

THE IMPACT OF COVID 19 ON THE SELF –EFFICACY OF THE DRUZE TEACHERS IN AN ONLINE LEARNING ENVIRONMENT IN ISRAEL

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Abstract: *This paper discussed the influence of the coronavirus on the efficacy of Druze teachers in Israel and proposed practical strategies to improve this efficacy. This qualitative study used structured interviews to collect data from 12 interviewees (6 male and 6 female teachers and principals). To analyze data, Braun and Clarke’s thematic approach (2006) was used. The findings of the study demonstrated that (i) the need to develop digital competence and continuous training of teachers, (ii) the importance of psychological and social support for teachers, (iii) the importance of innovation and bridging the digital divide. The study recommended following (i) developing digital and pedagogical skills through training on educational platforms, (ii) focusing on the needs of students after the coronavirus pandemic by providing psychological and emotional support, (iii) integrating life skills such as critical thinking, time management, and communication, (iv) professional development and community cooperation through the establishment of professional learning communities for teachers, strengthening partnership with parents and local institutions.*

Keywords. *COVID 19, Druze Teachers, Israel, Online Learning Environment, self-efficacy*

Introduction

The spread of the coronavirus pandemic led to the complete closure of schools and universities, as a precautionary measure aimed at protecting the community health and socially. The daily gathering of students and teachers created a fertile environment for transmission, which prompted governments to adopt a lockdown policy as a way to limit the spread of the virus. This decision also came in response to a social responsibility that is keen on the safety of individuals and their families, and ensuring that educational institutions do not turn into hotbeds for the spread of the disease, which made Distance Education a safe alternative to maintain the continuity of the educational process.. (Al-Harazneh, Alobeytha, & Alodwan, 2022) .

With the spread of the covid-19 pandemic, the adoption of distance education via electronic platforms has become an indispensable option to ensure the continuity of the educational process. This transition has provided several advantages, most notably enhancing the flexibility of education, integrating modern digital tools into the teaching process, in addition to providing teachers and students with new technical expertise (Alodwan, 2021).

However, the experience revealed clear challenges, most notably the digital divide between social groups as a result of the disparity in the ability to access the internet and appropriate devices, and the weakness of direct educational interaction, which is a key pillar in building educational experience. There were also problems related to poor educational parity, low motivation among students, in addition to the psychological and social effects caused by isolation. In doing so, Distance Education represented a strategic option for crisis management, but it showed the need to develop more inclusive and equitable educational policies that ensure the benefit of digital technologies without harming the quality of Education. (Hodges et al., 2020; Al-Saree, Alshurman, & Alshurfat, 2020).

The corona pandemic significantly affected the efficiency of teachers as a result of the sudden shift to distance education. Many teachers adapted quickly to the use of digital platforms and e-learning technologies without adequate training, which led to a feeling of pressure and stress (Kuleto et al, 2021). Social isolation and the difficulty of monitoring students' progress remotely increased the teachers' sense of professional fatigue, which negatively affected their teaching competence (National Education Association. 2021).

The corona pandemic led to the emergence of major challenges for teachers, affecting the effectiveness of their teaching performance. The sudden transition of education to digital platforms put teachers in front of multiple technical difficulties, such as poor digital skills of some teachers and insufficient training on e-learning tools (Raboca, & Cotoranu, 2020). Limited access to the internet and modern devices in some areas also contributed to reducing their ability to effectively deliver content and interact with students, which negatively affected the quality of education provided (Bond, 2020).

However, this transformation was accompanied by tangible challenges, as the psychological pressure resulting from working from home and poor follow-up of students' academic progress led to a decrease in the level of motivation and discipline, which made the task of teachers in managing electronic lessons and achieving educational goals more difficult. Despite the challenges, the pandemic has provided educators with opportunities to learn new skills, such as how to use technology and develop innovative teaching methods.

Reliance on e-learning tools and digital platforms has improved teachers' skills in designing interactive content and managing virtual classrooms (Zhang, Wang, Yang, & Wang, 2020). Distance education also allowed teachers to develop their abilities to communicate individually with students and motivate them to self-learning, which contributed to raising the level of flexibility and professional competence under emergency conditions (Szabó et al,

2022). Thus, despite the pressures, the crisis has helped to develop teachers' digital and organizational skills, which can enhance their future educational practices.

Following the COVID-19 pandemic outbreak schools shifted to distance learning to sustain educational operations and protect both students and teachers (Chi et al, 2020). The pandemic led to the closure of schools and restrictions on gatherings as precautionary measures to limit the spread of the virus, which made educational institutions resort to the use of technology in education and communication. Thanks to distance education, students were able to continue their studies from home, which contributes to reducing the likelihood of transmission.

Despite the transition to the digital – learning and teaching has permitted students as well as teachers to use digital platforms. Unfortunately, they still suffer from the shortage of computers, poor internet and other digital tools. (Jeynes, 2021).

Problem Statement

The COVID-19 had an obvious influence on the efficacy of Druze teachers, as it enforced them to sharply change to online teaching. They faced multiple obstacles, most notably the lack of training in the use of electronic platforms and the weak infrastructure such as the internet and devices for some students, which hindered their ability to effectively deliver the educational material. In addition, the psychological and social pressures associated with isolation and working from home contributed to the difficulty of monitoring and encouraging students' achievement, which negatively reflected on the interaction of teachers and their educational performance.

This challenge was more acute in less digitally equipped communities, including some Druze villages, where the disparity in resources affected the quality of the educational process and reduced the ability of teachers to implement effective educational strategies (Goldman, 2020). The literature review pointed out to the shortage of studies that tackled the influence and effects of this pandemic on the teachers' efficacy. There are also still no specialized studies to assess the impact of distance education on the efficiency of Druze teachers in Israel, which highlights a knowledge gap that requires research and analysis.

According to the studies of, Skaalvik and Skaalvik (2007), Abu-Tineh et al. (2011), Mojavezi and Tamiz (2012), Zee and Koomen (2016), Poulou's (2019), Gümüş & Bellibaş (2021), Wang's (2022), Perera, et al (2022), and Woodcock et al (2022), there is no study that has specifically addressed the impact of psychological stress on the self-efficacy of Druze teachers during digital education as a result of the spread of the coronavirus pandemic.

Research objectives

1. Studying the impact of the corona virus pandemic on the efficiency of Druze teachers in Israel.
2. Propose practical strategies to improve the efficiency of Druze teachers in Israel after the experience of the corona pandemic

Literature Reviews

Self- Efficacy

Self-efficacy refers to an individual's belief in their ability to regulate their behavior and performance to achieve certain results in different situations. This concept is one of the most important elements of the theory of social learning presented by Bandura(1977), where he explained that the level of self-confidence of an individual directly affects his motivation, his ability to face challenges, and his continued pursuit of goals .

Teacher effectiveness is defined as the extent to which a teacher is able to achieve educational and educational goals efficiently, by providing students with the required knowledge, skills and values, and developing their abilities to think critically and creatively(Ali, Ali & Jones. 2017). The effectiveness of the teacher includes several aspects, such as his possession of specialized knowledge, his ability to use various educational strategies, his skills in managing the class and motivating students, in addition to his ability to adapt to changes and educational challenges. Thus, the effectiveness of the teacher is a key factor in improving the quality of education and raising the level of student achievement (Zimmerman,2000).

The effectiveness of the teacher is clearly reflected in his behavior both inside and outside the classroom, a high level of competence gives him greater confidence in dealing with complex educational situations and the ability to find appropriate solutions to the challenges faced by students. His belief in his abilities makes him more patient and flexible, and pushes him to adopt innovative teaching methods that contribute to enhancing his communication with learners and encouraging them to participate actively. (Donohoo, 2018).

Highly effective teachers were able to employ innovative digital tools and develop interactive learning strategies to keep students engaged, which boosted their self-confidence and contributed to the continuation of the educational process despite difficulties. Several Druze teachers who did not have the skills to use the education technology had low self-efficacy. Therefore, they suffered from their inability to be flexible as well as innovative in their work. Moreover, they did not achieve their academic goals (Masry-Herzallah, & Dor-haim, , 2024).

.The study of Skaalvik and Skaalvik (2007) aimed to develop and analyze the teacher's self-efficacy scale and to examine the relationships between self-efficacy and the collective

effectiveness of the teacher. The study sample included 244 primary and middle school teachers in Norway. The study came out with the following results: (1) There is strong support for six separate dimensions related to the teacher's self-efficacy, with the inclusion of teaching, adaptation, motivating students, maintaining discipline, cooperation with colleagues and parents, and dealing with changes and challenges. (2) There is support for a strong self-actualizing factor for the six dimensions. (3) The self-efficacy of teachers is distinguished from the teacher's perceived collective effectiveness and external control. (4) The teacher's self-efficacy is closely related to the teacher's collective efficiency and teacher fatigue.

Additionally, Abu-Tineh et al. (2011) conducted a quantitative survey study with the following objectives: The study aimed to measure how Jordanian teachers implement classroom management techniques and their corresponding self-efficacy levels. The findings are: (i) Teachers display a liking for classroom running techniques over the other teaching methods. (ii).The level of teacher self-efficacy correlated positively and significantly across all classroom management styles. And (iii) The relationship between teacher self-efficacy and classroom management styles demonstrated only minimal association.

In the same field, Mojavezi and Tamiz's study (2012) found out the effect of the teacher's self-efficacy on motivating students and improving their achievement. The study sample included 80 secondary school teachers in Iran and 150 secondary students who were chosen randomly. The study used teacher self-efficacy questionnaires. The study found the following results: (1) The teacher's self-efficacy has a positive effect on students' motivation. (2) Teachers who have a higher level of self-efficacy influence students' attitudes towards learning. (3) Students who have teachers with high self-efficacy get higher scores than students who have teachers with low self-efficacy.

Moreover, Zee and Koomen (2016) aimed to present a summary of 40 years of research on teacher self-efficacy and to discover the impact of teacher self-efficacy on teaching quality and students' academic adaptation. The study sample included 165 articles eligible for analysis. The results revealed the following: (1) the teacher's self-efficacy shows positive links to students' academic adaptation. (2) Negative correlations were found between the teacher's self-efficacy and fatigue factors. (3) There are indirect effects of the teachers' self-efficacy on psychological well-being.

In contrast, Poulou (2019)'s study aimed to examine teachers' perceptions of self-efficacy, educational practices, and effective behavior management by using classroom strategies. The study sample included 58 teachers from Greece. The results found that there are statistically significant differences between the teachers' self-efficacy and the observers'

evaluations in the field of educational strategies. The implications of research and professional development were also discussed.

Furthermore, Gümüş and Bellibaş (2021) examine the relationship between the self-efficacy of teachers and their professional development. The study sample included 32 countries. The study came out with the following results: (1) Most countries have teachers who participated in professional development activities such as training and mentoring higher perceptions of self-efficacy. (2) Traditional forms of professional development such as seminars, conferences and workshops affected the self-efficacy of teachers in a few countries.

Actually, Wang (2022) examined the correlation between the teacher's emotional intelligence and the student's academic performance. The research sample comprised 356 Chinese educators. This study assessed the students' academic performance. The research yielded the subsequent findings: (1) Teachers who believe in themselves more see teaching obstacles as something they can manage and are more willing to adopt new ways to help their pupils do well. (2) The teacher's self-efficacy has a moderate impact on their influence over pupils' academic performance. (3) teacher work partially influences the beneficial correlation between teacher emotional intelligence and student academic performance.

In the same field, Perera, et al's (2022) study aimed to propose a model for the collective self-efficacy of teachers through job satisfaction, students' educational achievement, and blood observed during teaching. The study sample included more than 400 teachers and 7,500 random students from the Czech Republic and France. The study found the following results: (1) There are direct positive relationships between teachers' self-efficacy beliefs and the extent to which they use teaching practices and job satisfaction. (2) Investigative teaching is positively related to academic achievement levels in the classroom.

The research by Woodcock et al (2022) explored how Levantine teaching practices relate to teacher self-efficacy with a sample of 41 primary teachers from New South Wales, Australia. The study yielded two key findings: The way teachers conduct their educational practices changes based on their self-efficacy level. Teachers might require additional support to implement inclusive education practices while enhancing their professional beliefs and teaching capabilities

Methodology

This study was based heavily on qualitative approach where the structured interview was used. 12 interviewees were interviewed during 2 months. Every interview lasted for 30 minutes. Four interviews were held virtually while the others were held face to face. For data analysis,

the Braun and Clarke's thematic approach (2006) was used. This approach included six stages : these are: (i) Data familiarization : read the data several times to understand it in depth. (ii) Generate initial symbols: systematically encode ideas or important points. (iii) Search for topics: grouping similar icons into broader topics. (iv) Review topics: ensure that the topics accurately reflect the data. (v) Identify and name topics: give each topic a clear name that describes its content.(vi)Report writing: formulate the results in a coherent manner supported by examples of data.

Table 1: Demographic data of the interviewees

Code	Interviewee	Gender	Educational Level	Experience
I 1	Teacher	F	Master	20 Years
I 2	Teacher	F	PhD	18 Years
I 3	Teacher	F	Master	15 Years
I 4	Teacher	F	Bachelor	17 Years
I 5	Teacher	F	Bachelor	16 Years
I 6	Teacher	F	Bachelor	22 Years
I 7	Teacher	F	Master	15 Years
I 8	Teacher	F	PhD	16 Years
I 9	Teacher	F	PhD	12 Years
I 10	Teacher	F	PhD	14 years
I 11	Teacher	F	Bachelor	11 years
I 12	Teacher	F	Bachelor	15 years

•I interviewee

•F Female

•M Male

Findings

The findings of the first question: What is the impact of the corona virus pandemic on the efficiency of Druze teachers in Israel?

Theme 1. Exposing weaknesses in digital readiness: the interviewees agreed that the corona pandemic showed that a number of teachers lack basic technological skills to manage distance education efficiently, such as using e-learning platforms, preparing digital content, and interacting with students via virtual tools. I 10 confirmed, “This shortcoming highlighted the

need for intensive training programs to enhance the digital competence of teachers and ensure the sustainability of the educational process in emergency conditions”

Theme 2.Highlighting the need for continuous training: a number of interviewees (I 1, I 4, I 7, I 8, I 10, I 11, I 12) believed that the experience of education during the corona pandemic confirmed that raising the efficiency of teachers can be achieved not only through their traditional skills, but also requires continuous and flexible professional development programs. These programs keep pace with technological and educational developments. I 7 pointed that “ The provision of up-to-date training courses in areas such as e-learning, virtual classroom management, and digital assessment methods enhances the readiness of teachers and ensures their ability to adapt to any future crises, which positively reflects on the quality and sustainability of Education”.

Theme 3. The importance of psychosocial support: the interviewees mentioned that the corona virus pandemic expressed that psychological stress and anxiety caused by the sudden change in teaching methods have directly affected the efficiency and performance of teachers. Many of them faced challenges related to stress, work pressure, and feeling isolated during Distance Education, which negatively affected their interaction with students and the quality of the education provided. I 11 stated that “ there is a need to provide professional and emotional support programs, including psychological counseling sessions, community support groups, and activities that enhance the mental health of teachers and help them adapt to exceptional circumstances”.

Theme 4. Enhancing flexibility and innovation: some interviewees (I 6, I 7, I 8, I 9, I 11, I 12) explained that despite the great challenges posed by the corona pandemic, some teachers have been able to develop innovative teaching strategies and flexible teaching methods that are suitable for the distance education environment. They have created new ways of explaining the material, invested in various digital tools to enhance interaction with students, demonstrating that crises can turn into opportunities for educational renewal and building more modern and effective educational experiences. I 6 said that “the importance of encouraging a culture of innovation and exchanging experiences among teachers to raise the quality of education in the future”..

Theme 5. Highlighting the digital divide: the interviewees (I 1, I 3, I 5, I 8, I 10, I 12) found that the corona pandemic revealed a clear gap in digital justice between teachers and students, as the levels of access to the internet and modern devices varied. The lack of equality in educational opportunities has led to a decline in the benefits of some groups, which

reflects the necessary need to develop policies that ensure the provision of an integrated digital infrastructure and enable everyone to have equitable access to technological resources.

Theme 6. Rethinking of the role of the school and the teacher: the interviewees confirmed that the role of the teacher includes not only the transfer of knowledge, but also the ability to manage crises, adapt to variables, build effective relationships with students and parents. I 9 stated that “ The teacher has become a key focus in achieving a balance between the educational, psychological and social aspects of students, which requires the development of his or her leadership and communication skills along with his academic skills” .

The findings of the second question: Can you suggest some practical strategies to improve the efficiency of Druze teachers in Israel after the experience of the corona pandemic?

Theme 1 : Developing digital and pedagogical skills: The all interviewees agreed that there is a need to improve digital and education skills of the teachers . I 3 suggested that “ Advanced training courses in the use of educational platforms (such as Google Classroom, Moodle, Zoom). While I 4 proposed that “ Integration of blended learning, which combines both presentational and distance learning is very useful for the efficacy of Druze teachers” .

Theme 2: Adapting to the needs of students after the pandemic. Some interviewees (I 2, I 3, I 6, I 7, I 9, I 11, I 12) believed that students suffered from the shortage of some things that were very important to improve their skills. Therefore, the teachers should adapt the students needs. I 7 stated that “ Develop differential education strategies to meet the educational gaps that have appeared between students “ . while I 12 cited that “ it is a critical point to provide emotional and psychological support plans for students in cooperation with educational consultants. Moreover, I 9 added “ the integration of life skills (critical thinking, time management, communication skills) within the classes help the teachers to adapt to the needs of the students.

Theme 3 : Strengthening community and cultural cooperation: All the interviewees confirmed that it is important to hold workshops for teachers with parents to discuss common challenges after the corona. They also encouraged the teachers to benefit from Druze community values (such as solidarity and collective responsibility) in building a motivating educational environment, and to develop partnerships with local institutions to support educational projects.

Theme 4: Continuous professional development. The interviewees (I 5, I 6, I 8, I 9, I 11, 12) demonstrated that the establishment of Professional Learning Communities (PLCs) between teachers to exchange experiences. I 11 cited that “ it is important to encourage action

research within the classroom to examine and improve teaching methods. Additionally, I 8 proposed that “ it is very important to develop the mentoring programs between experienced and new teachers.

Theme 5. Redesigning the learning environment: Several interviewees (I 1, I 3, I 4, I 7, I 10, I 12) use innovative teaching methods such as Project-Based Learning (PBL) and collaborative learning. I 7 proposed that “ in order to develop the self –efficacy of Druze teachers , there is a need to develop flexible learning spaces that integrate technology with direct interaction” . I 10 added that “ it is to integrate educational games and artificial intelligence to motivate students ,so the self efficacy of druze teachers”.

Theme 6. Adaptation to national education policies: The following interviewees (I 1, I 2, I 3, I 7, I 8, I 12)suggested that understanding and implementing the policies of the Israeli Ministry of education related to digital transformation after the pandemic. I 3 suggested that “ Participation in official development programs should aim at the Druze community”. I 12 recommended that “ policy makers of education should work to adapt the curricula to suit the cultural and social context of Druze students.

Discussion

The Discussion of the findings of the first question: What is the impact of the corona virus pandemic on the efficiency of Druze teachers in Israel?

Theme 1. Exposing weaknesses in digital readiness: The opinions of the respondents indicated that the corona pandemic represented a real test for the educational technological structure and the teachers ' abilities to adapt to the requirements of distance education. The poor technical skills of a number of teachers revealed a clear gap in digital readiness, both in the use of e-learning platforms and in the preparation of attractive and effective digital content. This deficiency negatively reflected on the efficiency of the educational process, weakened the level of interaction between the teacher and the student, which showed that technology was not just an auxiliary tool, but became an essential pillar in the educational process.

What the interviewee (10) stressed reflects the urgent need to build comprehensive training strategies aimed at raising the digital competence of teachers. Training could not be restricted to technical skills but should contain progressive features like the usage of cooperative tools, designing digital curriculum that fits different students, and confirming the sustainability of teaching during the crisis. This experience thus becomes an incentive for decision makers in the educational field to invest in continuous training, which ensures the readiness of teachers to confront future changes efficiently and effectively.

Theme 2. Highlighting the need for continuous training: The opinions of the respondents show that the corona pandemic was an important turning point in looking at the efficiency of teachers; traditional skills such as classroom management or using the usual teaching methods are no longer sufficient to keep up with the requirements of modern education. It has become necessary to integrate continuous professional development into educational plans, so that it is flexible and takes into account the accelerated changes in technology and methods of Education. This vision reflects a growing realization that the process of raising the efficiency of teachers is a long-term path that requires continuous investment, not a temporary or phased procedure.

The interviewee (I 7) pointed to an important practical dimension, as he explained that the preparation of specialized training programs for teachers in the fields of e-learning, virtual classroom management, and digital assessment methods can enhance their readiness to face exceptional circumstances such as health crises. Such measures not only ensure the continuation of the educational process in times of emergency, but also contribute to raising the quality of education in the long term, which makes investing in continuing professional development a strategic option to ensure the sustainability of educational systems.

Theme 3. The importance of psychosocial support: First, the experiment showed that the psychological aspect was a decisive factor in the performance of teachers. The sudden shift to distance education has caused high levels of stress and anxiety. Teachers also experienced work pressure and a feeling of isolation. These factors directly affected their efficiency, weakened their interaction with students, and negatively reflected on the quality of the educational process.

The interviewee (11) reveals the significance of psychological and professional support. Teachers deal with stress by going to counseling programs, support groups, and activities that focus on mental health. These initiatives also contribute to strengthening their ability to adapt to crises. Thus, attention to mental health becomes an essential part of ensuring the continuity of high-quality education. These efforts also help them get better at dealing with disasters. So, taking care of mental health is an important aspect of making sure that high-quality education continues.

Theme 4. Enhancing flexibility and innovation: the results of the interviews showed that some teachers approached the crisis with an innovative spirit. They have developed flexible teaching methods suitable for distance education. They also used various digital tools to increase student interaction. These practices have proved that crises can open the way for the renewal and modernization of educational methods.

What the interviewee mentioned (I 6) emphasizes the value of innovation and cooperation between teachers. The exchange of experiences helps in raising the quality of education and expanding the circle of interest. Encouraging this culture also ensures the sustainability of educational development, and makes education more prepared to face future crises.

Theme 5. Highlighting the digital divide: The opinions of the respondents indicate that the corona pandemic was not just a health crisis, but revealed new dimensions of inequality in education. Experience has shown that there is a clear digital gap between teachers and students, represented by the disparity in access to the internet and technological devices. This inequality directly reflected on the quality of education, deprived some groups of active participation in the distance learning process, which deepened the manifestations of unequal educational opportunities.

what emerged during the pandemic confirms that digital justice has become a prerequisite for achieving educational justice. The absence of a comprehensive digital infrastructure and the uneven distribution of technological resources pose a challenge to the sustainability of Education. Therefore, the adoption of national policies that ensure the provision of high-quality internet and modern devices to all teachers and students is a pivotal step to ensure equal education and strengthen the ability of the educational system to face future crises.

Theme 6. Rethinking of the role of the school and the teacher: the role of the teacher is no longer only the transfer of knowledge. It's crisis management. It is a rapid adaptation to the changes of Education. It is about building trust with students and parents. The respondent (I 9) is right: the teacher is the focus of an academic, psychological and social balance. This role requires conscious class leadership. It requires compassion and discipline at the same time. It requires clear communication, conflict resolution skills, and an understanding of the student's cultural and economic context. Secondly, achieving this role requires systematic professional preparation. Training on emergency protocols and continuity of learning. Training on initial psychological support and a "trauma-sensitive" approach. Training on effective communication with the family and safe digital style. He also needs supportive school policies: burden relief, accompanying pedagogical supervision, vocational learning groups. Measurement is necessary: indicators of the school's relationship with the family, the class climate, academic progress. Without such institutional support, the burden of the role is aggravated and its usefulness is reduced.

The discussion of the findings of the second question: Can you suggest some practical strategies to improve the efficiency of Druze teachers in Israel after the experience of the corona pandemic?

Theme 1 : Developing digital and pedagogical skills: the development of digital skills has become a basic requirement. The teacher needs to master platforms such as Google Classroom, Moodle and zoom. These tools are no longer Additional but have become part of the educational structure. Advanced courses give the teacher more flexibility. It also enhances his competence in digital classroom management, and helps him design interactive content that keeps students motivated.

The integration of blended learning is a practical solution to the challenges. It combines the advantages of face-to-face education with the possibilities of distance education. This integration increases the level of interaction, expands opportunities for participation, and ensures the continuity of education in times of crisis. Besides, the promotion of the use of open educational resources (OER) opens the way for students to access diverse and up-to-date sources. This enhances their independence in learning, expands the knowledge base available to them without spatial or financial restrictions.

Theme 2: Adapting to the needs of students after the pandemic: adapting to the needs of students after the pandemic requires differential education strategies. The educational gaps between students are becoming more and more obvious. Some lagged behind in basic skills, others self-progressed. Therefore, the teacher needs individual plans and various methods that take into account the differences. This approach helps to reduce variability and restores balance to the educational process.

It's not just about the academic side. Students experienced psychological stress and social isolation. Therefore, providing emotional and psychological support in cooperation with educational consultants becomes an essential step. The integration of life skills such as critical thinking, time management, and communication skills enhances students ' ability to face future challenges, and links education to their real needs.

Theme 3 : Strengthening community and cultural cooperation. Supporting society as well as cultural collaboration is an essential step in improving education. Organizing workshops that bring together teachers and parents opens up a space for dialogue on common challenges. This interaction raises the level of mutual trust. It also helps in finding practical solutions to students ' academic and psychological problems. Involving the family in the pedagogical process makes education more holistic and responsive to the needs of learners.

Druze community values such as solidarity and collective responsibility constitute a cultural asset that can be used to build a stimulating educational environment. These values contribute to the consolidation of the spirit of cooperation inside and outside the school. Establishing partnerships with local institutions that support educational projects with resources

and expertise. Thus, education come to be a cooperative effort that is not restricted to the school alone, but take part with society and other organizations.

Theme 4: Continuous professional development. Continuous professional development requires a participatory environment between teachers. The creation of Professional Learning Communities (PLCs) permits the exchange of skills and capabilities. This interaction promotes self-development and generates innovative solutions to class problems. It also contributes to building a culture of teamwork based on support and cooperation, rather than isolated individual efforts.

Procedural research within the classroom gives the teacher a practical tool to improve his teaching. It enables the examination and development of educational strategies based on evidence. Along with this, counseling programs between experienced and new teachers promote the transfer of experience and alleviate the challenges of the first practice. With these methods, professional development becomes a continuous and dynamic process that contributes to a sustainable increase in the quality of Education.

Theme 5. Redesigning the learning environment: Planning the learning situation in an inventive method has kept up with the requirements of current students. The usage of the ways like a Project-Based Learning (PBL) and cooperative learning stimulates contribution to improve their critical thinking as well as skills of problem solving. These approaches turn pupils from passive receivers into active ones in the learning course, growing its efficiency and excellence.

The progress of stretchy learning chairs that allow the mixing of technology with straight communication, which improves real-world and empirical learning. The integration of instructive games and AI tools also inspires pupils and rises their learning inspiration. These tools make the classroom more attractive and interactive, and help teachers use varied means to meet diverse pupil requirements and get better learning results.

Theme 6. Adaptation to national education policies: Adaptation to the policies of education is necessary since the spread of the corona pandemic. Understanding and executing the strategies of the Ministry of Education concerning digital transformation confirms the continuousness and excellence of education. It also aids educators in using digital gears efficiently, improves their skill in managing online classes and exactly tracking student development.

Partaking in authorized development programs permitted Druze teachers to get acquainted with new methods and fruitful practices. This approach contributes to improving

academic achievement and ensures that education is not limited to academic knowledge but includes cultural and social values of students.

Conclusion

The efficiency of Druze teachers was subjected to a real test due to the coronavirus pandemic, which revealed the strengths and weaknesses in the use of digital technology, and here the need arose to use educational platforms for distance teaching.

The study was based on a qualitative approach through structured interviews with 12 participants from teachers and managers (6 males and 6 females), which allowed an in-depth understanding of their experiences and challenges at this unprecedented stage.

The results of the study revealed several main themes, including : firstly, the urgent need to develop the digital and pedagogical competence of teachers through specialized and continuous training, as it turned out that the weakness of digital skills was a hindrance in the delivery of educational content and interaction with students. Secondly, the importance of psychological and social support for teachers who have experienced psychological stress due to the sudden change and additional workload in distance education. Thirdly, the need for innovation and bridging the digital divide between students and teachers, as the differences in the availability of devices and internet connectivity have led to disparities in learning opportunities, and other themes

The study provided a set of practical recommendations to improve the effectiveness of Druze teachers in e-learning, most notably: developing digital and pedagogical skills through specialized training on the use of educational platforms, providing psychological and emotional support to students and teachers to help them adapt to the pressures left by the pandemic, in addition to integrating basic life skills such as critical thinking, time management, and communication skills in the educational process. It also recommended the need to promote continuous professional development through the establishment of professional educational communities for teachers, as well as building partnerships with parents and local institutions to support the educational process in an integrated and sustainable manner.

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