor current mental health problems. Teachers had difficulties establishing contacts with students and important support networks that reduce stress in the workplace were lost due to the lack of face-to-face interactions.

Teachers faced severe burnout due to the constant demands of teaching classes online. Teachers worked late at night because they were required to prepare lessons and homework with feedback due to the unclear separation of work and household responsibilities. An unsustainable workload and emotional concerns about the success of their students and the well-being of teachers led them to suffer from chronic fatigue and overwhelming exhaustion. Teachers who faced constant high demands with insufficient resources experienced feelings of being undervalued and unsupported leading to increased depressive symptoms. The well-being of teachers suffered from compound stressors because inadequate mental health support and institutional resources disrupted their work-life balance and damaged their professional responsibilities and personal lives.

**The discussion of the findings of the second question: How did Druze teachers cope with the psychological pressures in their online learning environment?**

### **Discussion**

#### **Theme 1: Reliance on Community and Social Support**

The text emphasizes the importance of community ties and social support in supporting Druze teachers professionally and emotionally. These teachers receive emotional support and practical help through informal networks within their community, especially in difficult times, where family ties and strong community relationships are valued. These networks work as defensive barricades against the psychological burdens connected to the teaching career, particularly when schools assets are rare. This demonstrates the importance of cultural structures in the development of professional adaptation mechanisms.

The discussion also reveals the structural role of community relations in promoting mental health and raising the levels of professional satisfaction among teachers. Strong social ties and the strong sense of belonging and common identity that they generate are a key factor in enabling teachers to withstand pressure and maintain their commitment to their educational mission, reflecting the close overlap between social and cultural factors and the professional psychological dimension. The research shows that cultural principles and social ties are

essential elements to ensure professional stability and personal satisfaction in the Druze community. Hence, educational policy makers and school administrators seeking to support minority teachers should understand this cultural specificity, in order to develop culturally and socially sensitive strategies

### **Theme 2: Adaptation Through Self-Learning and Technological Upskilling**

The theme highlights how teachers have delivered remarkable strength and adaptability when they have moved to online education platforms and especially during emergencies such as the Covid-19 pandemic. Without extensive institutional support or formal training programs, many teachers have independently acquired digital skills and online teaching methods to adapt to new teaching requirements. Self-directed learning enabled them to keep teaching uninterrupted while building trust and taking control of online classroom management. Instructors who resolved their technical problems showed that they could adjust to stressful circumstances and that they could rely on self-directed professional mentors in unexpected times. The wide-ranging impacts of this educational shift are examined in this article. Teachers who successfully learn digital tools on their own have met their immediate needs grown professionally over time and gained a favorable attitude toward educational technology. After the crisis educators who had previously only used conventional approaches started to recognize the benefits of blended learning and made the decision to incorporate technology into their teaching methods. The shift to modern teaching practices has resulted with the push of educational systems towards flexible and accessible educational structures.

### **Theme 3: Finding Strength in Cultural and Spiritual Beliefs**

The theme displayed the deep influence of mystical opinions and national morals in teachers in pretty their capacity to familiarize to professional tasks. Teachers utilize their opinions to overcome anxiety, comprehend their capabilities, and deal efficiently with problems. Persons with a well-established feel of spirituality as well as ethnic fitting obtain moral courage that assist them keep emotional stability when confronted with tough conditions. It sounds that Druze teachers can hold on to such essential characters as clarity and persistence in a extremely difficult situation.

That solid relations and a mutual cultural identity will improve the firmness and flexibility of persons. The Druze community is characterized by strong social ties that enhance feelings of belonging, and give its members a sense of being part of a larger entity, which reflects positively on their ability to face pressures and challenges in a supportive collective spirit." In professional environments, external pressures cause fatigue and disappointment but solidarity provides basic empowerment. Druze teachers develop a unique psychological and

social toolkit from their personal belief systems and strong community support that helps them adapt to changing challenges in their work situations.

#### **Theme 4 : Defining Boundaries between Work and Home Life**

It's evident from what the people indicated that having defined work schedules and giving them specific workstations in the home is a good approach to lower the stress that comes with working from home. This group helped teachers draw a line between their work and personal life, which helped them manage their time better and find a good balance between work and rest. So, these things helped people feel less tired mentally and physically. Which was positively reflected on their performance and the quality of their interaction with their students.

Still, other people said that it is still hard to completely separate work and home life, even when these strategies work. Because many teachers lived in small spaces and had to share family responsibilities, it was hard for them to fully use this method.

This highlights that the organization of time and space, although important, is not a universal solution, but needs additional support through more flexible institutional policies, the provision of resources that help teachers overcome spatial and social constraints.

#### **Theme 5. Peer Collaboration and Informal Support Networks**

Teachers can use platforms, for example WhatsApp groups to encourage cooperative work between students and teachers by sharing pedagogical experiences and providing immediate support in the face of daily challenges. These platforms offer a good and communication environment, allowing teachers to exchange educational materials such as links, references, interactive activities, as well as participate in the exchange of ideas and teamwork to create modern and creative teaching strategies. These practices also contribute to building a sustainable professional learning community that fosters a spirit of cooperation and encourages creativity and continuous development within the educational environment.

The results revealed the outstanding importance of informal networks in promoting the continuous professional development of teachers. While traditional training is scarce and relies on a hierarchical mentoring approach, teacher-led platforms have provided a space for continuous interaction, sharing strategies, providing immediate feedback, as well as having fruitful discussions based on classroom practice. These communities have helped to establish a culture based on trust, creativity and openness in communication.". This type of collaboration, which originates within the teacher community itself, proves its effectiveness as a tool for professional development, confirming that natural learning among peers can be influential even in the absence of formal frameworks.

## **Theme 6 : Seeking Institutional and Administrative Support**

The theme shows how active teachers faced the challenges of distance learning through direct communication with school principals. This involvement served as a vital approach to aligning the expectations of school management with the actual challenges that teachers faced almost during teaching. Teachers who promoted reasonable workloads along with opportunities for professional growth and adaptability established themselves as active contributors to educational crisis management rather than passive followers of imposed orders. Mutual dialogue worked to close the usual disconnect between educational policies and their implementation in the classroom resulting in more effective and passionate planning of Education.

Teachers who received coaching, adjustments in expectations, or supportive encouragement found themselves better equipped to manage the challenges of teaching remotely. By providing support, teachers experienced reduced isolation and burnout while developing a collaborative environment that met the challenges of distance education.

## **Conclusion**

The Druze teacher faced psychological difficulties as a result of the spread of the corona virus, which led to the transition to distance education. The most prominent of these pressures were the rapid need to acquire new technical skills, working long hours, and poor internet services, especially in peripheral areas, which hindered effective communication with students and increased feelings of frustration and stress. The lack of adequate training and institutional support has also contributed to exacerbating these pressures, while family and community ties, and cooperation with colleagues, have mitigated them and enhanced the resilience of teachers in the face of challenges

The following strategies to face the psychological pressures of Druze teachers in the online education environment: (i) Relying on community and social support: taking advantage of strong family and community ties to provide emotional and practical support that relieves stress and promotes resilience, (ii) Self-learning and technological skills development: acquire digital skills and e-teaching methods independently to enhance confidence and ability to manage virtual classes (iii) Drawing strength from cultural and spiritual beliefs: employing spiritual values and cultural heritage to maintain emotional balance and increase resilience in the face of challenges, (iv) Peer collaboration via informal support networks: using digital communication platforms to share resources and ideas and alleviate professional isolation. (v) Communicate with the administration for institutional support: promote dialogue with school

leaders to align policies with reality, provide opportunities for professional growth and reduce workloads.

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