



An Investigation of the Relationship between COVID-19 Anxiety and Burnout among Music Teachers

Muhsin Sarıkaya 
Atatürk University, Turkey

www.ijonSES.net

To cite this article:

Sarikaya, M. (2021). An investigation of the relationship between COVID-19 anxiety and burnout among music teachers. *International Journal on Social and Education Sciences (IJonSES)*, 3(4), 789-806. <https://doi.org/10.46328/ijonSES.274>

International Journal on Social and Education Sciences (IJonSES) is a peer-reviewed scholarly online journal. This article may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



International Journal on Social and Education Sciences (IJonSES) is affiliated with
International Society for Technology, Education, and Science (ISTES): www.istes.org

An Investigation of the Relationship between COVID-19 Anxiety and Burnout among Music Teachers

Muhsin Sarıkaya

Article Info

Article History

Received:

15 May 2021

Accepted:

28 September 2021

Keywords

Music teachers

Burnout

COVID-19

Anxiety

Abstract

In this study, it was aimed to examine the music teachers' COVID-19 anxiety and burnout levels in terms of some variables during the pandemic. The COVID-19 anxiety and burnout of music teachers during the pandemic were compared according to the variables of gender, age, marital status and professional seniority based on the correlational and causal comparison method. In addition, survey design was used to identify the relationship between music teachers' COVID-19 anxiety and professional burnout. The sample of the research consisted of 215 music teachers working in Konya, Aksaray, Karaman, Niğde and Nevşehir provinces and was determined by convenience sampling method. Maslach Burnout Inventory and COVID-19 anxiety scales were used to collect data. Research findings showed that music teachers' burnout and COVID-19 anxiety were at high levels during the pandemic. In addition, music teachers' burnout and COVID-19 anxiety differed by gender, professional seniority, marital status and the type of school they work at. It was found that female music teachers had a significantly higher perceived burnout than their male colleagues. Besides, single or widowed music teachers had higher burnout compared to their married colleagues. The burnout and mean scores of COVID-19 anxiety of music teachers working in private schools were significantly higher than those of teachers working in public schools. Finally, there was a significant and positive relationship between music teachers' anxiety about COVID-19 and perceived burnout during the pandemic.

Introduction

With the emergence of COVID-19, which was called a pandemic in March 2020, the world has suddenly changed a lot (WHO, 2020). In addition to their negative effects on human life, these diseases arising from infectious viruses have undoubtedly directly affected all dimensions of the education system and people's mental health. The COVID-19 Pandemic has led to significant effects in art education, social, economic, health, education and social cultural fields. With schools suspended in over 200 countries since April 2020 (UNICEF, 2020), all education systems have adopted online learning. Practices commonly referred to as social distancing or social isolation have led to very dramatic changes in daily routines. Maintaining a routine in traditional education provides a sense of discipline, stability, and security for the psychological state of teachers and

students.

The closure of schools, adjustments in routines such as social distance and / or being closed to home, distance education has created a real multi-faceted challenge for teachers and students. For the entire education system, nationwide school closures and the impromptu transition to digital education have also created new challenges (Akerson & Carter, 2021; Atilgan, & Tükel, 2021; Bartlett et al., 2020; Batmang et al., 2021 ; Fox, 2007; Griffiths, 2020; Kaban, 2021; Lily et al., 2020; Lily et al., 2020; Marpa, 2021; Restuati et al., 2021; Woodhead & Kennedy, 2010; Xhelili et al., 2021). Although the routines of teachers and students were interrupted in this period, especially in education, art teachers were perhaps the most affected by this interruption (Hills, 2020; Kara, 2021; Kaleli, 2021; Kibici & Sarıkaya, 2021).

The impact of the current pandemic has gone far beyond its direct social and economic damage. Increasing panic, public restrictions, mass quarantine and overwhelming stress on workers have had a huge impact on global mental health (Szcześniak et al., 2021). The prevalence of mental health problems due to COVID-19 infection appeared to vary depending on the study population and the setting of the COVID-19 outbreak (Torales et al., 2020; Cénat et al., 2021). At the beginning of the pandemic, concern-anxiety and depression were found between 28.8% and 16.5% of the Far East population, respectively (Mary-Krause et al., 2020; Wang et al., 2020). Systematic reviews show that the prevalence of anxiety symptoms varies between 6.3% and 50.9% and the prevalence of depressive symptoms varies between 14.6% and 48.3% in general population samples (Mary-Krause et al., 2020; Salari et al., 2020; Xiong et al., 2020).

The greater psychological impacts of the COVID-19 epidemic conditions on the population in underdeveloped and developing countries may be due to uncertainty about health status and care which increase the vulnerability of these communities (Al Zubayer et al., 2020; Ananga, 2020; Salari et al., 2020; Tümen Akyıldız, 2020). While the restrictions and measures imposed due to the pandemic have reduced the spread of the virus, it has created a great concern in terms of public health, given the increase in psychological health problems associated with social isolation among individuals (Shahid et al., 2020; Tükel, 2021). The fact that human is a social being and, accordingly, the duration and quality of social interaction can directly affect psychological and physical health and the risk of getting sick (Umberson & Karas Montez, 2010; Tükel, 2021). Socio-demographic characteristics such as female gender, younger age and lower education and socioeconomic status in terms of risk factors for mental health problems, and high levels of anxiety, burnout and other psychological symptoms were found in those with pre-existing problems due to social isolation during the COVID-19 pandemic (Wang et al., 2020; Xiong et al., 2020; McCracken et al., 2020; Ozdin & Bayrak, 2020).

In addition, factors associated with COVID-19 infection, such as related symptoms, contact with people affected by COVID-19, fear of COVID-19, as well as the level of knowledge about COVID-19 led to the deterioration of mental health caused by COVID-19 (Kaleli, 2021; McCracken et al., 2020; Olagoke, Olagoke & Hughes, 2020; Wang et al., 2020; Xiong et al., 2020). In a Dutch cohort, a recent study comparing people with and without mental health disorders (Pan et al., 2021) showed burnout, depression, and anxiety symptoms increased during the pandemic, no significant changes in anxiety symptoms, no significant changes in chronic mental health

disorders, and no overall increase in symptom severity in individuals with a burden of health impairment compared to periods before COVID-19. However, most of these studies were conducted with cross-sectional or survey design (Xiong et al., 2020) and some relationships were found only in univariate models (Mary-Krause et al., 2020; Wang et al., 2020; Newby et al., 2020).

The most basic and most effective element in achieving the goals of music education is the music teacher (Ucan, 1997). Music teachers work in difficult conditions in Turkey. The problems faced by music teachers reduce teachers' motivation to teach and prevent them from using their competencies. The problems that music teachers encounter in the work environment bring along the stress, which is considered as an important problem of our age (Günay, 2006). Music teachers' lack of equipment, one hour of music lessons per week, few music classrooms in schools, the problem of surplus of permanent staff the fact that the music lesson guidebook is not fully qualified to meet the needs in this field, school administrators do not care about music lessons lower music teachers' job satisfaction and morale. Music teachers' participation in social and cultural activities such as science, art, literature, theater, cinema, concerts and sports will make them more beneficial to the individuals they educate (Çolakoğlu & Sözer Çapan, 2015; Toprakseven, 1995). Due to the low wages and unfavorable conditions they face, they cannot participate in activities that will improve themselves, and they cannot follow the publications and activities related to their field.

Burnout

Burnout is defined as the physical, emotional, chronic and mental weariness that occurs as a result of constant stress in the working environment (Gold & Bachelor, 2001; Golembiewski, et al., 1983; Chang, 2009). The concept of burnout was first introduced to explain the general situation characterized by disappointment, fatigue, exhaustion and quitting in a professional activity. Therefore, the concept of burnout is explained by associating it with mental fatigue, low achievement, physical and emotional exhaustion, depersonalization and absenteeism among employees (Burke & Deszca, 1986; Lee & Ashforth, 1996; Jackson & Maslach, 1982; Cordes & Dougherty, 1993; Zedeck, Maslach, Moiser, & Skitka, 1988; Hardiman & Simmonds, 2013; Sünbül, 2003; Weisberg & Sagie, 1999; Who, 2015). The feeling of burnout in employees may occur at different stages of their lives and depending on working conditions. Under organizational settings, the excessive strain of the working environment and employee stress can lead to a constant sense of exhaustion (Nummela, 1982).

Studies have shown that teachers' perception of stress and burnout is increasing day by day. As a natural consequence of this situation, learning environments and the quality of education provided are negatively affected. A number of researchers argue that the teaching profession is an extremely stressful profession. It is stated that teachers face many challenges throughout their professional lives and experience extreme stress in the face of the difficulties they experience (Figueras, 2014; Harden, 1999; Gürsel, Sünbül, & Sarı, 2003; Kara, 2020).

One of the prominent burnout definitions in the literature belongs to Maslach et al. (1986). Their definition of burnout which expresses negative feelings and thoughts for the individual consists of three dimensions:

depersonalization, emotional exhaustion and low sense of personal accomplishment. Emotional exhaustion is defined as the feelings of being overloaded and exhausted due to the work one does. This dimension of burnout is mostly seen in professionals where intense and face-to-face relationships with people are inevitable. Emotional exhaustion is the beginning, central and most important component of burnout (Bernhard, 2006; Black, 2020; Kaleli, 2021; Örmən, 1993). Another dimension of burnout is depersonalization.

Depersonalization includes the attitude and behavior of the person towards those they care for and serve in a way that is devoid of emotion. The person experiencing emotional exhaustion feels powerless to solve other people's problems and uses depersonalization as an escape route. According to Maslach, the depersonalization sub-dimension of the three components of burnout is seen as the most problematic (Byrne, 1994; Hoffer, 1982; Maslach & Leiter, 1997; McCormack & Cotter, 2013). The formation of a low sense of personal accomplishment is another important dimension of burnout. Personal accomplishment is defined as overcoming the problem successfully and finding oneself sufficient. A decline in the sense of personal accomplishment is the perception of oneself as inadequate and unsuccessful in one's job (Lewin & Sager, 2007; Maslach, Schaufeli & Leiter, 2001).

In studies investigating teacher burnout and job dissatisfaction, researchers argue that teacher burnout can be triggered by organizational characteristics such as the number of students, professional recognition or prestige expenditure, working conditions, level of expertise, demographic characteristics of students, lack of resources, and relationships with colleagues (Atashpanjeh et al., 2020; Griffiths, Royse, & Walker, 2018; Gluschkoff et al., 2016; Maslach & Leiter, 1997; Moriana & Herruzo, 2006; Kara, 2020; Lawrence, Loi, & Gudex, 2019; Skaalvik & Skaalvik, 2015, 2017). Burnout in teachers has been the focus of attention of education professionals and has caused teaching to become a high-risk profession. Teachers' chronic stress can affect both teaching and learning. From time to time, burnout may force the teacher to decide on early retirement or find a job in the private sector (Atashpanjeh et al., 2020).

With the coronavirus pandemic, schools have suddenly shifted from traditional learning settings to online education environments (Kibici & Sarikaya, 2021; Kaleli, 2020; Koyuncuoğlu, 2021; Scull et al., 2020; Xu, 2020). Teachers are responsible for their main teaching duties and must implement effective measures and practices to ensure that students fully understand the information they teach (Swart, 2019). However, the new technological situation and disruptions that have arisen with the effect of the epidemic have led to the aggravation of the work task of teachers and, therefore, the increase in work stress. Teachers' abilities are not sufficient to solve these problems, which makes them more and more dissatisfied with their work. Teachers who face stress for such a long time experience some professional psychological symptoms.

Over time, teachers become prone to insomnia, tension, irritability, fatigue, and other negative emotions resulting in varying degrees of job burnout and professional anxiety. When the degree of job burnout of teachers is more serious, there is a decrease in efficiency and the effect of the teaching activities (Katarina, Zeljka, & Nikolina, 2017; Moueleu et al., 2020; Bechen, 2000; Cox, 1994; Doss, 2016). In the long term, situations that arise, especially in pandemic conditions, will affect the usual professional processes of art education (Kara,

2020; Kaleli, 2021). For this reason, it is necessary to reveal the situation of COVID-19 anxiety and burnout among music teachers, especially during the pandemic.

The results obtained in the research will help to better understand the COVID-19 anxiety and perceived burnout of employees in education sector in general and music teachers in particular during the COVID-19 pandemic. In this way, the needs and expectations of music teachers can be better understood in crisis events that affect the education system. Meeting the needs and expectations of music teachers can enable them to work more efficiently. Findings can help decision makers in the education sector set long- and short-term goals. Thus, the quality of music education, which is an important dimension of our country's education system, can be improved.

The Purpose

Within the scope of the research, it was aimed to investigate the COVID-19 anxiety and burnout levels of music teachers during the pandemic. In addition, the relationships between music teachers' anxiety about COVID-19 and the perceived burnout levels were also examined. In line with the purpose of the research, answers to the following research questions were sought?

Sub-research Questions

- 1- What is the level of music teachers' COVID-19 anxiety and perceived burnout during the pandemic?
2. What is the relationship between music teachers' COVID-19 anxiety and perceived burnout levels during the pandemic?
- 3- Do music teachers' COVID-19 anxiety and perceived burnout levels differ significantly during the pandemic by gender?
- 4- Do music teachers' COVID-19 anxiety and perceived burnout levels differ significantly during the pandemic by marital status?
- 5- Do music teachers' COVID-19 anxiety and perceived burnout levels differ significantly during the pandemic by professional seniority and age?

Method

This research was organized and carried out by using correlational research and causal comparison research design. In correlational studies, the relationships between variables are explained without any intervention in the research (Büyüköztürk et al., 2008). In this research with the help of correlational research design, the relationship between COVID-19 anxiety and perceived burnout levels of music teachers during the pandemic was examined. In causal comparison, events, phenomenon and variables are examined by comparing them with categories or groups (Büyüköztürk et al., 2008). In this study, with the help of a causal comparison design, the COVID-19 anxiety and perceived burnout levels of music teachers during the pandemic were compared based on the variables of gender, professional seniority, school type and marital status.

Participants

The participants were 215 music teachers working in private and public schools affiliated to Provincial Directorate of National Education of Konya, Aksaray, Karaman, Niğde and Nevşehir in Turkey. Convenience sampling method was used to select the participant teachers. The data were obtained by online survey method. The data were collected during the period when the schools were closed due to COVID-19 (October 2020-December 2020). Participation was on a voluntary basis.

Data Collection Tools

Personal information form, COVID-19 Anxiety Scale, Maslach Burnout Inventory were used examine the COVID-19 anxiety and burnout levels of music teachers during the pandemic.

COVID-19 Anxiety Scale

The reliability and validity of the Coronavirus Anxiety Scale developed by Akkuzu et al. (2020) to measure anxiety caused by COVID-19 in the Turkish sample was examined. Exploratory factor analysis showed that it has a single factor structure. The confirmatory factor analysis showed the structure of the scale was suitable for the research sample. The scale items in the Likert form had a high level of discrimination. Test-retest and criterion-related reliability findings showed that the scale had a high reliability value. The Cronbach Alpha coefficient value measured was .86. According to the data obtained, the Coronavirus Anxiety Scale is a valid and reliable measurement tool for the Turkish sample.

Maslach Burnout Scale

This inventory was developed by Maslach and Jackson (1985) and adapted into Turkish by Engin (1992). Consisting of 22 items in total, the scale measures burnout in three sub-dimensions. There are nine items in the first dimension, emotional exhaustion, five items in the the second dimension, depersonalization, and eight items in the third dimension, personal achievement. The five-point Likert-type inventory was rated as never (1), rarely (2), sometimes (3), often (4), and always (5). High scores obtained from the overall scale indicate that perceived burnout was high. The Cronbach Alpha reliability coefficient of the scale was found between .81 and .88.

Data Analysis

Within the scope of the research, the data were analyzed with parametric analysis techniques. Thus, correlation, independent sample t-test and one-way analysis of variance techniques were used. Before the analysis, the assumptions of normal distribution and homogeneity of variances were tested (Yurt & Sünbül, 2012). Data were analyzed using SPSS 25.0. Confidence level was 95% and $p < 0.05$ values were considered statistically significant.

Results

Table 1 illustrates that music teachers' mean scores of emotional exhaustion, low sense of personal accomplishment and depersonalization during the pandemic were 2.16 ± 0.94 ; 1.92 ± 0.70 , and 1.67 ± 0.95 , respectively. Music teachers' perceptions of emotional exhaustion during the pandemic were high while the feelings of depersonalization and loss of personal achievement were at a moderate level.

Table 1. Descriptive Analysis of Music Teachers' Scores Obtained from Burnout and COVID-19 Anxiety Scales during the Pandemic

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Exhaustion	215	0.00	3.75	2.32	0.85
Low Sense of Personal Accomplishment	215	0.25	3.13	2.00	0.67
Depersonalization	215	0.00	3.50	1.82	0.87
COVID-19	215	1.57	3.67	2.54	0.57

Table 2 shows that there was no significant gender-related difference in the mean scores of low sense of personal accomplishment, depersonalization and COVID-19 anxiety ($p > 0.05$). A significant gender-related difference was found in the emotional exhaustion levels of music teachers during the pandemic ($p < 0.05$). During the pandemic, female music teachers' emotional exhaustion mean scores were significantly higher than male teachers.

Table 2. Comparison of Music Teachers' Scores Obtained from Burnout and COVID-19 Anxiety Scales during the Pandemic by Gender

Variables	Gender	N	Mean	Std. Deviation	t	p
Emotional Exhaustion	Female	120	2.45	0.78	2.62	0.01
	Male	95	2.15	0.90		
Low Sense of Personal Accomplishment	Female	120	2.00	0.70	-0.16	0.87
	Male	95	2.01	0.64		
Depersonalization	Female	120	1.89	0.80	1.24	0.21
	Male	95	1.74	0.95		
COVID-19 Anxiety	Female	120	2.53	0.59	-0.17	0.86
	Male	95	2.54	0.54		

When Table 3 is examined, a significant difference was observed in the mean scores of emotional exhaustion, low sense in personal accomplishment, depersonalization and COVID-19 anxiety of music teachers during the pandemic process, depending on marital status ($p < 0.05$). Divorced or single music teachers' emotional exhaustion, decreased personal achievement and depersonalization score averages are significantly higher than married teachers' mean scores. On the other hand, the mean score of COVID-19 anxiety was found to be high in married music teachers.

Table 3. Comparison of Music Teachers' Scores Obtained from Burnout and COVID-19 Anxiety Scales during the Pandemic by School Type

Variable	Marital status	N	Mean	Std. Deviation	t	p
Emotional Exhaustion	Married	140	2.10	0.86	-5.55	0.00
	Divorced or single	75	2.73	0.65		
Low Sense of Personal Accomplishment	Married	140	1.85	0.61	-4.89	0.00
	Divorced or single	75	2.30	0.68		
Depersonalization	Married	140	1.57	0.84	-6.30	0.00
	Divorced/ or single	75	2.29	0.72		
COVID-19 Anxiety	Married	140	2.78	0.54	-4.74	0.00
	Divorced or single	75	2.41	0.56		

In the pandemic, a significant difference was found in the mean scores of emotional exhaustion, depersonalization and COVID-19 anxiety of music teachers depending on the type of school ($p < 0.05$). Emotional exhaustion, depersonalization and COVID-19 anxiety of teachers working in private schools were significantly higher than the teachers working in public schools (see Table 4).

Table 4. Comparison of Music Teachers' Scores Obtained from Burnout and COVID-19 Anxiety Scales during the Pandemic by School Type

Variables	School Type	N	Mean	Std. Deviation	t	p
Emotional Exhaustion	Public School	113	2.44	0.78	2.33	0.02
	Private School	102	2.18	0.90		
Low Sense of Personal Accomplishment	Public School	113	2.08	0.64	1.78	0.08
	Private School	102	1.92	0.70		
Depersonalization	Public School	113	1.96	0.77	2.43	0.02
	Private School	102	1.67	0.95		
COVID-19 Anxiety	Public School	113	2.62	0.60	2.36	0.02
	Private School	102	2.44	0.53		

As seen in Table 5, the mean scores of emotional exhaustion, depersonalization and COVID-19 anxiety of music teachers differ significantly according to work years ($p < 0.05$). The mean scores of emotional exhaustion, decreased personal achievement, depersonalization and COVID-19 anxiety of music teachers with a professional seniority of 21 years and above are significantly higher than the mean scores of teachers with a professional seniority of 5 years or less. However, a significant difference was found in the average score of the participants' decrease in personal achievement during the pandemic process. However, it is understood that the mean scores of low sense of personal accomplishment of music teachers do not show a significant difference according to the work years variable ($p > 0.05$).

Table 5. Comparison of Music Teachers' Scores Obtained from Burnout and COVID-19 Anxiety Scales during the Pandemic by Work Years

Variables	Work Years	N	Mean	Std. Deviation	F	P
Emotional Exhaustion	0-5	31	2.02	0.95	4.30	0.00
	6-10	78	2.37	0.80		
	11-15	51	2.11	0.76		
	15-20	31	2.43	0.76		
	21 +	24	2.82	0.93		
	Total	215	2.32	0.85		
Low Sense of Personal Accomplishment	0-5	31	2.01	0.51	2.94	0.09
	6-10	78	2.05	0.60		
	11-15	51	2.03	0.69		
	15-20	31	2.03	0.75		
	21 +	24	2.11	0.77		
	Total	215	2.00	0.67		
Depersonalization	0-5	31	1.48	0.85	3.81	0.01
	6-10	78	1.82	0.79		
	11-15	51	1.68	0.79		
	15-20	31	2.20	0.85		
	21 +	24	2.10	1.12		
	Total	215	1.82	0.87		
COVID-19 Anxiety	0-5	31	2.30	0.36	6.25	0.00
	6-10	78	2.64	0.56		
	11-15	51	2.60	0.53		
	15-20	31	2.68	0.64		
	21 +	24	2.72	0.59		
	Total	215	2.54	0.57		

Discussion

Music teachers' burnout and COVID-19 anxiety were found to be relatively high during the pandemic. This finding is similar to the findings of the research conducted by Amri et al. (2020), Denning et al. (2021), Kaleli (2021), Lu et al. (2020), Naser et al. (2020), Tan et al. (2020) and d Tükel (2021). The literature has shown that the COVID-19 pandemic has significantly affected the psychological health of education workers. According to Pappa (2020), various factors such as unusual and excessive workload, concerns about professional interaction or affecting family life appear to contribute to these phenomena (burnout and COVID-19 anxiety). Compared to previous pandemics, given the scale of the pandemic, the psychological impact of COVID-19 on teachers in general and music teachers in particular may be more significant and widespread. According to Amri et al. (2020), new information and communication technologies, workload, social support, work-family role conflict, lack of equipment, computer-assisted education, the new requirements that emerged in their competence and skills in subjects triggered stress and burnout among teachers.

In the pandemic, music teachers' perceived burnout showed significant differences based on their genders. It was found that female music teachers had a significantly higher perception of emotional burnout than their male colleagues. These findings are similar to the research findings of Houkes et al. (2011), Kaleli (2021), Loreollo et al. (2021), Langballe et al. (2011), Purvanova and Muros (2010), Wu, Styra, and Gold (2020). In the literature on burnout, similar findings have been reported, with some studies reporting that females' burnout experiences are associated with emotional exhaustion, and that males' experiences are associated with depersonalization (Houkes et al., 2011; Loreollo et al., 2021; Purvanova & Muros, 2010). According to Langballe et al. (2011) work-home conflicts, which are dominant in women and workload, increase burnout. According to Wu et al. (2020), staying at home during the current pandemic has increased the likelihood of gender-based violence and domestic abuse. Thus, COVID-19 anxiety and burnout among women have increased.

During the pandemic, music teachers' perceived burnout showed a significant difference based on professional seniority and marital status. It was found that single or widowed music teachers had higher perceived burnout compared to their married colleagues. Similarly, the perceived burnout of the participants with low professional seniority was higher than the ones who are older and have higher professional seniority. On the other hand, the participants who are married and have high professional seniority had high levels of COVID-19 anxiety. These findings are similar to the research findings of Dyrbye et al. (2011), Dyrbye et al. (2014), Maslach and Leiter (2016), Roslan et al. (2021), Shanafelt et al. (2012). In the last two decades, burnout studies have revealed that various risk factors (marital status, age, length of employment, etc.) are effective for individuals and contexts (Maslach & Leiter, 2016). At the individual level, younger age has been consistently associated with a higher risk of developing burnout (Roslan et al., 2021). Some studies have revealed that single workers are at a higher risk of burnout compared to their married colleagues (Shanafelt et al., 2012), and having children is associated with a lower risk of developing burnout (Dyrbye et al., 2011).

In the pandemic, a significant difference was found in the mean scores of music teachers' emotional exhaustion, low sense of personal accomplishment, depersonalization and COVID-19 anxiety, based on the type of school. The perceived burnout and COVID-19 anxiety of music teachers working in private schools were significantly higher than their colleagues working in public schools. These findings are consistent with Alrawashdeh et al. (2021), Denning et al. (2021), Kaleli (2021), Lu et al. (2020), Morgantini et al. (2020), Naser et al. (2020). Tan et al. (2020), and Žutautienė et al. (2020). According to Alrawashdeh et al. (2021), various factors such as work-related stress, high workload, unhealthy working environment, lack of job security, low wages, and insufficient institutional support were drivers of burnout in the pandemic. And in many ways, it has increased the COVID-19 anxiety. The lack of job security and wage cuts, especially in private schools, may have led to increased burnout and COVID-19 anxiety.

The last finding in the study was that there was a significant relationship between music teachers' COVID-19 anxiety and perceived burnout during the pandemic. It was found that music teachers' perceived burnout increased as their COVID-19 anxiety increased. These findings are similar to the research findings of Amri et al. (2020), Petitta and Jiang (2020), Prikhidko et al. (2020), Qiu et al. (2020), Zadok-Gurman et al. (2021). Petitta and Jiang (2020) found a positive correlation between burnout and the contagion of fear during the pandemic,

and a negative relationship between contagion of joy and burnout. They argued that COVID-19 anxiety increases the sense of uncertainty, which in turn leads to exhaustion. Teachers trying to balance work, family and life situations during the pandemic are accompanied by uncertainty, leading to teacher burnout.

Conclusion

As a result, burnout and COVID-19 anxiety among music teachers is an important issue because it not only affects teachers' lives, but can affect the quality of arts education and interaction with students. The current pandemic has brought the working methods that music teachers need to adapt professionally. Therefore, it is important to develop ways to cope with burnout and COVID-19 anxiety. In addition, it is necessary to focus on further studies on burnout and COVID-19 anxiety in music teachers and on comparing data across regions and countries. In the current systematic review, it is important for education policy makers to scientifically address the epidemiology of burnout and the negative effects of COVID-19 and develop strategies to reduce it so that they can make more appropriate decisions.

References

- Akerson, V. L. & Carter, I. S. (Eds.). (2021). *Science Education during the COVID-19 Pandemic: Tales from the Front Lines*. ISTES Organization.
- Akkuzu, H., Yumuşak, F.N., Karaman, G., Ladikli, N., Türkkın Z., Bahadır, E. (2020). Koronavirüs Kaygı Ölçeği'nin Türkçe Güvenirlilik ve Geçerlik Çalışması. *Kıbrıs Türk Psikiyatri ve Psikoloji Dergisi*, 2(2), 63-67 doi:10.35365/ctjpp.20.2.09
- Al Zubayer, A., Rahman, E., Islam, B., Babu, S.Z.D., Rahman, Q.M. & Al Mazid Bhuiyan, R. (2020). Psychological states of Bangladeshi people four months after the COVID-19 pandemic: An online survey. *Heliyon*, 6(9), e05057. doi: 10.1016/j.heliyon.2020.e05057
- Alrawashdeh, H. M., Al-Tammemi, A. B., Alzawahreh, M. K., Al-Tamimi, A., Elkholy, M., Al Sarireh, F., Abusamak, M., Elehamer, N., Malkawi, A., Al-Dolat, W., Abu-Ismail, L., Al-Far, A., & Ghoul, I. (2021). Occupational burnout and job satisfaction among physicians in times of COVID-19 crisis: a convergent parallel mixed-method study. *BMC Public Health*, 21(1), 8-11. <https://doi.org/10.1186/s12889-021-10897-4>
- Amri, A., Abidli, Z., Elhamzaoui, M., Bouzaboul, M., Rabea, Z., & Ahami, A. (2020). Assessment of burnout among primary teachers in confinement during the COVID-19 period in Morocco: case of the Kenitra. *The Pan African Medical Journal*, 35(2), 92. <https://doi.org/10.11604/pamj.suppl.2020.35.2.24345>
- Ananga, P. (2020). Pedagogical Considerations of E-Learning in Education for Development in the Face of COVID-19. *International Journal of Technology in Education and Science (IJTES)*, 4(4), 310-321.
- Atashpanjeh, A., Shekarzahi, S., Zare-Behtash, E., & Ranjbaran, F. (2020). Burnout and job dissatisfaction as negative psychological barriers in school settings: A mixed-methods investigation of Iranian teachers. *Journal of Education and Health Promotion*, 9, 334. https://doi.org/10.4103/jehp.jehp_583_20

- Atilgan, D. & Tukul, Y. (2021). Social capital and satisfaction with life during the COVID-19 pandemic: A case study on coaches. *International Journal on Social and Education Sciences (IJonSES)*, 3(2), 342-359. <https://doi.org/10.46328/ijonSES.185>
- Bartlett, J.D., Griffin, J., Thomson, D. (2020). Resources for supporting children's emotional wellbeing during the COVID-19 pandemic. *Child Trends*. Retrieved on 03.06.2021 from <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-COVID-19-pandemic>
- Batmang, B., Sultan, M., Azis, A., & Gunawan, F. (2021). Perceptions of Pre-Service Teachers on Online Learning during the COVID-19 Pandemic. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 9(3), 449-461. <https://doi.org/10.46328/ijemst.1595>
- Bechen, E. F. (2000). *Sources of stress as perceived by preservice and inservice Iowa music educators* (Dissertation). The University of Iowa.
- Bernhard, H. C. (2006). A survey of burnout among elementary and secondary school music teachers. *Research Perspectives in Music Education*, 10(1), 7-13.
- Burke, R. J. & Deszca, E. (1986). Correlates of psychological burnout phases among police officers. *Human Relations*, 39, 487-502.
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal*, 31(3), 645-673. <https://doi.org/10.3102/00028312031003645>
- Cénat, J.M., Blais-Rochette, C., Kokou-Kpolou, C.K., Noorishad, P.G., Mukunzi, J.N. & McIntee, S.E. (2021). Prevalence of symptoms of depression, anxiety, insomnia, posttraumatic stress disorder, and psychological distress among populations affected by the COVID-19 pandemic: A systematic review and meta-analysis. *Psychiatry Res.* 295, 113599. doi: 10.1016/j.psychres.2020.113599
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218.
- Çolakoğlu, İ. & Sözer Çapan, A. (2015). Ortaokullarda Görev Yapan Müzik Öğretmenlerinin Mesleki Tükenmişlik Düzeylerinin İncelenmesi. *İstanbul Aydın Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 97-111
- Cordes, C. L. & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *The Academy of Management Review*, 18(4), 621-656.
- Cox, P. H. (1994). *The professional socialization of Arkansas music teachers as musicians and educators: The role of influential persons from childhood to post-college years* (Dissertation). University of North Texas. (Google Scholar)
- Denning, M., Goh, E. T., Tan, B., Kanneganti, A., Almonte, M., Scott, A., Martin, G., Clarke, J., Sounderajah, V., Markar, S., Przybylowicz, J., Chan, Y. H., Sia, C. H., Chua, Y. X., Sim, K., Lim, L., Tan, L., Tan, M., Sharma, V., Ooi, S., ... Kinross, J. (2021). Determinants of burnout and other aspects of psychological well-being in healthcare workers during the COVID-19 pandemic: A multinational cross-sectional study. *PloS one*, 16(4), e0238666. <https://doi.org/10.1371/journal.pone.0238666>

- Doss, J. A. (2016). *Perceived stress among public school music educators: Stress over time, demographic differences, common self-identified factors of stress, and relationships between demographic differences and emergent stress themes* (Dissertation). University of Missouri-Kansas City.
- Dyrbye L., Shanafelt T.D., Balch C.M., Satele D., Sloan J., Freischlag J. (2011). Relationship between work-home conflicts and burnout among American surgeons: A comparison by sex. *Arch. Surg.*, 146, 211–217. doi: 10.1001/archsurg.2010.310.
- Dyrbye L., West C.P., Satele D., Boone S., Tan L., Sloan J., Shanafelt T.D. (2014) Burnout Among U.S. Medical Students, Residents, and Early Career Physicians Relative to the General U.S. Population. *Acad. Med.*, 89, 443–451. doi: 10.1097/ACM.000000000000134.
- Ergin, C. (1992). Doktor ve Hemşirelerde Tükenmişlik ve Maslach Tükenmişlik Envanterinin Uygulanması. *7.Ulusal Psikoloji Kongresi Bilimsel Çalışmaları El Kitabı* (143-154). Ankara: Psikologlar Derneği Yayınları.
- Figueras, E. J. (2014). *Constructing and contextualizing a multidimensional burnout profile of high school music teachers* (Dissertation). Boston University.
- Fox, R. (2007). ICT use during SARS: teachers' experiences. *Journal of Technology and Teacher Education*, 15(2), 191–205.
- Gluschkoff, K., Elovainio M., Kinnunen U., Mulla S., Hintsanen M., Keltikangas-Järvinen L., Hintsala T. (2016). Work stress, poor recovery and burnout in teachers. *Occup. Med.*, 66, 564–570. doi: 10.1093/occmed/kqw086.
- Gold, P., & Bachelor, P. (2001). Signs of burnout are evident for practice teachers during the teacher training period. *Education*, 108, 546–555.
- Golembiewski, R. T., Munzenrider, R., & Carter, D. (1983). Phases of progressive burnout and their work site covariants: Critical issues in OD research and praxis. *The Journal of Applied Behavioral Science*, 19(4), 461-481.
- Griffiths, A., Royse, D. & Walker R. (2018). Stress among child protective service workers: Self-reported health consequences. *Child Youth Serv. Rev.*, 90, 46–53. doi: 10.1016/j.childyouth.2018.05.011.
- Griffiths, B. J. (2020). Returning to campus during the COVID-19 pandemic: Perceptions of calculus students in Florida. In I. Sahin & M. Shelley (Eds.), *Educational practices during the COVID-19 viral outbreak: International perspectives* (pp. 239–253). ISTES Organization.
- Günay, A. (2006), Öğretmenlerin Lisans Eğitimlerinden ve Çalışma Ortamlarından Kaynaklanan Sorunları. *Kastamonu Eğitim Dergisi*, 14(2), 647-652.
- Gürsel, M., Sünbül, A.M. ve Sarı, H. (2002). An analysis of burnout and job satisfaction between turkish headteachers and teachers: A quantitative approach. *European Journal of Psychology of Education*, XVII(1), 35-45
- Harden, R. M. (1999). Stress, pressure and burnout in teachers: is the swan exhausted? *Medical Teacher*, 21(3), 245-247.
- Hardiman, P., & Simmonds, J. G. (2013). Spiritual well-being, burnout and trauma in counselors and psychotherapists. *Mental Health, Religion & Culture*, 16(10), 1044-1055.

- Hills, F. (2020). *The Pandemic is a Crisis for Students with Special Needs*. Retrieved on 5.06.2021 from <https://www.theatlantic.com/education/archive/2020/04/special-education-goes-remote-COVID-19-pandemic/610231>
- Hocaoğlu Özkaya, G. (2005). *Öğretmenlerin kariyer sürecinde yaşadıkları sorunlara ilişkin görüşleri*. (Yayımlanmamış Yüksek Lisans Tezi), Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü, Çanakkale.
- Hoffer, C. R. (1982). Work related attitudes and problems of Indiana music teachers. *Psychology of Music, Special Issue*, 59-62.
- Houkes I, Winants Y, Twellaar M, Verdonk P. (2011). Development of burnout over time and the causal order of the three dimensions of burnout among male and female GPs. A three-wave panel study. *BMC Public Health*, 11, 1–13. (PMC free article) (PubMed) (Google Scholar)
- Kaban, A. (2021). Use of learning management systems in the COVID-19 pandemic. In S. Jackowicz & I. Sahin (Eds.), *Online Education during the COVID-19 Pandemic: Issues, Benefits, Challenges, and Strategies* (pp. 81-98). ISTES Organization.
- Kaleli, Y. S. (2021). COVID 19 Sürecinde Müzik Öğretmenlerinin Tükenmişlik Düzeylerinin İncelenmesi. *International Journal of Eurasia Social Sciences (IJOESS)*, 12(44), 262-277
- Kara, S. (2020). Investigation of job satisfaction and burnout of visual arts teachers. *International Journal of Research in Education and Science (IJRES)*, 6(1), 160-171
- Kara, S. (2021). An Investigation of Visual Arts Teachers' Attitudes towards Distance Education in the Time of COVID-19. *International Journal on Social and Education Sciences (IJonSES)*, 3(3), 576-588. <https://doi.org/10.46328/ijonSES.246>
- Katarina, A.S., Željka S., Nikolina, V. (2017). The teacher's role in the creative teaching of literacy/uloga učitelja u kreativnom poučavanju pismenosti. *Croatian J. Educ.*, 19, 27–36.
- Kibici, V. B. & Sarikaya, M. (2021). Readiness levels of music teachers for online learning during the COVID 19 pandemic. *International Journal of Technology in Education (IJTE)*, 4(3), 501-515. <https://doi.org/10.46328/ijte.192>
- Kim, H. J., Shin, K. H. ve Umbreit, W.T. (2007). Hotel Job Burnout: The Role of Personality Characteristics. *Hospitality Management*, 26(2), 421-434.
- Langballe EM, Innstrand ST, Aasland OG, Falkum E. (2011). The predictive value of individual factors, work-related factors, and work–home interaction on burnout in female and male physicians: a longitudinal study. *Stress and Health*, 27, 73–87.
- Lawrence, D.F, Loi, N.M., Gudex, B.W. (2019). Understanding the relationship between work intensification and burnout in secondary teachers. *Teach*, 25, 189–99
- Lee, R. T. & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81(2), 123-133.
- Lewin, J. E., & Sager, J. K. (2007). A process model of burnout among salespeople: Some new thoughts. *Journal of Business Research*, 60(12), 1216-1224.
- Li, Q., Guan, X., Wu, P., Wang, X., Zhou, L., Tong, Y. (2020). Early transmission dynamics in Wuhan, China, of novel coronavirus–infected pneumonia. *N. Engl. J. Med.*, 382, 1199–1207.

- Lorello, G. R., Gautam, M., Barsed, C., & Peer, M. (2021). Impact of the intersection of anaesthesia and gender on burnout and mental health, illustrated by the COVID-19 pandemic. *Anaesthesia*, 76(4), 24–31. <https://doi.org/10.1111/anae.15360>
- Lu W, Wang H, Lin Y, Li L. (2020). Psychological status of medical workforce during the COVID-19 pandemic: a cross-sectional study. *Psychiatry Res.*, 288, 1–5. doi: 10.1016/j.psychres.2020.112936.
- Marpa, E. P. (2021). Technology in the Teaching of Mathematics: An Analysis of Teachers' Attitudes during the COVID-19 Pandemic. *International Journal on Studies in Education (IJonSE)*, 3(2), 92-102.
- Mary-Krause, M., Herranz Bustamante, J. J., Héron, M., Andersen, A. J., El Aarbaoui, T., & Melchior, M. (2021). Impact of COVID-19-like symptoms on occurrence of anxiety/depression during lockdown among the French general population. *PloS one*, 16(7), e0255158. <https://doi.org/10.1371/journal.pone.0255158>
- Maslach C., Leiter M. (1997). *The Truth about Burnout: How Organizations Cause Personal Stress and What to Do About It*. John Wiley & Sons: San Francisco, CA, USA.
- Maslach C., Leiter M.P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15, 103–111. doi: 10.1002/wps.20311.
- Maslach, C., Jackson, S. E., Leiter, M. P., Schaufeli, W. B., & Schwab, R. L. (1986). *Maslach burnout inventory*. Palo Alto, CA: Consulting psychologists press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422
- McCormack, N., & Cotter, C. (2013). *Managing Burnout in the Workplace: A Guide for Information Professional*. Cambridge: Chandos Publishing.
- McCracken, L.M., Badinlou, F., Buhrman, M. & Brocki, K.C. (2020). Psychological impact of COVID-19 in the Swedish population: Depression, anxiety, and insomnia and their associations to risk and vulnerability factors. *Eur Psychiatry*, 63(1), e81. doi: 10.1192/j.eurpsy.2020.81
- Morgantini LA, Naha U, Wang H, Francavilla S, Acar Ö, Flores JM, Crivellaro S, Moreira D, Abern M, Eklund M, Vigneswaran HT, Weine SM. (2020). Factors contributing to healthcare professional burnout during the COVID-19 pandemic: a rapid turnaround global survey. *PLoS One*, 15(9), e0238217. doi: 10.1371/journal.pone.0238217.
- Moriana, A.J. & Herruzo, J. (2006). Variables related to psychiatric sick leave taken by Spanish secondary school teachers. *Work Stress*. 20, 259–271. doi: 10.1080/02678370600929354.
- Moueleu, N.P.T., Assomo-Ndemba, P.B., Owona Manga, L.J., Owoundi Ebolo, H., Ayina Ayina, C.N., Lobe Tanga, M.Y., Mandengue, S.H. (2019). Burnout syndrome and associated factors among university teaching staff in Cameroon: Effect of the practice of sport and physical activities and leisures. *Encéphale*, 45, 101–106.
- Naser AY, Dahmash EZ, Al-Rousan R, Alwafi H, Alrawashdeh HM, Ghoul I, et al. (2020). Mental health status of the general population, healthcare professionals, and university students during 2019 coronavirus disease outbreak in Jordan: A cross-sectional study. *Brain Behav.*, 10, e01730. doi: 10.1002/brb3.1730.
- Newby, J.M., O'Moore, K., Tang, S., Christensen, H. & Faasse, K. (2020). Acute mental health responses during the COVID-19 pandemic in Australia. *PLoS One*, 15(7), e0236562. doi: 10.1371/journal.pone.0236562
- Nummela, R. M. (1982). The number of teacher adaptations can predict burnout. *Education*, 103(1), 79-81.


- Olagoke, A.A., Olagoke, O.O. & Hughes, A.M. (2020). Exposure to coronavirus news on mainstream media: The role of risk perceptions and depression. *Br J Health Psychol.*, 25(4), 865–874. doi: 10.1111/bjhp.12427
- Örmen, U. (1993). *Tükenmişlik duygusu ve yöneticiler üzerinde bir uygulama* (Yayınlanmamış Yüksek Lisans Tezi). Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Ozdin, S. & Bayrak Ozdin, S. (2020). Levels and predictors of anxiety, depression and health anxiety during COVID-19 pandemic in Turkish society: the importance of gender. *Int J Soc Psychiatry*, 66(5), 504–11. doi: 10.1177/0020764020927051
- Özkaya, H. (2006). *Yatılı ilköğretim bölge okulu ve ilköğretim okullarında görev yapan öğretmenlerin tükenmişlik düzeylerinin öğretmen görüşleri açısından karşılaştırılması* (Yayınlanmamış Yüksek Lisans Tezi). Çanakkale Onsekiz Mayıs Üniversitesi, Çanakkale.
- Pan, K.Y., Kok, A.A.L., Eikelenboom, M., Horsfall, M., Jörg, F. & Luteijn, R.A. (2021). The mental health impact of the COVID-19 pandemic on people with and without depressive, anxiety, or obsessive-compulsive disorders: a longitudinal study of the three Dutch case-control cohorts. *Lancet Psychiatry*, 8(2), 121–9. doi: 10.1016/S2215-0366(20)30491-0
- Pappa S, Ntella V, Giannakas T, Giannakoulis VG, Papoutsis E, Katsaounou P. (2020). Prevalence of depression, anxiety, and insomnia among healthcare workers during the COVID-19 pandemic: A systematic review and meta-analysis. *Brain, Behavior, and Immunity*, 88, 901-907. doi: 10.1016/j.bbi.2020.11.023
- Petitta L, Jiang L. . (2020). How emotional contagion relates to burnout: a moderated mediation model of job insecurity and group member prototypicality. *Intern J Stress Man*, 27, 12–22. 10.1037/str0000134
- Prikhidko, A., Long, H., & Wheaton, M. G. (2020). The Effect of Concerns About COVID-19 on Anxiety, Stress, Parental Burnout, and Emotion Regulation: The Role of Susceptibility to Digital Emotion Contagion. *Frontiers in Public Health*, 8, 567250. <https://doi.org/10.3389/fpubh.2020.567250>
- Purvanova RK, Muros JP. (2010). Gender differences in burnout: a meta-analysis. *Journal of Vocational Behavior*, 77, 168–185.
- Qiu J, Shen B, Zhao M, Wang Z, Xie B, Xu Y. (2020). A nationwide survey of psychological distress among Chinese people in the COVID-19 epidemic: implications and policy recommendations. *Gen Psychiatr.*, 33(2), e100213.
- Restuati, M., Nasution, M. Y., Pulungan, A. S. S., Pratiwi, N., & Safirah, B. (2021). Improvement Efforts for Student Learning Outcomes and Motivation using Edmodo during the COVID-19 Pandemic. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 9(4), 614-624. <https://doi.org/10.46328/ijemst.1974>
- Roslan, N. S., Yusoff, M., Razak, A. A., & Morgan, K. (2021). Burnout Prevalence and Its Associated Factors among Malaysian Healthcare Workers during COVID-19 Pandemic: An Embedded Mixed-Method Study. *Healthcare (Basel, Switzerland)*, 9(1), 90. <https://doi.org/10.3390/healthcare9010090>
- Salari, N., Hosseini-Far, A., Jalali, R., Vaisi-Raygani, A., Rasoulpoor, S. & Mohammadi, M. (2020). Prevalence of stress, anxiety, depression among the general population during the COVID-19 pandemic: A systematic review and meta-analysis. *Global Health*. 16(1), 57. doi: 10.1186/s12992-020-00589-w
- Scull, J., Phillips, M., Sharma, U., Garner, K. (2020). Innovations in teacher education at the time of COVID 19: An Australian perspective. *J. Educ. Teach.* doi: 10.1080/02607476.2020.1802701.

- Shahid, Z., Kalayanamitra, R., McClafferty, B., Kepko, D., Ramgobin, D., Patel, R., Aggarwal, C.S., Vunnam, R., Sahu, N., Bhatt, D., Jones, K., Golamari, R. & Jain, R. (2020). COVID- 19 and older adults: what we know. *Journal of the American Geriatrics Society*, 68(5), 926-929.
- Shanafelt T.D., Boone S., Tan L., Dyrbye L.N., Sotile W., Satele D., West C.P., Sloan J., Oreskovich M.R. (2012). Burnout and satisfaction with work-life balance among US physicians relative to the general US population. *Arch. Intern. Med.*, 172, 1377–1385. doi: 10.1001/archinternmed.2012.3199.
- Skaalvik E., Skaalvik S. (2015). Job Satisfaction, Stress and Coping Strategies in the Teaching Profession—What Do Teachers Say? *Int. Educ. Stud.*, 8. doi: 10.5539/ies.v8n3p181. ,
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education*, 20(4), 775-790.
- Sunbul, A.M. (2003). An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education*, 47(1), 58-72.
- Swart, F. (2019). Evaluating and improving teacher educators’ language-oriented performance in content-based teaching. *Int. J. Educ. Methodol.*, 5, 71–86.
- Szczęśniak, D., Gładka, A., Misiak, B., Cyran, A., & Rymaszewska, J. (2021). The SARS-CoV-2 and mental health: From biological mechanisms to social consequences. *Progress in Neuro-psychopharmacology & Biological Psychiatry*, 104, 110046. <https://doi.org/10.1016/j.pnpbp.2020.110046>
- Tan BYQ, Chew NWS, Lee GKH, Jing M, Goh Y, Yeo LLL, Zhang K, Chin HK, Ahmad A, Khan FA, Shanmugam GN, Chan BPL, Sunny S, Chandra B, Ong JJY, Paliwal PR, Wong LYH, Sagayanathan R, Chen JT, Ng AYY, Teoh HL, Ho CS, Ho RC, Sharma VK. (2020). Psychological impact of the COVID-19 pandemic on health Care Workers in Singapore. *Ann Intern Med.*, 173(4), 317–320. doi: 10.7326/M20-1083.
- Toprakseven, Y. (1995). *Ortaöğretim okullarında Musiki Eğitimi* (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Teknik Üniversitesi Sosyal Bilimler Enstitüsü.
- Torales, J., O’Higgins, M., Castaldelli-Maia, J.M. & Ventriglio, A. (2020). The outbreak of COVID-19 coronavirus and its impact on global mental health. *Int J Soc Psychiatry.*, 66(4), 317–320. doi: 10.1177/0020764020915212
- Tükel, Y. (2021). Investigation of Psychological Resilience Levels of Individuals in Participating Recreative Activities during the COVID-19. *Başkent Üniversitesi Sağlık Bilimleri Fakültesi Dergisi*, 6(1), 91-104
- Tümen Akyıldız, S. (2020). College Students’ Views on the Pandemic Distance Education: A Focus Group Discussion. *International Journal of Technology in Education and Science (IJTES)*, 4(4), 322-334.
- Uçan, A. (2005). *Müzik Eğitimi* (3. Basım). Ankara: Evrensel Müzikevi
- Umberson, D., ve Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51, 54-66.
- UNICEF (2020). *Leaving No Child behind during the Pandemic: Children with Disabilities and COVID-19*. Retrieved on 02.06.2021 on <https://data.unicef.org/topic/child-disability/COVID-19/>
- Vindegaard, N. & Benros, M.E. (2020). COVID-19 pandemic and mental health consequences: systematic review of the current evidence. *Brain Behav Immun.*, 89, 531–542. doi: 10.1016/j.bbi.2020.05.048
- Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L. & Ho, C.S. (2020). Immediate psychological responses and associated factors during the initial stage of the 2019 coronavirus disease (COVID-19) epidemic among

- the general population in China. *Int J Environ Res Publ Health.*, 17(5), 17-29. doi: 10.3390/ijerph17051729
- Weisberg, J., & Sagie, A. (1999). Teachers' physical, mental, and emotional burnout: impact on intention to quit. *The Journal of Psychology*, 133(3), 333-339.
- WHO (2015). *Burn-Out an "Occupational Phenomenon": International Classification of Diseases*. Retrieved on 7.03.2021 from https://www.who.int/mental_health/evidence/burn-out/en/
- Who. (2020). *World Health Organization Novel Coronavirus (2019-nCoV): Situation Report*. Retrieved on 2.06.2021 from <https://apps.who.int/iris/bitstream/handle/10665/330762/nCoVsitrep23Jan2020-eng.pdf>.
- Woodhead P, Kennedy DM. (2010). Digital natives and H1N1: How adversity can drive change. *International Journal of E-Adoption*, 2(3), 53–66. doi: 10.4018/jea.2010070105.
- Wu PE, Styra R, Gold WL. (2020). Mitigating the psychological effects of COVID-19 on health care workers. *Canadian Medical Association Journal*, 192. 459–460.
- Xhelili, P., Ibrahim, E., Rruci, E., & Sheme, K. (2021). Adaptation and Perception of Online Learning during COVID-19 Pandemic by Albanian University Students. *International Journal on Studies in Education (IJonSE)*, 3(2), 103-111.
- Xiong J, Lipsitz O, Nasri F, Liu LMW, Gill H, Phan L, et al.. (2020). Impact of COVID-19 pandemic on mental health in the general population: A systematic review. *J Affect Disord.*, 277, 55–64. doi: 10.1016/j.jad.2020.08.001
- Xu, L. (2017). Teacher–researcher role conflict and burnout among Chinese university teachers: A job demand-resources model perspective. *Stud. High. Educ.*, 44, 903–919.
- Yurt, E., ve Sünbül, A. M. (2012). Effect of modeling-based activities developed using virtual environments and concrete objects on spatial thinking and mental rotation skills. *Educational Sciences: Theory and Practice*, 12(3), 1975-1992
- Zadok-Gurman, T., Jakobovich, R., Dvash, E., Zafrani, K., Rolnik, B., Ganz, A. B., & Lev-Ari, S. (2021). Effect of Inquiry-Based Stress Reduction (IBSR) Intervention on Well-Being, Resilience and Burnout of Teachers during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3689. <https://doi.org/10.3390/ijerph18073689>
- Zedeck, S., Maslach, C., Moiser, K. & Skitka, L. (1988). Affective response to work and quality of family life. Employee and spouse perspectives. *Journal of Social Behavior and Personality*, 3, 135-157.
- Žutautienė R, Radišauskas R, Kaliniene G, Ustinaviciene R. (2020). The prevalence of burnout and its associations with psychosocial work environment among Kaunas region (Lithuania) hospitals' physicians. *Int J Environ Res Public Health*, 17(10), 37-39. doi: 10.3390/ijerph17103739.

Author Information

Muhsin Sarıkaya

 <https://orcid.org/0000-0003-0595-8958>

Atatürk University

Turkey

Contact e-mail: muhsinbey@atauni.edu.tr
