The Impact of the Iron Swords War on the Well-Being Factors of Arab-Israeli Faculty and Administrators

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Abstract

The study aims to examine how the War of Iron Swords (Israel War) influenced the well-being of Arab-Israeli administrators and instructors. Using a qualitative methodology, the researcher conducted interviews with 25 Arab-Israeli educators and administrators and focus group discussions with 12 education and administration experts. The findings revealed that the war significantly affected the educational work environment, consequently impacting the well-being of these professionals. It created tension, sparked conflicting emotions, and adversely affected their personal lives outside of work. Despite these challenges, the educational staff remains committed to achieving learning objectives. Their motivation is driven by a desire to excel in their efforts and earn the respect of their peers.

Keywords: Arab-Israeli teacher and administrators; The Values and principles; Well-being factors; War of Iron Swords**.**

Introduction

Conflict negatively impacts students, teachers, scholars, and education trade unions, leading to violence, fear, and safety concerns. It increases the risk of violence, damages schools, and creates psychological anguish, impacting the quality of education (GCPEA, 2014). Lead Core for instructors Researcher at War Child Holland Coetzee states, "Like their students, teachers desperately need support too." "We must not forget that - when they step into the classroom to teach - they too carry the weight of war in their country".

However, numerous study's findings have revealed that when teachers are not "well and in a bad mood" there are direct negative effects on the students, the school, and the entire educational system. Karnovsky & Gobby, (2022); Aldrup, K. et.al. (2018). This is especially true in contexts resulting from wars, conflict, and forced displacement, where teachers are unable to fulfill their teaching duty to meet the distinct needs of their students (Concern Worldwide Us, 2023). Based on, little is known about how the effects of the current Iron Sword War intersect with the well-being of Arab-Israeli faculty and administrators. However, the researcher attempts to fill the existing gap by answering the following main question: How has the Iron Sword War impact the well-being of Arab-Israeli teachers and administrators?

In keeping with the previous assertions, the researcher used the findings research of Huynh's; et al. (2023), as a guideline, the author's identified seven crucial components from the case studies that supported teacher's well-being to address the main topic. According to the study's findings, teachers are delighted when they:
1. Feel appreciated and respected for their leadership
2. Are fully devoted to their work
3. Find meaning and purpose in it
4. Feel successful
5. Have their personal needs for non-work-related matters satisfied
6. manage their emotions and overall well-being. and
7. Take advantage of an upbeat, encouraging work atmosphere. Considering

appropriately suited their cultural setting.

Purpose of Study

The current study aimed to explores the effect of the Iron Swords wars on Arab-Israeli faculty and administrators' well-being factors. specifically, other objectives of this study were to answer the questions:

1. How has the Iron Sword War impact the well-being of Arab-Israeli teachers and administrators?
2. How might the components of well-being be recovered?
3. How should these needs be addressed?

The conceptual framework below outlines the seven aspects of teacher well-being that the author will address.
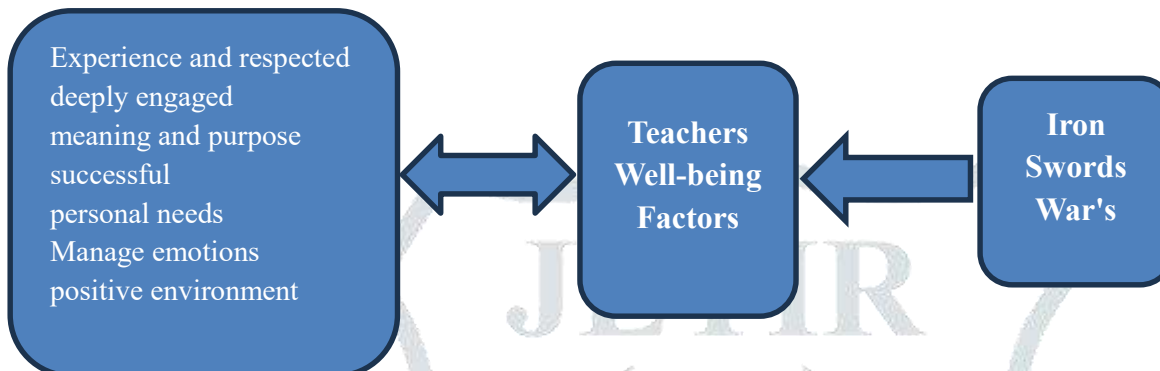

Figure (1): show the categories of teacher's well-being

Drawing by Author.

Methodology

Using qualitative research methodology, data were gathered in two phases. Phase one involved conducting structured and semi-structured interviews for 25 Arab-Israeli faculty members and administrators from 2-30 Dec. 2023. However, semi-structured Interview Analysis provides a distinctive method for gathering and interpreting data. By combining elements of both structured and unstructured approaches, it enables researchers to delve into intricate subjects while maintaining focus through the use of predetermined questions, this adaptability allows interviewers to delve further into participant responses, revealing valuable insights that might otherwise go unnoticed in a strictly structured format (Williams, N.D).

Phase two of data gathering began after the author analyzed the interview results from phase one. Phase two involved a focus group discussion for (12) educators and experts via the Zoom technique. focus groups are instrumental as a complement to other data collection methods for providing in-depth information in a relatively short period (Gundumogula, 2021).

In order to gain a deeper understanding of the drivers of teacher well-being, such as feelings of success, experience, and engagement at work, the study included interviews as part of its original design. However, given the results of the interviews, the importance of the focus group grew significantly.

The author follows five essential steps in qualitative data analysis: gathering and collecting data, organizing and structuring the information, coding the data, conducting the analysis, and finally, reporting the insights. Qualitative Data Analysis explores the rich narratives embedded in non-numerical data, such as interviews, open-ended survey responses, or observational notes. This approach reveals the underlying "whys" and "how's," providing valuable insights into people's experiences and emotions on a deeper level (Dye,2025). Commonly applied in disciplines like social sciences, education, and healthcare, it serves as a pivotal method for gaining a deeper understanding of complex human behaviors, experiences, and interactions (Noble& Smith,2013)

Teachers' Well-being factors

Every major conflict in the world negatively influences the mental and emotional well-being of both instructors and pupils, making it harder for them to get an education, widening the achievement gap, violating their personal needs, and lowering the quality of instruction. In reality, the majority of academics concur that the elements above have a direct influence on teachers' well-being. As a consequence, the researcher is guided by the results of the research conducted by Huynh; et al. (2023), to explore how the current war impacts each of the seven factors of the well-being on the Arab-Israeli faculty and administrators.

1. **Experiencing and respected**

Teachers face adversity in the real world, but they are constantly experimenting and tinkering to find the right combination. Experience is the best teacher, as new obstacles arise daily and year-round. Expertise allows for rapid adjustments and smooth operations, making teachers like chemists constantly adjust to new challenges (Meador, 2018). Respect is a complex concept that varies among individuals. Some view it as a set of laws, phrases, and behaviors indicating different degrees of deference. Others see it as a means of understanding and valuing others. Perry (2023) highlights that many people are raised to address adults as "Mr. or Mrs." However, Respect is crucial in the workplace, as it creates a constructive environment for team achievement. In any job, it should be expected that employees behave with respect. Deer (2023) emphasizes the importance of fostering a healthy work culture by treating employees with respect and value, fostering a sense of fulfillment, loyalty, engagement, and inspiration, and demonstrating that workers appreciate different degrees of respect,

    1.   Individual respect, which each team member should get in equal measure. Courtesies and the establishment of a place where every group member is valued provide this regard.

    2.   Respect for professional accomplishment, which consists of praising each worker for a job well done.

Falk et al. (2019) suggest that recognition and respect from community members can reduce stress and burnout in host community teachers. However, war-displaced teachers may face discrimination if their lack of respect is not acknowledged. Therefore, developing programs or policies supporting teacher well-being should consider their educational background. In related context, the Center for Comprehensive School Reform and Improvement (n.d.) points out the importance of teacher leadership in schools. It suggests that respect for subject matter and instructional knowledge, positive working relationships between administrators and teachers, regular assignments for essential teaching and learning work, well-defined roles of administrative and teacher leaders, and thriving interpersonal ties are key factors in fostering effective teacher leadership.

However, due to the vast array of responsibilities and activities that teachers participate in that may need leadership, Wattleton (2000) identified various roles and responsibilities for teacher leadership including "clinical faculty, clinical educators, teachers-in-residence, master teachers, lead teachers, and clinical supervisors," using Sherrill's (1999) words as an example. Furthermore, significant research that delineates leadership attributes, prioritizes strategic planning and tackles ethical dilemmas in educational environments informs the definitions of teacher-leaders. (P:2). Research indicates a strong correlation between teachers' experiences and student learning at the school level, and their well-being is positively correlated with their experiences. TNTP Web (2023) editorial crew presented several ways to show appreciation to teachers; school administrators should pay attention to their experiences, respect their time, reconsider their staffing and scheduling, highlight excellent instruction, and increase teacher pay. However, by understanding their goals, resources, and preferences, administrators can implement changes that benefit teachers and ensure they can provide the best possible instruction for their students. Additionally, highlighting the positive impact of excellent instruction on students both within and outside the institution can further enhance teacher well-being.

In the author's interviews, a majority of participants attested to the fact that, while circumstances may not always align, peer respect and admiration are genuine and prevalent values. They went on to say that the connection between parents, instructors, and students was unaffected by the ongoing war. In contrast, more communication has been made amongst all stakeholders to ensure the success of the educational process. By emphasizing that most teachers, especially new ones, maintained respect for those with competencies and benefited from their academic and professional experiences to lessen students' anxieties, relieve stress, and

make them feel safe, the experts validate the participants' attitude of novice teachers toward their experienced peers (leaders).

On the other hand, another team of participants feels that the war changed some interpersonal behaviors and brought up hitherto unheard-of psychological demands on peer relationships. It produced an uneasy environment where collaboration was likely to decline. To some extent, the conflict also had an impact on the principles of tolerance and understanding. They ascribe this viewpoint to psychological pressure, cultural variety, educational attainment, experience, and emotional regulation skills. The pressure levels among peers are significantly influenced by these and other factors.

Regarding this, the experts clarify that the differences in individual views and convictions do not imply a deterioration of the community's sense of respect and gratitude among instructors. Experts claim that the circumstances of the current conflict had little impact on the respectful relationships between pupils and parents as well as between classmates. On the other side, this wonderful trait was reinforced, and everyone collaborated to keep the school year's success going. We can argue that generally speaking, there is now more regard for the opinions of experts and seasoned executives in educational institutions.

Furthermore, both experts and participants concur that experience is a teacher's greatest asset because it provides him with independence and the capacity to make the right choice in an emergency. The experience an administrator or teacher accrues over time also positions them as responsible, capable, and a leader with the confidence to make wise decisions. Consequently, respect is a common trait among peers in educational institutions, and during difficult times, this regard is amplified, particularly for seasoned academic and administrative leaders.

2. Workplace engagement

To understand the term of "employee engagement" as it relates to the teaching profession. Raphael (2022) argues that in contrast to teaching. The term "employee engagement" seems to have a peculiar connotation. "Engagement" in the teaching profession mostly relates to a teacher's commitment, enthusiasm, and interest in their workplace. It is imperative that education professionals and learning policymakers delve deeply into the concept of "teacher engagement" and prioritize the psycho-social components that facilitate effective teaching. However, since engagement is such a crucial quality, the teaching profession cannot function without it. A dedicated educator never settles for what they currently have and is constantly looking for fresh perspectives and methods to help their pupils (Celik & Yildiz, 2017). Maiyani (2017) asserts that dedicated educators are unwaveringly committed to their student's success, recognizing the importance of commitment in effective teaching. They struggle to maintain student learning and are concerned about their growth, fostering enthusiasm and curiosity among students, while fulfilling their obligations to them.

Teachers face numerous demands from administrators, parents, the community, and students in today's classrooms. Educational leaders must create an authentic learning atmosphere, with a committed teacher leader as the core of this environment (Tavish & Kolb, 2006). Raphael (2022) identifies two types of teacher engagement: institutional standards and regulations, which outline expectations and autonomy, and self-motivation, which stems from an educator's internal motivations and does not require external intervention or oversight. These regulations ensure that educators are formally involved in the institutional framework and fulfill their responsibilities, ensuring they continue to be formally involved in their work.

Turk's (2022) study reveals that while teachers in Ordu province have varying levels of professional dedication and commitment, they generally have a similar attitude towards their profession. The study examined the connections between teachers' views on their profession and various sub-factors (efforts, values, identity, Dedication to pupils, Dedicated work) of professional commitment, revealing that teachers' attitudes and degrees of professional devotion are related and predictive. However, Zhang, et al.'s (2021) study examined (520) primary teachers working in Beijing. Researchers found that intrinsic motivation and fundamental psychological need satisfaction are the links via which teacher autonomy impact work engagement. Additionally, it shows that teachers who receive more autonomy support would be more driven to teach and more pleased with their basic psychological needs, which will raise their level of engagement at work. Furthermore, Abrol's (2022) study discovered a strong and favorable relationship between Punjab state secondary school teachers' levels of professional dedication and well-being.

Even though the general psychological strain and anxiety brought on by the ongoing war; the majority of interviewees and the expert group concurred that faculty members carried out their jobs; however, senior management's directives and the school's policies were generally complied with. Certain interruptions are

more likely depending on a teacher's personality, degree of dedication, and sincerity to his work. An additional consideration is the security circumstances at work, which are the institution's top priority. In general, the current war had minimal effect on how strictly the institution adhered to the rules and laws regulating its operations or how hard it pursued its stated goals. The participants also confirmed their participation in putting forward ideas and providing solutions to some of the problems that hinder the path aimed at preventing a decline in the educational level of students.

Experts and participants share that, despite its psychological effects, the war has heightened their sense of accountability and internally motivated them to put forth more effort, improve professional virtues (honesty in their work), and advance their capacity to use alternative educational resources (online platforms). they were enhancing their technological proficiency and devoting greater time and energy to guaranteeing the right to education throughout armed conflict. Several attendees stated that they learned valuable lessons from the COVID-19 epidemic and made diligent efforts to make wise decisions to prevent their pupils from missing school. In addition, being extremely cautious to follow public safety guidelines and directives in case of an emergency.

There is a widespread belief among teachers that; a teacher who is passionate about and believes in what he does would be sincerely committed to it, engage deeply, and will follow the institution's policies. No matter what happens, he finds fulfillment in his job, and we will find him to be genuine and creative—even if the director and/or supervisor don't follow up with him. Put simply, the war would not diminish his sense of pride in his identity as a teacher.

3. Meaning and Purposes of Work

A teacher's identity is shaped by the individuals they meet in their professional context. Self-awareness is crucial for teacher development and identity construction, as it impacts motivation, job contentment, and overall well-being in the teaching field. (Beauchamp & Thomas, 2009). Wiles (2012) defines professional identity as a subjective process where individuals develop a sense of their social worker identity, involving more than just assuming specific characteristics or ideals or proving competency, and aligns with the more subjective approach.

Willemse & Deacon (2015) identified a strong correlation between a positive work ethic and a feeling of purpose, Instructors demonstrated the significance of their profession when they felt a sense of calling (search and presence). In like manner, Turner & Thielking (2019) found a strong correlation between subjective well-being and people's perceptions of engaging in important employment. They found that educators found job purpose in making a difference in students' lives and building strong bonds with colleagues. Encouraging teachers to participate in meaningful work activities and find purpose in their jobs may enhance their well-being).

However, Hansen (1995) defines a sense of vocation as a hopeful, outward-looking sentiment that relates to a teacher's commitment to teaching. He emphasizes the unique contribution of many of today's teachers, affirming their professional skills and status. Hansen suggests that teaching is more than just a job and that the "more" is the felt call within the individual teacher to have a vocation.

This provides these educators with various strengths because they recognize that teaching is a vocation.

1. A strong feeling of identity and morality in the title "Teacher."
2. A feeling of autonomy as a self-employed professional.
3. A powerful sense of community among their neighbors, coworkers, pupils, etc.
4. Their feeling of forward mobility and rootedness in the past give rise to flexibility.

Many participants believe the current war had no bearing on their purpose or work objectives, particularly when each member has a distinct function, an experienced leader who can manage the job effectively, and a talent to offer. Effectiveness in the educational process; the wealth of resources; alignment of goals with a diverse team of skilled workers; ongoing collaboration and communication amongst members of the educational institution to guarantee that students receive the required courses; and collaboration amongst teaching staff members to exchange ideas and solicit solutions for forward-thinking initiatives. The end product is a team that can function and meet the objectives of the learning process.

Even with certain limitations, the experts committee commended the top administrations for their outstanding flexibility in supporting the teaching and administrative staff. This entails postponing student exams, cutting back on meetings only to discuss pressing matters, selecting new assessment tools, adhering to the policies of the online learning environment, limiting the number of tasks and authority assigned, and scaling back all

extracurricular activities. Simultaneously, participants feel that these actions have diminished their degree of autonomy in making decisions in the school.

The belief that education is a sacred right for all students and that everything can be restored after a war, except for ignorance, which has the potential to destroy society over time if educational goals are not met; these beliefs play a significant part in determining their sense of direction and the goals they have for their education.

4. Feeling Successful

A successful teacher is a teacher who possesses fundamental qualities, which can be measured by meeting learning outcomes and competencies, ensuring student satisfaction with pedagogy, and enabling higher-order thinking abilities to be acquired (Sharma & Ahuja, 2021). Teachers Inspired Together highlights several benefits enhancing successful feeling, including building rapport with students, understanding various instructional methods, adhering to strict guidelines for student conduct and academic performance, maintaining transparency about student expectations, informing parents about classroom events, encouraging peers, and participating in the school community.

The pedagogical success of the teachers mostly refers to their cognitive abilities and academic and professional knowledge in the field of teaching; Toraby (2018) argues that students are more receptive to educators who possess both professional and emotional literacy. However, Pedagogical abilities can improve the quality of the teaching-learning process, promote group learning, squelch boredom, and enable individualized instruction. Teachers with good pedagogical abilities are educational leaders, assisting pupils in realizing their full potential and succeeding academically (Shah, 2023). Teachers who use innovative methods to enhance instruction are considered successful, according to Sharma & Ahuja (2021). Successful teachers impact students' activities and are aware of what they learn, how much they learn, and how they share it, In the community of students, educators who positively influence students' brains could be referred to as effective educators.

Within the concept of feeling successful, the experts and participants have differing perspectives on what it means to be successful. According to the participants, part of what makes them feel successful is that they work for an organization that supports the development of educational, pedagogical, cultural, and technological plans; that has a crisis management plan that is adaptable to any situation; that supports students who face educational challenges and keeps track of their progress; and that fosters positive relationships with educators, parents, and other stakeholders in addition to fostering positive relationships with students. These resources help the educational institution's administrative and instructional staff feel productive and content when used in tandem. Consequently, there is no place for war to impact this feeling.

The participants also affirmed that to develop new teaching strategies and models that will inspire students to learn, educators must first meet the needs of their students, including their educational, psychological, mental, and health needs. Additionally, teachers must engage in intensive parent of student's communication to communicate the objectives that teachers and students must work toward together for students to succeed. Given the war's current state, this is why they feel successful.

In the same thread, the experts share the opinions of the participants urging an improvement in the quality of the interaction between educators, students, and society. Being intentionally involved in some school events and the group that makes decisions about school policy, either in person or using Zoom technology, and feeling accountable for improving student's academic performance. These elements provided pupils with psychological support and enough time to vent their emotions. Experts and participants alike concur that maintaining the integrity of education and never interfering with it is the ultimate goal of professional success. They also say that although the means have altered as a result of the conflict, the instructional message has remained the same.

According to experts and participants, "Being able to accomplish goals and deliver the educational message are key components of success in the workplace." It is anticipated that the development of values and principles will result in a responsible generation that can shape the future."

5. Personal needs

Teachers rarely have time to reflect extensively on their work. There is minimal privacy in shared classrooms and other school settings. Teachers must thus disconnect, go alone, and spend time thinking to prevent strain and tension. According to Barile (n.d.), educators should write themselves letters, take long walks, and spend time away from phones. Activities for teachers' mental health and well-being should be comprehensive and

ongoing, according to Reach Out School Web; incorporating self-care practices like exercising, socializing with friends, and establishing boundaries at work can help educators enhance and preserve their well-being. As a result, teachers must afford additional time for personal interests and leisure to prevent burnout since neglecting their students has an impact on both their personal lives and the quality of education they get. (Agarwal, 2023).

While it may need some time to comprehend and meet the specific needs of every instructor, the work is worth it. When educators feel valued and heard, they are more likely to be productive and to stay in the area of teaching. According to Derivan-George (2016), many seasoned educators are looking for leadership positions that allow them to take the initiative and make a difference without constantly involving management. To prepare lessons, grade papers, and sometimes purchase supplies for the classroom, teachers require their nights and weekends. You'll need to master time management if you want to have a healthy work-life balance. According to the Indeed Editorial Team (2023), such tactics may be designating specific times of the day for rest, exercise, or other private pursuits.

Experts and participants agree that the war has impacted the teacher's demands outside of the job, such as his special time. They are considering several prerequisites for classroom teaching-online learning platform education. Teachers have to forfeit certain social events because time management has become important. As a result, many respondents believe that a significant portion of their personal and family time is consumed taking care of the professional element. Accepting invitations and attending social gatherings outside of the workplace also was impacted by the war and the unusual circumstances. Many leisure activities were suspended under the relevant authorities' safety directives.

The majority of people's private lives, including those of teachers, have been impacted by the war, according to both experts and participants. These effects include (the emergency and early warning sirens, the closure of public parks and entertainment venues, shopping behavior, insecurity, traveling, and vacation...etc.). Compared to male instructors, the influence on the psychological condition of "female" teachers was more evident in this setting. She sees anxious youngsters at school, once she returns home, her kids are in a similar predicament. In this case, the experts advise that this mix of emotions calls for more nerve control and endurance to achieve the level of balance needed to perform the next day.

To relieve stress, some individuals continue to engage in certain activities, such as walking, psychological and health-related pursuits, and avoiding war-related news. As a result, the instructor keeps himself psychologically well and in a condition that allows him to instruct the pupils in a very competent way.

6. Managing emotions

Emotions are complex concepts that are challenging to describe objectively and investigate through experimentation. Frenzel et al. (2021) view emotions as the interface between an individual and their environment, mediating between events and social circumstances. Evaluative reactions encompass various psychological and physiological subsystems, particularly in the contexts in which teachers operate. 1while, Denzin (2007) asserted emotion plays a crucial role in human affairs and cannot be discounted. Every aspect of life is impacted by emotions, including the political, social, cultural, economic, and religious. Added, emotions give meaning to life. Dixon (2012) suggests that emotions are caused by mental consideration of perceived objects, unlike sensations which are directly caused by external objects. Emotions are noncognitive, vivid feelings, unlike intellectual states, and are distinct from mental processes.

Teachers' emotional experiences during their pedagogical journey significantly impact their and their students' success in school. Their happiness is related to their personal life, professional connections, and job satisfaction (Rejina, 2021). Toraby's (2018) study found a moderately positive relationship between instructors' feelings and students' perceptions of their educational performance. Students' emotional components were most accurately predicted by enjoyment, and positive feelings like pride and satisfaction might motivate them to improve their educational performance.

Teachers often experience a range of emotions, including positive (pride, enjoyment, satisfaction, happiness), negative (boredom, wrath, worry, and frustration), or a combination of both, making it common for them to report experiencing a variety of emotions (Zhongling, 2022). According to Teach Thought Staff (2019), School administrators should provide teachers with more than just fair salaries; they should also offer them perks like paid time off, health insurance, professional growth opportunities, training, and promotion, as well as a teacher's lounge. Teachers are more productive when their employers show support. Consequently,

teachers' well-being and positive emotions are critical factors in successful teaching and pedagogical success (Rejina,2021).

Given the circumstances of the ongoing war, many experts and participants believe that having feelings and being impacted by them is quite normal. This is especially true of teachers, who are the group most closely associated with all facets of society (students, parents, responsible authorities, etc.), and whose degree of control varies from one to the next. However, the emphasis of its administration and control is on the teacher's capacity to adjust to changes in the workplace, and this capacity grows in the presence of specialized knowledge and experience. One of the participants states, "Satisfaction and pride in the support I do for others never leave me as long as I strive to benefit my students and support them morally, emotionally, and socially. "My positive feelings result from my sense of dedication, the challenges I faced with my students, my personal and professional needs, and my feeling of contributing to shaping the future of students and supporting them during a difficult period, which is a source of pride and satisfaction with my work," another says. "Meeting them daily with a smile and reassuring words enhances my energies and gives me strength to continue."

Some participants worry that if the war continues, there will be increasing psychological strain and conflicting feelings among the participants, which might lead to a breakdown in the moral conduct, values, and respect system. (The temple's fall), particularly in light of the ongoing conflict and the political figures' comments that some may view as provocative.
One of the expert states, "A creative teacher finds true happiness in his work when he looks at his students and spends the happiest times with them."

7. Positive work environment

The work environment consists of favorable elements like (1) organizational motivation, (2) supervisory inspiration, and (3) task force support. Masoom (2021) realized that the most significant element in the school's favorable environment is workgroup encouragement, especially when it comes to having positive relationships with the principal. Organizational encouragement is crucial for ensuring justice and preventing conflict to promote good conduct. However, instructors experience increased workload due to excessive after-school meetings, arbitrary deadlines, and office staff inspections. Teachers rate the school's favorable atmosphere more favorably with more experience. A study by Ibrahim et.al. (2019) found that the work environment significantly influences junior high school performance by 72%, particularly in the simultaneous learning process at Demak State Middle School.

A positive work environment is crucial for retaining exceptional instructors, as it leads to higher-quality education. according to Dawn (n.d.), Schools should prioritize their top teachers, provide professional development, give them discretion in delivering education, ensure their safety, encourage family involvement, lower class sizes, and always assist. These steps help maintain the quality of education in schools and contribute to the overall success of educators. In the same vein, Kajal (2022) emphasizes the importance of prioritizing students, organizing student-run conferences, organizing monthly meetings for classroom development, enhancing classroom surroundings, allowing time for interest projects, collaborating as an example, planning with similar grade or subject instructors, participating in multi-age activities, discovering multicultural literature, and organizing cultural days to enhance the learning environment. Eimuhi & Ogedegbe (2016) argue that enriching learning settings leads to greater academic achievement and other student outcomes.

Overall, Well-being is a broad concept and covers a range of psychological and physical abilities. Five major types of well-being are said to be, emotional; Physical; Social; Societal, and Workplace well-being (Davis,2019). In accordance with the Council of Europe website (n.d.) Teachers' well-being encompasses physical and mental health, emotional safety, accomplishment, purpose, and belonging. As schools and teachers are frequently targeted by attacks, it's crucial to assess the physical security risks associated with these situations. However, understanding how teachers can meet their basic needs in conflict impacted contexts is crucial. It's essential to have systems that are contextually appropriate and responsive for reporting risks to their physical, social, and emotional well-being. Real or perceived threats of violence can exacerbate stress and burnout in educators (Falk, et.al.; 2021).

The experts shared the participant's viewpoint, that the war significantly impacted the educational environment and extracurricular activities, with the administration, municipal councils, and stakeholders playing a crucial role in providing support and highlighting changes in the educational environment:

1. The majority of internal school rules and regulations were impacted, and they started to handle situations more flexibly. Student safety was given priority by the school administration, which also asked instructors to get involved in encouraging pupils to succeed academically and provide emotional, psychological, and health assistance. Some school administrators even went so far as to cut down on the number of students enrolled. Cutting back on class time, switching to an online learning environment, altering some organizational procedures, etc.

2. Numerous directives were sent to educators and school administrators, including permission to determine when to open or close schools based on the security situation in the area, when to hold staff meetings online or in person, special orders to check shelters for preparedness, and special guidelines for the educational advisor on how to handle emergencies, the creation of unique software for remote learning and the computer center's implementation of it, the centralization of education, etc. The significance of conducting business with coworkers who hold official special positions in an orderly and courteous manner and paying attention to their instructions became evident in such a current war.

3. Put an end to extracurricular activities. Given the current state of the war, delaying training sessions, lacking the resources and money needed to carry out plans, and removing part of the authority allocated to educators and administrators.

4. Higher education administrations were impacted by the war conditions, and they made decisions without consulting the institution's educational leaders. The Ministry of Education's decision to use online instruction is one illustration of this. Additionally.

5. To prevent tensions between students or peers from rising, the responsible authorities sent their directives to teachers and administrators, requesting that they refrain from expressing personal views and feelings and refrain from making comments about the status of the conflict.

Discussion and Results

In any form, respect ought to be taken for granted in the workplace as it fosters a positive atmosphere that offers many advantages—even in war. The researcher discovers that colleagues' level of respect has not changed despite the ongoing conflict. Conversely, respect was still widely practiced among parents, students, and peers in the classroom. Everyone, notably the new instructors, turned to hear what their fellow professionals had to say to gain insight from their experiences in lowering stress and minimizing the harm caused by the continuous conflict inside the school to the barest minimum.

The primary factors contributing to teachers' intense engagement in their work, according to the interview, are pride in their educational identity, teacher's conscience, and total faith in their profession. The great majority of instructors possess these attributes because they are founded on ideas that fundamentally respect students' rights to education and compliance with school policies. Because of this, despite the constant conflict, instructors have continued to fulfill their obligations to their pupils and have maintained their sense of pride in their identity as learners. This is the key to their feeling successful.

The researcher concluded that, given the shift in teaching methods to online instruction and the existence of technical barriers that keep students from using Zoom technology to attend classes (which could be caused by a lack of computer access, a lack of Internet availability at home, parental ignorance of technology use, etc.), the current war has an impact on the private time allotted to teachers. As a result, time management has grown in importance, requiring instructors to forfeit some social occasions as well as their personal and family time. Accepting invitations and attending social gatherings outside of the workplace was impacted by the war and the unusual circumstances that prevailed at the time.

Naturally, wars have an impact on people's Psychological health and capacity to carry out everyday chores. The media frequently depicts situations of anxiety, dread, rage, grief, panic, and warfare. Post-traumatic stress disorder and trauma. condition of ambiguity. As a result, a variety of emotions and feelings are produced, some of which are incompatible with human nature and are thus uncontrollable. Teachers experience more stress and mixed emotions since they are not only the group most directly associated with most stakeholder segments (community, pupils, parents, competent authorities...) but also bear personal responsibility for the safety of both themselves and their kids, these segments are the most exposed to pressure.

Finally, the war directly impacted the educational environment, impacting things like internal school policies and procedures, safety directives to administrators and teachers, decision-making processes, extracurricular

activities, the needs of teachers outside of the classroom, online learning, stress, and conflicting emotions. However, the objectives have remained the same despite changes in certain teaching technologies, which encourage instructors to feel successful and proud of their educational identity.

Results

Drawing on the aforementioned discussion, the study determined that, broadly speaking, the war impacted the educational environment work, hence influencing the well-being of Arab-Israeli educators and administrators; it generated tension and conflicting feelings; and it negatively impacted their personal lives away from the workplace.

Even though the ongoing war, the educational personnel are prepared to meet the learning objectives. Their motivation to put forth more effort, get respect from their colleagues, and improve professional virtues namely, honesty in their work was heightened. Furthermore, the study found that educators hold the view that a teacher who is passionate about and believes in what he does would behave in the best interests of his students and follow the norms set out by the school. In other words, the war will not impact his pride in his educational identity, because he finds his well-being in this work, regardless of the circumstances.

Figure (2) presents the well-being factors of Arab-Israeli faculty and administrators revealed in this study in light of the War of the Iron Swords.
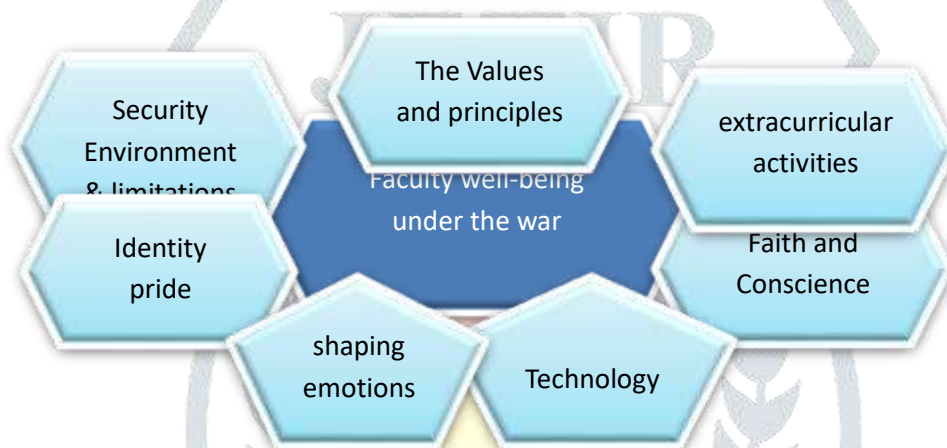
The Figure (2) designing by the Author.

Recommendations

- The government, legislators, directors, and researchers must produce more evidence on the well-being of teachers in conflict impacted areas to raise awareness of and support for teachers.
- Creating adaptable plans for handling pressing issues like ongoing conflict is essential to creating a secure learning environment for both educators and learners. This entails improving communication between higher-ups, educators, students, and their parents; encouraging educators to seek assistance; providing instruction on nerve control and endurance to achieve the ideal balance; and sharing crisis management experiences stemming from armed conflicts.
- To assist faculty and administrators in coping with the impacts of psychological stress and anxiety brought on by war and post-traumatic stress disorder, psychological support programs are essential. This would enable teachers to somewhat regulate their emotions in front of their kids, providing them with security and comfort. This is accomplished by providing them with training sessions that enable them to acquire excellent teaching strategies and emotional regulation abilities in challenging situations.
- Senior administrators must listen to teachers' and administrators' perspectives, share their thoughts and opinions, and draw on their experiences while making emergency choices. Because it is now a collaborator in decision-making rather than only a recipient, the teaching staff is more attentive and helpful in carrying out the orders.

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