THE PRINCIPALS' STRESS IN BEDOUIN SCHOOLS IN ISRAEL DURING CORONA PANDEMIC

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Abstract: *The aim of this research is to explore the stress of the principals in Bedouin sector schools in Israel concerning remote teaching during COVID-19 pandemic. The interviews included eight (8) open–ended questions and were conducted with three (3) principals from different Bedouin schools in Negev concerning stress at work in the shadow of COVID-19. The main finding of this research is that the school principals in Bedouin were experiencing high levels of stress concerning distance teaching in the shadow of COVID-19 pandemic. The research findings also show that there is a lack of resources for remote learning among students in the Bedouin population, which was associated to the lack of the school principals' control over teachers during the COVID-19, and was related to changes in the students' behavior.*

Keywords: *Bedouin; stress work; school principals; resources; COVID-19.*

JEL Classification*: I21*

1. Introduction

The spread of the Corona virus has led to almost the complete closure of all schools in the world. In mid-March 2020, following the spread of the Corona virus, the Israeli education system was closed and switched to remote learning. Closed schools have far-reaching social and economic consequences affecting the general public of students, parents and teachers, especially students of low socioeconomic status (Dahan et al., 2020). In addition, students of low socioeconomic status are limited in their ability to produce educational content appropriate for remote learning. According to data published by the Ministry of Education, it is not possible to know which population had used digital content or watched the broadcast (Weisblai,2020). Also, Bedouin schools still lack physical and human resources. More than a third of the Bedouin population still lives in settlements that lack infrastructure (Alasad, 2016). One of the most difficult problems facing Bedouin education in the Negev is the lack of proper teaching-learning and poor physical infrastructure in the existing education system (Weisblai, 2017). In addition, all recognized Bedouin areas are included in the lowest socio-economic cluster (Tirosh, & Eyal, 2018). This is the poorest and most vulnerable population in Israel. The standard of

living for the Bedouins, particularly those living in unrecognized villages, is much lower than the average standard of living in Jewish communities, and even in most Arab communities in Israel (Abu Ras, 2011). It is clear that many students in Israel do not have internet connection and lack resources for remote learning. Furthermore, due to COVID-19, school principals in the Bedouin sector had to deal with the reality of school closures and the transition to remote learning, and with a number of new demands and stress associated with the unexpected situation of preparation and coping. More specifically, this crisis has dramatically changed the perceptions of principals and the ways they exercise their leadership (Harris, 2020). In addition, there are significant challenges that school principals have to deal with. According to Van Lancker & Parolin (2020), one relates to students from low socioeconomic levels, and the need to allocate educational materials, computer and Internet connection to meet these students' needs. Another important challenge is that school leaders work to guarantee students' emotional, social and supportive well-being (Harris, 2020). In addition, many negative situations such as stress, fear, and anxiety experienced by teachers during the COVID-19 pandemic have also become an important problem faced by school principals (Karakose, et al, 2022). Furthermore, school principals had to cope with changes such as operating procedures and regulations, working arrangements of teacher staff, and the health effect of the COVID-19 Pandemic on their teacher staff, students, and the families (Karakose, et al, 2021).

Conversely, as far our knowledge goes, no reports have examined principals' stress during the COVID-19 pandemic in the Bedouin schools in Israel. Consequently, the present research explores the stress of the principals in Bedouin sector schools in Israel concerning remote teaching during COVID-19, stress demands of school principals, feelings and work difficulties, stress work, and lack of resources for remote learning.

2. Principals' Stress in COVID-19 Pandemic.

The world of work expanded by school principals in terms of complexity and quantity (Andreyko, 2010). Research literature has pointed to a variety of factors related to school management stress before COVID-19 Pandemic. The research, which dealt with the management in school in Israel and all over the world, identified various factors of stress such as: work overload (Denecker, 2019;Perry, 2016; Boyland, 2011), role overload, and even lack of social support (Bauer & Stephenson, 2010), lack of principals ability to meet tasks, inability to make decisions and perform them (Alasomuka,2019), conflicts between teachers themselves and between teachers and principals (Trenberth & Dewe; 2005, Alasomuka, 2019), lack of trust between principals and parents, sizes of schools (Ozer, 2013), and stress that comes from teachers and parents (Fridman, 2002; Mahfouz, 2018). In addition, during COVID-19 Pandemic,

also teachers staff faced significant stress factors related to their works (Karakose, et al 2022).

However, the spread of the Corona virus has led to almost the complete closure of all schools, and changed the perceptions of school principals and the ways in which they exercise their management. With this sudden change, the school community was not ready for this change. These changes have increased stress on school principals, and the school principals were concerned about the students as well as the lack of resources available to them.

3. The Conservation of Resources theory (COR)

The conservation of resources theory is based on the principle of motivating people to protect their existing resources (conservation), and acquire new resources (acquisition); for example, physical, social, biological and personal resources. The theory shows that individual pressure can be determined in relation to resource loss (Hobfoll, 2001, 1989).

According to Halbesleben et al (2014), the theory is based on the principle of motivating people to protect their existing resources (conservation) and gain new resources (acquisition). (Resources are defined here as the extent of what is perceived by a man to help him achieve his goals). Here, the resources are: the objects, situations, personal characteristics and energies that the individual values as central to him and allow him to acquire, maintain, care and protect what he can.

According to Hobfoll et al (2018), resource less people and organizations are more vulnerable to resource loss and less able to gain resources. According to the principle of the spiral loss, proposed by Hobfoll (1989, 2001), people with a lack of resources are more likely to suffer more losses. This theory considers erosion as an emotional state characterized by the process of losing the employee's energy. It highlights the negative spiral decline of Hobfoll (1989, 2001), which explains the process of burnout as a result of work stress.

According to the resource conservation theory, burnout results from a combination of resource loss due to a significant investment of energy, time, and family time borrowed for the job, and the individual's inability to accumulate resources- difficulty in filling the lost resource pool. In other words, once resources are depleted, the individual enters into negative outcomes such as reduced job satisfaction, decreased commitment to work, and poor performance. Bedouin school principals have faced job pressures as a result of a lack of resources.

Following this principle, school principals will find themselves in the process of losing resources. Resources are the same as energies, personality traits, and means of getting objects; therefore, work pressure is created (Kyte, 1994).

As a result of the loss of resources at work, the individual experiences a gradual increase in distress and depression (Kyriacou, 2001). It affects

work-life balance, and mental and physical exhaustion affects work satisfaction (Mahfouz, 2018; Ross & Vasantha, 2014; Wanget al, 2018).
COR theory proposes the elimination of the negative stress responses. COR theory also suggests several key corollaries, which are suitable for building the complex strategies required to cope with large stressful situations at an individual or organizational level (Hobfoll et al (2018).
In addition, COVID-19 Pandemic, multiple work requirements, lack of resources, and job stress in remote learning with students, teachers and parents, misfit between humans and their environmental capabilities, will be associated with work stress. However, incompatibility predicts negative relationships, such as stress and effort to improve compatibility (Edwards et al, 1998).

4. Methodology

In order to obtain relevant and authentic information about the management of school principals' stress during COVID-19 Pandemic, the interviews were the main method of data collection for this research. The aim of the interviews was to elicit the participants' perceptions of the principals' stress during COVID-19 Pandemic. The interviews in a qualitative method can also examine in depth the issue of principals' stress during COVID-19 Pandemic. This method further provides a comprehensive analysis of the research problem (Creswell, 2014).
Interviews were scheduled and conducted at the participant's school, or at a convenient location for the participant's selection. This smaller group of samples allowed the researcher to gain a deeper understanding of the work characteristics of school principals in the Bedouin sector during COVID-19 Pandemic. The interview included open-ended questions with 8 items on various topics related to school management: stress of principals, COVID-19 Pandemic, feelings and work difficulties, and lack of resources for remote learning.

5. Data collection

Each interview was approximately 1.5 hours, conducted with three (3) principals who were selected from different settlements: (1) from Elementary school, (1) from Junior high school and (1) from High school, with different years of experience. In accordance with research ethics, the names of the participants remain anonymous. The researcher use letters with numbers instead of their real names. The interviews took place in December 2021. There was sufficient time for the participants to expand on their answers. Each interview was tape- recorded and transcribed by the interviewer (researcher), and included principals' stress during COVID-19 Pandemic, feelings and work difficulties, and lack of resources. These topics were then used as the basis for the later analysis. The characteristics of the participants are in the following Table:

Table 1: Characteristics of the participants

Names	Gender	School Type Experience	MANAGEMENT Interview Duration
A1	Male	Primary school	20
			85.53
A2	Male	Junior High school	12
			83.20
A3	Male	High school	8
			78.20

6. Results

The results are described using the main causes identified in the interviews, which were clearly associated with the stress of the school principals during COVID-19 Pandemic: lack of resources for remote learning, stress work, feelings and difficulties, high stress related to the teachers and the parents.

All 3 participants spoke of difficult feelings, especially since the government decided to close the schools and shift to distance learning without prior knowledge, the "feeling is very difficult", that led to stress feeling. The feelings by school principals are as follows:

"You do not know how to deal with the students and teachers' unstable situation. We could not predict when we come back to the schools, and whether or not the distance learning will continue at the long run. How would we communicate with the students…? There was an intense fear of the disease itself (Covid19). (A1).

"In the beginning, the feelings about the pandemic were very serious, and we were not ready for teaching. This imposed a new management type on us. We didn't possess the electronic systems neither for the teachers, nor for the students. There were no computerized programs for the students and the teachers, and a part of the students could not be reached due to the lack of communication means with them" (A2).

"Remote learning was a strange introduction to us. It was not a lived experience before. These are pressures on me and the group, and the technologies created more difficulties to us and to other people outside the faculty. All of a sudden, the students did not attend to schools, something that created more pressure on us" (A3).

In addition to the stress of the school principal, we observed difficulties in preparing for distance learning and how they prepared themselves for it with the school community during Covid-19; which were as follows:

"Everything was scattered. At first, we didn't know where to start. A large part of the students had no remote learning resources and no internet connection; few numbers of students were able to have connection with teachers. In addition, a high percentage of students and teachers do not know how to use Zoom. We started with staff and staff phone calls with students and then were able to work with a very small group of students, because the rest had no internet connection

and were given tasks that teachers prepared for them and then delivered to them" (A1).

"In the beginning, the students' interaction was low. Bit by bit, the students began communicating after being introduced to the Zoom and remote learning. At a later stage, the Ministry of Education distributed a limited number of computers over a number of students (14% of the total students). Yet, this was not a solution for a part of the students, since limited number of students attended the Zoom classes. There was a chance to distribute these lessons over the students who do not have communication means. Despite all these attempts, 50% of the students remained without solutions for these problems" (A2).

"There were only few teachers who have experience and knowledge about the remote learning issue. We met a part of the teachers in spite of the danger of contract and Corona infliction. Thereafter, we communicated with a part of the students through the videos on how to use the Zoom; and then we brought groups of students through the WhatsApp, according to the grade, and, later, the teachers were trained on the use of Zoom" (A3).

Another finding of the study is the lack of control of school principals with teachers during the COVID-19 pandemic. School principals faced difficulties in controlling both students and teachers during distance learning, lack of control over some teachers while performing their task, and lack of contact between teachers and principal in zoom lessons.

On the other hand, The Ministry of Education has determined that school principals must manage the application of distance learning, teaching activities, and that teachers' job was to fulfill their commitments during the Covid-19 period. The interviewees described the situation as follows:

"Difficulties to deal with the students during distance learning: how to teach the teachers the use of the technological equipments, evaluate the students, and control the teachers. Both the teachers and students lacked the desire to work during these conditions" (A1).

"There were social problems that the principal and the teachers suffered from due to the lack of direct contact between the teacher and the principal. The problems included inability to solve the problems of the teachers and students, loss of control over the students by both the principal and the teachers, especially attending the classes, and cooperation with the teacher in the class" (A2).

"The classes were disturbed, and there were the cameras problems between the male and female students. There was no control over the behavior of the students during the classes, who negatively utilized this condition. Furthermore, the parents and guardians intervened in the educational process in undesired manners. For instance, there were fathers or mothers who come with the students and interfere in the classes inappropriately" (A3).

In addition to the lack of control, school principals have evaluated their work as stressful during the very recent period. The students were complaining about joining the class with the teacher and the student

participation rate is very low in most of the classes. It was difficult to work with stress and an increase of the parents' complaints about some teachers. All these factors made the work of teachers a stressful job, both between parents and school principals, and were reported as follows:

"Work was extremely difficult, and what was on at work was almost out of control by the teacher and student. There was a feeling of frustration, such as increase of the parents' complaints about some teachers, and lack of instruments to manage the educational process, as well as difficulty in allocating the teachers' works" (A1).

"Based on the results, it was an unprecedented step, such as the rate of the students' attendance in the Zoom classes. In the beginning, there was interaction to a relatively accepted rate. But, when the students felt that the teacher is remotely teaching instead of face-to-face, the attendance rate did not improve. Yet, there was a dropout rate among the students as a result of distance learning" (A2).

"At the outset, the teacher is available at home, uncontrolled, unseen, which created a negative opportunity among some (unprincipled) teachers who ignored their duties and did not fulfill their commitments in this area. Still, there are other teachers who are committed to their duties and were available for satisfactory performance" (A3).

The principals evaluate teachers' performances and examine the distance learning. They said that the teachers are not equal in the instructional processes in distance learning during the COVID-19 pandemic. They described this situation as follows:

"Teachers who possess responsibility are always in the classroom normally, and communicate with the students on daily process. They offer all what they could to the students of homework. Teachers reported repeated complaints about the difficult work with the students to the extent that the classes were disturbed" (A1).

"There are teachers who offer the students all what they could of homework, and perform their duties to the best satisfaction in terms of teaching, educating and dealing with the parents, showing care in them, and communicating with their parents to encourage them to attend the zoom classrooms" (A2).

"Teachers are the success of distance learning. I met two types of teachers: teachers who had good connection with students and parents and teachers who took advantage of the conditions of distance learning in a very good way. On the other hand, the second kind of teachers utilized the conditions negatively. Such as: irregular teaching, indifference about the students, attempts to avoid attending the classroom. In certain cases, you can not know where the teacher is during the classroom time. There were repeated complaints by the parents to the principal about irregularity of the educational process caused by the teacher. There are teachers who provide excuses, such as: lack of permanent internet, problem in the attendance link, absence of the students, or delay so that the students will not attend at the school" (A3).

Responses of the parents with the teachers during the Covid-19 period were quite sorrowful because there are many families that have large numbers of children at home. Therefore, the computers, and instruments were not found with them for all the students to distance learning. In addition, the poverty of the students creates obstacles in their access to internet and computers. All these obstacles had a negative effect on the education process, which the interviewees described as follows:

"There is a part of parents who entirely cooperate with the teachers, such as providing good conditions for the students, connection means, participation with the teacher and the educator, and connection with the school principal. Still, there is another part who try to avert responsibility based on causes such as: lack of connection means, connection with the teacher through the WhatsApp, leaving the WhatsApp group, complaints about the teaching times, such as non-awaking the students from the sleep to match the student program, and not urging their children to learn" (A1).

"There are many families that cannot provide connection appliances for all their children. The teachers used to have the students in front of them in the classrooms. Now, they cannot reach schools, and they have to be taught about the technologies, which they do not know basically. Furthermore, these instruments, such as the computers, were not found with them. There are many families that have large numbers of children at home, and they cannot provide a computer for every school-aged child" (A2).

"There was stress among teachers and parents about all the connection issues in the Zoom classes. There have been complaints from parents about some teachers and vice versa. Some parents complained to me about teachers being late to Zoom classes, as well as teachers complaining about parents not cooperating and interfering with their work" (A3).

The school principals emphasized that there are changes that took place among the children after their return to the school as a result of the pandemic. For instance: educational problems, violence problems, and social problems, which were described as follows:

"Communication problems emerged between the teacher and the student, because they are accustomed to a certain learning style. The student learns more when he is face to face with the teacher in the classroom. This situation created a gap between the reality and the virtual reality. Students experienced addiction on the electronic appliances, especially the younger students. For them, the learning system became of a secondary (not primary) importance. Computer is used with the pretence of learning, but facts reveal other things" (A1).

"Educational Problems: many students missed many academic courses, and some other subjects were not educationally covered. Socially, there were many behavioral problems and inability of the students to communicate one with the other. Violence problems: violence increased

among the students. Feeling of fear of the effects of Corona: there are students who at all did not return to school due to the pandemic" (A2).

"The students returned to the school with difficulty. They were accustomed to laziness, and it is quite difficult to return to the state they were in before the pandemic, which resulted in the low achievement of the students" (A3).

The school principals state that they benefited from the Corona period as a result of stress and the problems in the distance learning management during pandemic, as follows:

"I benefited from the Corona period in how to judge in many matters by managing them remotely, without physical contact with others. Upgrading the infrastructure of the school, as a computer was introduced to every classroom, and the students were trained on computerized tasks" (A1).

"Every experience has its advantages and disadvantages, positives and negatives. The face-to-face education is better and we could engage its free times with more benefits. Even, remote learning was used by us as an auxiliary method that helps us make meetings with the faculty. We gained an additional tool for education, which is communication with the teachers and parents of the students through the social media, such as an emergent meeting with the parents" (A2).

"Self-Learning: many students had self-reliance and self-responsibility concerning the education. They were self-dependents and independents in their decision-taking. Technological means: during the Corona period, many types of technological systems and social media appliances were used. Experience is gained in this area by both the teachers and students. As a result, an educational improvement was achieved, and caused a shift to the 21st century's communication revolution" (A3).

7. Discussions

The aim of the research is to examine the stress of the principals in Bedouin sector schools in Israel concerning remote teaching during COVID-19 pandemic, when the Israeli education system was stopped and switched to remote learning. School closures have far-reaching social and economic consequences affecting the general public of students, parents and teachers, especially students of low socioeconomic status (Dahan et al., 2020). Bedouin schools still lack physical and human resources (Weisblai, 2017).

School principals have faced unexpected challenges in the virtual teaching. Meanwhile, there were concerns about the ability of teachers, students, parents and school principals to deal with the situation at the same time (Upadyaya et al ,(2021).

The basic principle central to the COR theory is that resource loss is more prominent than resource gain (Shelef et al, 2022). The loss of resources affected the school principals of the Bedouin sector, and they were required to deal with stressful situations at the individual and organizations levels. In this case, the loss of resources was larger than gaining resources. As a result, strains have emerged, such as uncertainty, lack of connection between the school community, and social and emotional

consequences during the COVID-19 pandemic, which were common in the education system in the Bedouin sector.

The first results that were revealed relate to the sudden turmoil and switch to distance learning, and also were related to high stress of the school principals. According to the findings, in an environment of chaos, unstable situation, they were not ready for teaching. In addition, there was lack of computers for the students and the teachers, which created more stress to the school principals and the community.

Similar findings in the literature regarding the latent profiles of school principals' stress were reported by Upadyaya et al (2021), who found that all these sudden turmoils emerged during COVID-19 in school community. The school principals were experiencing high or altered levels of stress. This finding also supports the study of Kavrayıcı & Kesim (2021), who provided that in times of uncertain crisis, school principals cannot continue the leadership practices that they are accustomed to. Excessive workload was the main cause of stress for principals (Denecker, 2019). In addition, the stress of the principals and teachers had a negative effect on the students and on learning in general (Moody & Barrett, 2009). School principals are key figures in the design of an organization that supports teachers and promotes student achievement. School principals deal with students, parents, teachers, and external situations in their daily work, indicating that they are multi-role performers and often under stress.

According to the findings, there was a lack of control of school principals with their teachers during the COVID-19 pandemic. They were unable to monitor teachers in the performance of their work in distance learning. This can be explained by the chaos and uncertainty at the beginning of the pandemic. There are two kinds of teachers, responsible teachers who worked hard with the school principal and with the students, showing care in them, and communicating with their parents to encourage them to attend the classrooms. On the other hand, the second kind of teachers utilized the conditions negatively, teachers who provide excuses. Teachers also faced difficulties such as parents' lack of cooperation, and experienced a lot of stress at work and distress during pandemic. According to Smyth and Dermody (2011), the level of teachers' satisfaction was associated with the level of stress of the school principal. High Levels of stress may lead to burnout, which in turn may bring emotional exhaustion, de-personalization, and lack of personal achievement feeling (Maslach, et al, 1996).

Similar findings by Karakose et al, (2022), showed that burnout syndrome is found to be more common among teachers due to prolonged stress caused by the changes brought about by the COVID-19 pandemic.

Principals and teachers had difficulty in dealing with students during distance learning due to lack of knowledge in the use of technological equipment. Additionally, classrooms were disrupted; they experienced inability to solve teachers and students' problems, and there was no control over students' behavior during classes, who negatively utilized this condition. These results show that teachers are unable to control the monitoring and tracking of students in distance learning.

The results of this study are similar to the results of the study of Kavrayıcı & Kesim (2021) that teachers are unable to monitor and track what students have in fact learned, and their students were unable to adapt to distance learning. In addition, this finding also supports the study of Byun and Slavin (2020), that adoption of distance learning may reduce the quality of education in general. It can be explained by that face-to-face education is better for the Bedouin schools community.

School principals and teachers, the two key players during the COVID-19 pandemic, were faced with a stress, workload increase and faced a different working environment.

Access to internet and use of the computer for the students in Bedouin sector and the socioeconomic status of most students in the Bedouin population are very low. There are many families that have large numbers of children at home. Therefore, the computers, and instruments were not found for all the students in distance learning, and poverty of the students creates obstacles in their access to internet. This inequality caused obstacles between students and teachers throughout the pandemic. Furthermore, all recognized Bedouin areas are included in the lowest socio-economic cluster (Tirosh, & Eyal, 2018). This is the poorest and most vulnerable population in Israel. According to Abu Ras (2011), the standard of living for the Bedouins is much lower than the average standard of living in Jewish communities, and even in most Arab communities in Israel.

Similar finding are in the study of Byun and Slavin (2020), which provided that education inequalities, because of family influences and financial instability, have disrupted optimal learning for students during the COVID-19 pandemic. Bedouin school principals were unsuccessful to reduce educational inequality when it comes to distance learning, which is seen as a major cause of stress at work.

The results of the current study revealed that a positive relationship exists between the addiction of the students on the electronic appliances and laziness, when they returned to the school. They were accustomed to laziness, and it is quite difficult to return to the state they were in before the pandemic, which resulted in the low achievement of the students. In addition, parents who are unable to control and follow their children provided the appropriate conditions for addiction to the electronic devices.

This finding corroborated the finding of Karakose et al, (2022), that social media use has increased with the spread of the COVID-19 pandemic. The findings revealed that social media addiction tended to increase during the COVID-19 pandemic period, and that a more comprehensive solution to this growing problem was needed.

According to another result of the current research, when addiction on the electronic appliances and laziness among students in the Bedouin population was found, they were socially and emotionally influenced. There were many behavioral problems and inability of the students to communicate one with the other; communication problems emerged between the teacher and the student; and violence increased among the students. School principals in Bedouin sector were in a process of

uncertainty during the pandemic to make sure of their well-being of learning community.

Similar finding in Kavrayıcı & Kesim (2021) that school principals are expected to work to ensure the emotional and social well-being of teachers and students despite the problems, such as social isolation they have experienced during the COVID-19 pandemic period. Another study provided that school leaders work to guarantee students' emotional, social and supportive well-being (Harris, 2020).

Regarding school principals' benefit from the COVID-19 period, the findings showed that face-to-face education is better than distance learning; remote learning was used by them as an auxiliary method.

8. Conclusions

During the COVID-19 Pandemic, school principals in the Bedouin sector experienced work stress and workload. The present study showed some important results during the COVID-19 Pandemic. Both school principals and teachers experienced high pressures at work, difficulties at work, lack of contact with some teachers and students and the community at large with lack of computers and lack of internet connection during the COVID-19 Pandemic. When students return to the school seats, principals and teachers were likely to feel changes in student behavior, laziness, media addiction, and low achievement of the students due to the plague and school closures. They must work to ensure the social and emotional well-being of both students and teachers. In addition, in order to reduce stress during and after the Covid-19 pandemic, school principals need professional development in the field of crisis stress management. School principals need to provide social support for teachers, which helps them reduce stress at work. This support enhances the healthy and caring relationship between the school principal and the teacher, and indirectly affects student achievement, organizational commitment, and job satisfaction, especially after the epidemic and reality of uncertainty.

When examining the stress of principals in the wake of the Pandemic, it was found that the most common problems were lack of computers for students and lack of internet connection during distance learning. The Pandemic has deepened inequality for students in the education system in the Bedouin sector and also for families' students with low economic status. Policy makers in the Ministry of Education should provide each family, which is defined in a low socioeconomic status, with a computer as well as a device that allows their students connect to the Internet, meet education needs, reduce inequality, and improve the effectiveness of student to combine between distance learning and hybrid learning after the pandemic.

Finally, school principals during the COVID-19 pandemic, had experience in the management of the school remotely, and experienced the challenges in the reality of the uncertainty of future learning for similar situations.

This study was conducted with a few school principals in the Bedouin sector. The received results are limited based on the number of participants. Quantitative studies can be conducted for schools in the Bedouin sector. Future research could examine how school principals in the Bedouin sector dealt with changes in student behavior after the COVID-19 Pandemic.

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