

PSYCHOLOGICAL STRESS AND THE DRUZE TEACHERS' SELF-EFFICACY IN AN ONLINE LEARNING ENVIRONMENT DURING COVID- 19 IN ISRAEL

Maysaa Haj

PhD student at Varna Free University “Chernorizets Hrabar”

Abstract: *This qualitative study aimed to examine the influence of psychological pressures on the self-efficacy of Druze educators and to elucidate the correlation between these factors within the framework of the virtual learning environment. It used a structured interview method to collect data from 12 interviewees (principals and teachers) from Druze school. Braun and Clarke’s thematic approach (2006) was used to analyze the data The findings of this study were :* (i) *The technical and psychological pressures reduced the efficiency of teachers in distance education.*(ii) *Poor interaction with students and people with special needs increased frustration and stress.* (iii) *Some teachers have used coping strategies, but the need for professional training and psychological support is still urgent to enhance performance. This study recommended the following:* (i) *Improve the technical infrastructure and provide the internet and suitable devices with fast technical support.* (ii) *Preparing practical training programs for teachers on e-learning and dealing with special categories.* (iii) *Providing psychological and professional support through counseling programs and experience exchange spaces to raise self-efficacy and reduce stress.*

Keywords: *COVID-19, Druzi teachers, online learning, psychological stress, self-efficacy,*

Introduction

The covid-19 pandemic displayed a noticeable impact on increasing the levels of psychological stress (Mukhtar,2020) among Druze teachers in Israel, because of the sudden transition from face-to-face to distance education. Teachers encountered numerous difficulties, containing feeble technical infrastructure in some particular Druze zones, few training chances in the usage of platforms of digital education, and restricted formal support to cope with these quick transformations. These circumstances combined negatively reflected on their perception of self-

efficacy, and affected their ability to effectively perform their educational tasks within the virtual learning environment.

The covid-19 pandemic highlighted the central importance of self-efficacy among teachers, as the emergency circumstances associated with the sudden shift to distance education revealed the extent to which teachers need to have confidence in their abilities to face emerging challenges (It found that teachers with a high level of self-efficacy were better able to adapt to the use of digital tools, organize the process of virtual education, and overcome psychological stresses associated with closure and social isolation. On the other hand, many teachers who suffer from low self-confidence as teachers feel confused, frustrated and afraid, and this has affected their academic performance and interaction with their students (Al-Harazneh, Alobeytha, & Alodwan, 2022).

Thus, the pandemic highlighted the critical need to invest in improving teachers' self-efficacy through professional training , psychological and technical support, which are essential for ensuring quality education during crises and beyond (Al-Saree, Alshurman, & Alshurfat, 2020).

The psychological stress is a chief issue in dropping the levels of teachers' self-efficacy. When a teacher is faced with high levels of stress and anxiety caused by professional burdens or emergency circumstances such as the covid-19 pandemic (Di Trani, Zilcha-Mano and Shani-Zinovich,2021), their awareness of their abilities to manage classes, use effective learning strategies, or maintain positive interaction with students decreases. Stress weakens self-confidence, reduces professional motivation, and hinders the use of innovative methods or technology integration in teaching. According to recent research, the persistence of psychological stress without supportive intervention leads to a negative circle, where poor self-efficacy leads to low academic performance and an increased sense of professional fatigue, which enhances the intensity of the stress itself. Therefore, reducing the levels of psychological stress is a prerequisite for enhancing self-efficacy and ensuring the quality of the educational process (Edwards, Booth & Dunn,2021).

The COVID-19 pandemic has led to drastic changes in the education environment, as teachers have suddenly moved from face-to-face to distance education, which has imposed unprecedented technical, psychological, and professional challenges on them (Alodwan, 2021). During this stage, there were increasing indications of high levels of psychological stress among teachers, which negatively reflected on their sense of self-efficacy and their ability to perform their educational roles effectively. In this context, Druze teachers in Israel face additional circumstances related to their cultural and social peculiarities and the weak digital infrastructure in some areas,

which may increase their suffering compared to other groups (Horvitz et al. 2015). From here, the research problem arises in trying to uncover the relationship between the psychological pressures imposed by the pandemic and the self-efficacy of Druze teachers in the online learning environment and determine the implications for their educational performance and mental health.

The aim of the research is to analyze the impact of psychological pressures on the self-efficacy of Druze teachers and to reveal the relationship between them in the context of the virtual learning environment.

Literature reviews

The study by Besser, Lotem, and Zeigler-Hill (2022) examined how the transition to synchronous online teaching during the COVID-19 pandemic influenced Israeli academic college professors' psychological stress and vocal symptoms. During the first week of pandemic-driven online synchronous teaching, researchers gathered survey responses from 313 lecturers, consisting of 156 males and 157 females, across 14 Israeli academic institutions. Psychological stress levels were higher after transitioning to online synchronous teaching, while vocal symptoms remained unchanged compared to previous teaching periods. Studies indicated that increased psychological stress during the transition phase resulted in heightened vocal symptoms, with this connection varying based on overall stress levels. People with low psychological stress during earlier teaching periods had a connection between stress and vocal symptoms that was significantly stronger for those who went through high stress levels during those periods.

Petrakova and her team (2021) examined teacher stress levels and their coping mechanisms when faced with online teaching duties during 2021's coronavirus pandemic. Scholars carried out semi-structured interviews with 14 teachers from Russia. Teacher stress stems from multiple sources such as inadequate administrative support together with an increased workload and the need to learn new teaching techniques while adapting to online education alongside heightened interactions with students and parents and additional homework review tasks. The COVID-19 pandemic forced a shift to remote work that introduced unique stress factors and upset teachers' work-life balance. Educators effectively handle stress through personal growth identification and external support seeking while maintaining physical and personal engagement.

Hagermoser Sanetti and other (2021) focused on evaluating stress management strategies for teachers and their results. The analysis incorporated 90 articles that passed the necessary

evaluation criteria. The results of the review reveal that: Teachers find meditation to be the most studied stress reduction method that delivers personal achievement and mental health improvements through enhanced mindfulness by decreasing emotional exhaustion. Teacher intervention methods are similar to the techniques school psychologists use when they work with students. Systems-level training enables school psychologists to implement social-emotional interventions for teachers and students resulting in beneficial outcomes for both.

In contrast, Poulou's (2019) 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.

Moreover, Gümüş & Bellibaş' (2021) study aimed to investigate the relationship between professional development and teachers' self-efficacy and to explore the extent to which it relates to the job or professional development activities. The study sample included 32 countries. The study came out with the following results: (1) that most countries have teachers who participated in professional development activities such as training and mentoring higher perceptions of self-efficacy. (2) that traditional forms of professional development such as seminars, conferences and workshops affected the self-efficacy of teachers in a few countries

Furthermore, Wang's (2022) study aimed to discover the relationship between the emotional intelligence of the teacher and the academic achievement of the student. The study sample included 356 Chinese teachers. This study evaluated the academic achievement of the students. The study found the following results: (1) Teachers with higher levels of self-efficacy view teaching challenges as a controllable factor and are more likely to use innovative teaching methods to help their students succeed. (2) The teacher's self-efficacy plays a moderate role in the teacher's influence on students' academic achievement. (3) Teacher work partially mediates the positive association between teacher emotional intelligence and student academic achievement.

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.

In the same field, Mojavezi and Tamiz (2012) study aimed to find 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.

Research Methodology

This research was based on the qualitative approach because it provides the possibility of deepening in comprehensively understanding the experiences of teachers, teachers and managers, especially with regard to their experiences with psychological stress and self-efficacy during Distance Education during the covid-19 pandemic. The qualitative approach enables the researcher to explore the meanings and connotations expressed by participants in ways that quantitative approaches may not reveal (Creswell, 2014)

Sample Research

A purposeful sample of 12 participants was selected from teachers and school administrators of both sexes, with the aim of representing diverse points of view reflecting the differences between individual and professional experiences. The choice of such a relatively small sample is justified by its harmony with the nature of qualitative research, where priority is given to depth and detailed analysis of experiments rather than focusing on statistical generalization. The following table explains that:.

Table 1: Demographic Data of the Interviewees

Code	Interviewee	Gender	Educational Level	Experience
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

- I stands for Interviewee
- M stands for male
- F stands for Female

Data collection tool

Formal interviews (structured interviews) were used as the main data collection tool. An interview guide had been prepared, which includes questions that allow participants to freely express their experiences related to psychological stress, their perceptions about their self-efficacy, and the challenges they faced in distance education. The interviews were conducted individually to ensure the confidentiality of information and provide a safe environment for expressing opinions.

Method of data analysis

The data was analyzed using the thematic Analysis method according to the Braun and Clarke (2006) framework, which consists of six main stages: (1) initial identification of data through repeated reading of interviews, (2) generation of initial codes, (3) search for key topics, (4) review and refinement of topics, (5) identification and accurate naming of topics, (6) Preparation of the final report linking the topics and the research objective. This approach has been

followed because it is characterized by flexibility and the ability to extract deep patterns and meanings from qualitative data. The following figure explains that :

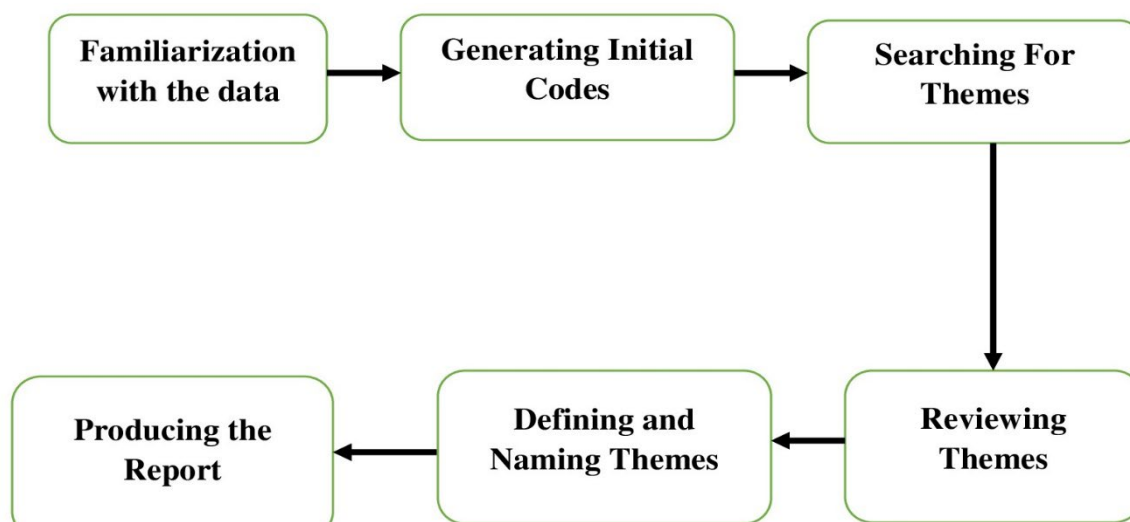


Figure 1: Braun and Clarke's Thematic Approach

Credibility and Reliability

The researcher aimed to ensure the reliability of the results by using the triangulation method, which involved comparing the views of teachers and managers of both sexes, along with conducting a peer review to verify the accuracy of data interpretation. Ethical considerations of research were also adhered to, such as obtaining prior consent from participants, ensuring data confidentiality, and not using it only for scientific research purposes.

The Findings

The finding of the First question: How did the psychological pressures affect your sense of ability and efficiency in performing your educational tasks during distance education?

Theme 1. Low Self-Efficacy. The following participants,(I 1, I 3, I 6, I 7, I 9, I 10, and I 12)agreed that the teacher felt unable to perform educational tasks effectively during distance education due to psychological pressures and technical challenges. This phenomenon reflects a decline in self-confidence and a sense of not having full control over the educational situation. Interviewer No.(I 3) confirmed this to me by saying, "I feel that I am less able to convey information through the screen compared to the regular class.

Theme 2: dispersion and the pressures posed by technology. All the interviewees agreed that teachers suffer from psychological stress caused by technical malfunctions and weak internet,

which leads to a loss of control over the conduct of the lesson. This dispersion reduces their sense of self-efficacy and impairs their ability to effectively manage the virtual quota. Interviewee No. (I 1) said, "Frequent internet outages made me feel that I was unable to adjust the lesson and control the situation."

Theme 3: Poor student interaction. The following interviewees agreed (I 3, I 4, I 5, I 6, I 9, I 10, and I 11) that poor interaction among students in distance education leads to a feeling of isolation and low motivation from the teacher, as the direct interaction element that enhances self-confidence is absent. The absence of students' responses or their actual interaction also impairs the teacher's perception of how well he is delivering the educational material. Interviewee number (I 4) stated, "When students do not open the camera or do not respond to my questions, I feel that my effort is in vain."

Theme 4: negative emotional impact. The following interviewees (I 2, I 3, I 5, I 6, I 7, I 9) agreed that the accumulation of psychological stress during distance education leads to a feeling of teacher fatigue, stress, and loss of motivation. This negative emotional reflection weakens his confidence in his abilities and affects the quality of his interaction with students. Interviewee number (I 5) stated the following: "I felt myself exhausted and under great pressure due to the accumulation of quotas across the platforms."

Theme 5 : Coping Strategies. Most of the interviewees agreed (I 1, I 4, I 5, I 7, I 8, I 10, I 11, and I 12) adaptation and coping strategies represent teachers' attempts to find practical solutions to deal with the pressures of distance education. These strategies include using interactive activities, organizing time, and seeking support from colleagues to ease psychological and professional burdens. The (I 12) said, "I learned to use small interactive activities to keep students' attention and ease my stress."

Theme 6: The Professional and Psychological Support. All the interviewees agreed that teachers understand the importance of having professional and psychological support programs that help them cope with the pressures of distance education and enhance their self-confidence. It reflects the need for constant training and psychological guidance that provides a more stable and effective learning environment. Interviewer No. (I 9) stated, "If there had been specialized training or support from colleagues, I would have felt more confident during distance education."

The findings of the second question: What factors do affect your self-efficacy in class management and interaction with students?

Theme 1: Technical Difficulties: most of the interviewees agreed (I 1, I 4, I 5, I 7, I 8, I 10, I 11, I 12) technical difficulties represent one of the most prominent challenges faced by teachers during distance education, as the weakness of the internet and frequent malfunctions of platforms have disrupted the educational process. These technical challenges negatively reflected on the teachers' sense of self-efficacy and increased their psychological stress. Interviewer No. (I 8) stressed that "sometimes the Internet suddenly goes out during class; I feel like I have completely lost control of the class."

Theme 2: Poor Interaction and Student Discipline. All the interviewees stressed that the weak interaction and student discipline is one of the most prominent challenges in distance education, as the teacher faces difficulty in motivating students and controlling their virtual behavior. This weakness directly affects the teacher's sense of his competence and limits the effectiveness of the educational process. Interviewer No.(I 2) noted these issues in saying, "Sometimes I get frustrated when students do not participate in the discussion or do not comply with assignments, as if my effort is in vain."

Theme 3: Multi-Role Pressure. The women interviewed stressed that there are situations when the teacher finds himself having to balance distance education with other home or professional responsibilities, which increases his feeling of fatigue and affects his concentration and efficiency. The interviewee No. (I 7) said, "I was studying, and my children next to me needed follow-up, which made me feel that I was unable to perform my role properly."

Theme 4: Absence of Facial Communication. Some interviewees (I 1, I 3, I 4, I 6, I 9, I 12) believed that the absence of face-to-face communication increases teachers' sense of isolation and makes it difficult for them to assess students ' understanding and response to the lesson. It also leads to their feeling of inability to build a real interactive relationship with students, which affects their educational efficiency, as confirmed by interviewee number (I 9)"In an ordinary class I can read the faces of students and know who understood and who did not understand, but through the screen this is almost impossible."

Theme 5: Working With Students with Special Needs. There are challenges associated with working with special categories. The following interviewees (I 2, I 3, I 5, I 6, I 7, I 9) agreed that there are difficulties in dealing with students with special needs or academic weakness during distance education, which increases the psychological pressure on the teacher and affects his sense

of competence. The interviewee(I 3) said that "Students who need individual follow-up, I could not help them through distance education, and this made me feel helpless."

Discussion

Discussion of the Findings of the First Question: How do the psychological pressures affect your sense of ability and efficiency in performing your educational tasks during distance education?

: **Theme 1. Low Self-Efficacy** :Teachers clearly exhibit low self-efficacy during distance education, feeling unable to perform their educational tasks efficiently compared to face-to-face education. The participants agreed that the psychological stress caused by the virtual learning environment negatively affects their self-confidence, making them doubt their ability to deliver information and achieve the lesson goals. Some teachers have indicated their frustration when faced with technical difficulties, such as internet outages or problems with educational platforms, which multiplies their feeling of incompetence and increases their psychological tension during the educational process.

The distractions and technology pressures teachers encounter closely correlate with this decline in self-efficacy. Teachers who had to confront frequent technical problems found themselves distracted from focusing on the essence of the educational process, such as following the interaction of students and effectively delivering content. The participants stressed that these technical pressures affect professional performance and extend to the psychological state of the teacher, as he feels mentally and emotionally exhausted, which reduces his motivation and weakens his ability to innovate and use effective educational strategies during distance education.

Theme 2: dispersion and the pressures posed by technology. The significance of distraction and technology pressures refers to the psychological challenges that teachers face when dealing with a distance education environment, where electronic platforms require a high level of technical skill and control over digital tools. Many teachers suffer from frequent interruptions in the internet, difficulties in using educational platforms, and problems with time management between virtual classes. All these factors increase the teacher's feeling of fatigue and psychological stress and affect his ability to competently perform his educational tasks, which negatively affects the quality of learning received by students.

The pressures of technology lead to a decrease in teachers' self-confidence, as they feel that their efforts are ineffective or their skills do not keep up with the requirements of digital education.

This feeling of weakness can reduce self-efficacy and make the teacher less able to interact with students or invent new teaching methods. However, some studies have shown that teachers who have developed adaptive strategies, such as using interactive teaching tools, organizing a clear schedule, and collaborating with colleagues, have been able to mitigate the effects of technological distraction and regain their sense of efficiency and control over the virtual learning environment.

Theme 3: Poor student interaction Poor student interaction during distance education is one of the major challenges affecting teachers' sense of self-efficacy. When students are less responsive or absent from active presence in educational activities, teachers feel that their efforts in preparing lessons and communicating content do not find resonance. This decrease in interaction can generate frustration and constant psychological stress, affect the teacher's ability to employ effective learning strategies, and possibly reduce his sense of control over the virtual learning environment.

Poor student interaction not only reflects a lack of student interest but may also be the result of multiple factors, including limited familiarity with digital technologies, an unsuitable home environment for learning, or students feeling exhausted from learning via screens. To face this problem, teachers need to develop innovative motivational strategies, such as interactive activities, the use of various communication tools, and individual communication with vulnerable students. This significance also highlights the importance of providing professional and psychological support to teachers to help them maintain their self-efficacy and self-confidence in light of these challenges.

Theme 4: Negative Emotional Impact. Negative emotional impact is one of the most prominent psychological consequences that teachers face during distance education, as negative emotions such as anxiety, fatigue, and frustration accumulate as a result of technical and job pressures. These feelings not only affect the psychological state of the teacher but also affect the quality of educational performance, as the teacher becomes less able to concentrate and communicate content effectively, and his interaction with students decreases. Studies show that constant stresses in virtual educational environments raise levels of psychological fatigue and reduce professional satisfaction, which is reflected in the teacher's sense of self-efficacy and ability to face professional challenges

The negative emotional impact is also manifested in the teacher's feeling of professional isolation, especially in the absence of effective interaction with students and colleagues, which

increases psychological stress and weakens confidence in personal abilities. However, these effects can be mitigated by developing coping strategies, such as adopting interactive learning methods, organizing psychological rest times, and resorting to professional and psychological support. Teachers sharing their experiences with colleagues and seeking academic guidance can also reduce the impact of these feelings and enhance their sense of self-efficacy. Thus, negative emotional impact is an important indicator for understanding the relationship between the mental health of a teacher and his educational effectiveness in a virtual learning environment.

Theme5 : Coping Strategies. coping strategies are an essential way for teachers to address the psychological stress caused by distance education. Teachers face multiple challenges such as poor student interaction, technical difficulties, and time pressure, which may affect their sense of competence and self-efficacy. Using strategies such as pre-planning the lesson, dividing the content into small modules, or adopting interactive tools such as quizzes and group activities helps teachers to better manage stress and maintain the quality of education. These strategies reflect the teacher's ability to turn challenges into opportunities for learning and improving professional performance, which supports self-efficacy and enhances self-confidence in an unfamiliar virtual environment.

Although adaptation strategies are important, their effectiveness varies depending on the experience of the teacher and the level of support provided by the educational institution. Some teachers find it difficult to invent new methods of interacting with students or face technical problems, which can lead to a feeling of frustration and a decline in self-efficacy. However, sharing experiences among colleagues and receiving constant training in the use of modern educational technologies can enhance the ability of teachers to cope with stress. Therefore, coping strategies are not limited only to stress self-management but also include the development of new skills and the adoption of innovative educational methods that support active learning and reduce the effects of psychological stress on professional performance. By fostering a collaborative environment and encouraging continuous professional development, educators can create a supportive network that alleviates the pressures of their roles. This not only benefits individual teachers but also enriches the overall educational experience for students, as a well-prepared and confident teaching staff is better equipped to inspire and engage learners.

Theme 6 : Professional and Psychological Support. The need for professional support indicates that teachers face significant challenges in applying distance education strategies, such as using

educational technologies and effectively managing virtual classes. Poor training or experience in these areas leads to a teacher's feeling of incompetence and confusion during the implementation of lessons, which reduces the quality of learning for students. Professional support, through workshops, training courses, and technical consultations, is an essential factor to enable teachers to develop their technical skills and expand their educational options, thereby enhancing their self-confidence and competence in dealing with virtual challenges.

Along with professional support, psychological support is necessary to cope with the psychological pressures resulting from adapting to the virtual education environment, such as feelings of isolation, mental exhaustion, or stress caused by difficulties communicating with students. Some studies have indicated that teachers who receive counseling or psychological support groups feel higher self-efficacy and greater ability to control stressful situations, which reflects positively on their professional performance and students' educational health. Therefore, the combination of professional and psychological support enables a more stable environment for teachers and enhances their ability to deliver effective education despite challenges.

The second question: What factors do affect your self-efficacy in class management and interaction with students?

Theme 1: Technical Difficulties : Technical difficulties are one of the most prominent challenges faced by teachers during distance education, as internet outages, weak technological infrastructure, and the lack of availability of appropriate devices have weakened their ability to perform their educational tasks efficiently. These challenges not only affected the practical aspects of teaching but also negatively impacted teachers' sense of self-efficacy, as their inability to solve repeated technical problems generates feelings of frustration and a loss of control over the educational situation. The limited familiarity of some teachers with the skills of using electronic platforms has exacerbated this problem, making them need specialized training support.

On the other hand, it shows that technical difficulties not only affected the teacher but also reflected on the interaction with students, where interruptions or poor communication caused a loss of sequence of thoughts, decreased concentration and follow-up by students, which doubles the psychological pressure on the teacher. Therefore, addressing these challenges requires the development of digital infrastructure and the provision of practical training programs for teachers, as well as the availability of immediate technical support teams to minimize the effects of these pressures.

Theme 2: Poor Interaction and Student Discipline. The lack of interaction and discipline among students during distance education is a fundamental challenge for teachers, as the absence of student participation and their lack of commitment to attend lessons or answer questions lead the teacher to feel that his efforts are not achieving the desired results. In a virtual environment where face-to-face communication is absent, it becomes difficult for the teacher to use traditional classroom restraint strategies, which enhances the sense of helplessness and imposes additional stress.

In addition, the absence of cameras and students' preoccupation with external factors such as the phone or the home environment lead to impaired attention, which reduces the effectiveness of the educational process and affects the teacher's self-assessment and efficiency. This reality puts the teacher in front of a double challenge: to maintain his internal motivation to continue teaching effectively and, at the same time, to invent new methods of interaction, such as short activities, interactive questions, or dividing students into small groups via virtual rooms.

From here, it can be said that the poor interaction and student discipline in e-learning reflect not only a problem in the student but also in the nature of the virtual environment itself, which needs to be redesigned with teaching strategies to ensure effective participation and relieve the teacher's feeling of psychological pressure or low self-efficacy.

Theme 3: Multi-Role Pressure The multiplicity of roles played by a teacher during distance education is one of the most prominent sources of psychological stress. The teacher no longer performs the role of an academic mentor but, at the same time, has become a technical supervisor for the use of digital platforms, following up on the attendance and discipline of students and sometimes psychologically supporting them and their family environment. This overlapping of roles has led to mental fatigue and a growing sense of poor self-efficacy, especially in the absence of adequate institutional support.

In addition, the teacher finds himself required to reconcile his professional responsibilities on the one hand and his family and personal obligations within the home environment on the other hand, which exacerbates work pressures and weakens his ability to separate private life and work. Without clear mechanisms for distributing roles and setting priorities, the teacher feels distracted

and disorganized in his performance, which negatively impacts both the quality of the educational process and his psychological health.

To address this pressure, it is important that clear frameworks are established for the teacher's role in distance education, providing him with time management tools and virtual classroom management, as well as administrative support that relieves non-academic burdens, so that the teacher regains his sense of competence and control over the educational situation.

Theme 4: Absence of Facial Communication The multiplicity of roles played by a teacher during Distance Education is one of the most prominent sources of psychological stress. The teacher no longer performs the role of an academic mentor, but at the same time has become a technical supervisor on the use of digital platforms, following up on the attendance and discipline of students, and sometimes psychologically supporting them and their family environment. This overlapping of roles has led to mental fatigue and a growing sense of poor self-efficacy, especially in the absence of adequate institutional support.

In addition, the teacher finds himself required to reconcile his professional responsibilities on the one hand, and his family and personal obligations within the home environment on the other hand, which exacerbates work pressures and weakens his ability to separate private life and work. In the absence of clear mechanisms for the distribution of roles and setting priorities, the teacher feels that his performance is distracted and disorganized, which negatively affects the quality of the educational process and his psychological health.

To address this pressure, it is important to establish clear frameworks for the teacher's role in distance education, providing him with time management tools, virtual classroom management, as well as administrative support that relieves non-academic burdens, so that the teacher regains his sense of competence and control over the educational situation.

Theme 5: Working With Students with Special Needs Dealing with students with special needs or with academic impairments is doubly challenging in a distance education environment. Teachers often rely on face-to-face interaction to observe the needs of this group and provide individual support to them within the traditional classroom. But in the virtual classroom, it becomes difficult to accurately monitor their psychological or academic state, which weakens the teacher's sense of his ability to fully perform his pedagogical role.

In addition, this group usually needs alternative teaching methods or special adaptations (such as sign language, content simplification, or individual follow-up), which are difficult to

achieve via electronic platforms, especially in the absence of adequate teacher training or supporting technical tools. This situation generates psychological pressure on teachers, as they feel that they are unfair to this category, which may weaken their confidence in their self-competence and increase feelings of frustration.

The poor participation of parents in some cases and the lack of a supportive home environment for learning make it more difficult to meet the needs of students with difficulties and make the teacher face these challenges alone. Therefore, it is crucial to design special support programs for teachers to effectively address this category in e-learning, equipping them with digital strategies and tools that consider the diversity of students' abilities, and fostering stronger collaboration with the family.

Conclusion

From the analysis of experiments, it becomes clear that distance education imposed on teachers multiple psychological and professional stresses that directly affected their sense of self-efficacy. These stresses not only hindered their ability to effectively engage students but also contributed to feelings of isolation and burnout. Addressing these challenges is key to creating a supportive environment that enhances teacher resilience and promotes effective teaching practices. Technical difficulties were the most prominent challenges that hindered the educational process and weakened the teacher's confidence in his ability to control the situation, while challenges in dealing with special groups represented another aspect of pressure, as teachers found it difficult to meet the needs of students with special needs or academic weakness in the virtual environment. These circumstances together led to a state of psychological exhaustion and frustration, but at the same time they revealed the urgent need to develop professional and psychological support strategies, improve the digital infrastructure, and provide teachers with specialized skills and tools to adapt to the requirements of e-learning. Thus, enhancing the self-efficacy of teachers in a virtual learning environment requires a holistic vision that combines technological, pedagogical, and psychological support. The major findings were

1. The impact of technical and psychological pressures: the study showed that technical difficulties and psychological fatigue associated with distance education led to a decline in the sense of self-efficacy among teachers.

2. Poor interaction and challenges among special groups: the results highlighted that poor student participation and difficulty dealing with people with special needs or academic weaknesses exacerbated teachers' feelings of frustration and pressure.

3. The need for support and adaptation: despite these challenges, some teachers have resorted to adaptation strategies, but there is an urgent need for professional training and psychological support to enhance their ability to face the demands of virtual education.

The Recommendations of the study

1. Improving the technical infrastructure: the need to provide a stable internet connection and appropriate devices for teachers and students, with the establishment of immediate technical support teams to address malfunctions.

2. Specialized training for teachers: designing practical training programs that focus on e-learning skills, strategies for dealing with special groups, and methods to enhance student interaction.

3. Providing psychological and professional support: creating psychological counseling programs for teachers and establishing spaces for communication and exchanging experiences between them to enhance self-efficacy and reduce stress

References

Al-Harazneh, Y. M., Alobeytha, F. L., & Alodwan, T. A. A. (2022). Students' Perceptions of E-Learning Systems at the Jordanian Universities through the Lens of E-Business Booming During the Coronavirus Pandemic. *International Journal of Distance Education Technologies (IJDET)*, 20(1), 1-18.

Alodwan, T. (2021). Online Learning during the COVID-19 Pandemic from the Perspectives of English as Foreign Language Students. *Educational Research and Reviews*, 16(7), 279-288.

Al-Saree, I. I. A., Alshurman, W. M., & Alshurfat, S. S. (2020). The Effectiveness of Supervision in Solving Problems Facing Teachers of Students with Autism Spectrum Disorder in Jordan. *Journal of Education and e-Learning Research*, 7(3), 314-322.

Besser, A., Lotem, S., & Zeigler-Hill, V. (2022). Psychological stress and vocal symptoms among university professors in Israel: implications of the shift to online synchronous teaching during the COVID-19 pandemic. *Journal of voice*, 36(2), 291-e9.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA, US: Sage Publications.

Di Trani, M., Zilcha-Mano, S., & Shani-Zinovich, I. (2021). The Impact of COVID-19 on Teacher Stress and Burnout: A Longitudinal Study in Italy. *International Journal of Environmental Research and Public Health*, 18(7), 3423. <https://doi.org/10.3390/ijerph18073423>

Edwards, J., Booth, J., & Dunn, L. (2021). Teachers' experiences of remote teaching during the COVID-19 pandemic: a rapid evidence review. *Oxford Review of Education*, 47(1), 1-22. <https://doi.org/10.1080/03054985.2021.1879150>

Gümüş, E., & Bellibaş, M. Ş. (2021). The relationship between the types of professional development activities teachers participate in and their self-efficacy: a multi-country analysis. *European Journal of Teacher Education*, 1-28.

Hagermoser Sanetti, L. M., Boyle, A. M., Magrath, E., Cascio, A., & Moore, E. (2021). Intervening to decrease teacher stress: A review of current research and new directions. *Contemporary School Psychology*, 1-10.

Horvitz, B. S., Beach, A. L., Anderson, M. L., & Xia, J. (2015). Examination of faculty self-efficacy related to Online teaching. *Innovative Higher Education*, 40, 305–316. <https://doi.org/10.1007/s10755-014-9316-1>.

Mojavezi, A., & Tamiz, M. P. (2012). The Impact of Teacher Self-efficacy on the Students' Motivation and Achievement. *Theory & Practice in Language Studies*, 2(3).

Mukhtar, S. (2020). Psychological health during the coronavirus disease 2019 pandemic outbreak. *International Journal of Social Psychiatry*, 66(5), 512-516.

Petrakova, A. V., Kanonire, T. N., Kulikova, A. A., & Orel, E. A. (2021). Characteristics of Teacher Stress during Distance Learning Imposed by the COVID 19 Pandemic. *Вопросы образования*, (1 (eng)), 93-114.

Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25-48

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of educational psychology*, 99(3), 611.

Wang, L. (2022). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in psychology*, 12, 810559.