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Abstract

It is aimed in this study to examine the job satisfaction and virus contagion concerns of music teachers in terms of certain variables during the COVID-19 process. Based on the correlational and causal comparison method in the research, music teachers' job satisfaction and contagion concerns during the COVID-19 process were compared according to the variables of gender, age and type of school they work. Besides, the relationship between music teachers' job satisfaction and contagion anxiety was explained with relational screening method. The sample of the study consists of 236 music teachers working in Konya, Karaman and Aksaray and determined by random sampling method. Minnesota Job Satisfaction and COVID-19 Anxiety scales were used to collect the research data. According to the research findings, job satisfaction of music teachers during the COVID-19 process differs according to gender, age and school type. Also, a negative relationship was found between COVID-19 anxiety and job satisfaction. Based on the results of the research, suggestions were made to increase the job satisfaction of music teachers and reduce their anxiety during the COVID-19 process.

Introduction

With nationwide school suspensions in 189 countries since March 2020 (UNICEF, 2020), all education systems have shifted to online. The impact of COVID-19 is evident with schools and colleges switching to online education and working from home becoming a way of life throughout the world. Practices commonly called “social distancing” or “social isolation” have led to significant changes in daily routines. Maintaining a routine in education provides a sense of discipline, stability and security for the psychological states of teachers and students. The closure of schools, adjustments in routines such as social distancing and/or lockdowns, and performing teaching processes with distance education systems have created a real multifaceted crisis situation for teachers and students (Bartlett et al., 2020). Although the routines of most stakeholders were interrupted in this process, especially in education, it was perhaps the classroom teachers who were most affected by this change (Hills, 2020). In particular, situations that arose in pandemic conditions have affected the normal professional processes of music education. Therefore, it is necessary to reveal the job satisfaction and virus-induced stress in music teachers during the COVID 19 process.

The coronavirus-2019 epidemic has damaged not only physical health, but also the psychological health and resilience of individuals. In a highly interconnected and globalized world, the social and economic effects of the epidemic have recently become evident (Ananga, 2020; Atabey, 2021; Atilgan & Tukul, 2021; Batmang et al., 2021; Cakin & Kulekci Akyavuz, 2021; ElSaheli-Elhage, 2021; Hebebcı, Bertiz, & Alan, 2020; Marpa, 2021; McKibbin, 2020; Nnebedum, Obuegbe, & Nwafor, 2021; Tümen Akyıldız, 2020). The management of work-related factors affecting mental health in a pandemic scenario appears to be crucial to support people's participation into social life and thus psychological well-being. Much of the relevant scientific literature covered in our study has drawn attention to the medical implications of the negative psychological effects of the current pandemic (Galbraith et al, 2020; Rooney & McNicholas, 2020; Huang & Zhao, 2020).

The issue of positive mental health in the workplace gains importance especially during sudden change and restructuring periods caused by such important events as the COVID-19 epidemic. The breakout of the disease caused by the coronavirus SARS-CoV-2 has led to various changes in the functioning of society and institutions (Bulińska-Stangrecka & Bagieńska, 2021; Kibici & Sarıkaya, 2021; Paudel, 2021; Sofi & Laafon, 2020). An epidemic emergency was launched in many countries to prevent the spread of the virus. In Turkey, as of March 2020, many industries had to suspend their commercial activities as well as educational activities from pre-school to higher education. Rotational, hybrid or distance education applications were implemented to ensure business continuity in schools, administration and some businesses. In fact, it was necessary to use restrictive measures to reduce the transmission of the COVID-19 virus. However, because of these measures, employee anxiety, stress (Rossi et al, 2020; Sahni, 2020), changes in risk perception (Wise et al, 2020; Dryhurst et al, 2020), isolation anxiety, stigma, and discrimination (Baldassarre et al, 2020) increased substantially. Stress stemmed from new factors such as, health and life threats, many restrictions and suggestions related to the epidemic situation (staying at home, closure of many institutions), isolation and lack of social support, and impaired work-home balance. Sufficient physical activity was required to reduce overall stress resistance (Bulińska-Stangrecka & Bagieńska, 2021; Irigoyen-Camacho et al, 2020), which showed that it is important to understand the mechanisms that support positive mental health beyond the safety of the work environment.

The COVID-19 virus still poses a significant threat in Turkey and throughout the world, and there are still various restrictions to reduce the spread of the virus. However, these restrictions also directly affect music teachers and students. Therefore, this study focused particularly on the change in job satisfaction and professional stress of music teachers working in distance education conditions caused by the pandemic. In general, teachers' face-to-face interactions with their students and other colleagues have positive effects in terms of school atmosphere. With the increase in various forms of remote work (working from home) and occupational stress caused by the pandemic, employee relations and satisfaction have also been transformed. (Felstead A., Henseke, 2017; Moretti, et al., 2020; Belzunegui-Eraso & Erro-Garcés, 2020; Reich & Hershcovis, 2011). Abun et al. (2018) argue that employee relations affect job satisfaction among employees in academia. Therefore, this study focuses on better understanding the factors that support job satisfaction and ultimately promoting positive mental health during the COVID-19 pandemic. The aim of the study is to examine the job satisfaction and occupational stress of music teachers in the context of the limitations caused by the pandemic and remote working.

Occupational and COVID-19 Stress

A healthy job is the one in which its pressure on employees is appropriate according to their abilities and resources, the amount of control they have over their job, and the support they receive from those who matter to them. Since health is not just the absence of disease or infirmity, but a state of complete physical, mental and social well-being (WHO, 2020), a healthy work environment, in this respect, is the one free from harmful conditions. Continuous assessments of health-related risks, providing appropriate information and education on health-related issues, and the availability of organizational support practices and structures that support this environment are crucial to provide this environment. A healthy work environment gives priority to the protection and development of the staff's health and well-being and has become a part of professional life.

Business lines or the nature of professions are constantly changing with the effect of social, legal, political and economic factors, as well as with diversity in human relations and many technological factors, and this change both offers new opportunities and creates pressure for the sectors. Anticipating and managing these factors is important in maintaining the functioning of institutions. Professions or institutions may face very serious crises and problems when they cannot make sense of the threats and opportunities posed mostly by the changes arising from their environment and sometimes internally or when they do not take precautions or show the will to do so even if they are aware of it. It is of vital importance that managers show their dedication and skills to overcome such psychological crises, especially because they have devastating and sometimes destructive effects on the institution (Şimşek & Çelik, 2010).

One of the most important crisis situations affecting the working processes of employees and all stakeholders in any profession is excessive stress in general and occupational stress in particular. When under excessive stress, some may have trouble concentrating, making decisions, and being confident. Many may experience such physical reactions as sweating, accelerated heart rhythm or muscle tension in extremely stressful environments (Cohen & Janicki, 2012). According to Shivaprasad, Nikkam, and Shetty (2018), excessive stress is one of the important factors affecting our psychological and physiological balance. Stress can also have long-term effects on physical health. For instance, headaches and fatigue are common symptoms of being under stress. Moreover, it is possible for people to experience deficiencies in their defense mechanisms, immune systems, and various accompanying diseases, and to experience an uncontrolled decline in their general health status. Studies have found that jobs with a high level of monotony and little opportunity for independent action can be very stressful. The same can be said of jobs that minimize social contact with other people (Dusselier, Dunn, Yongyi, Shelley, & Whalen, 2005). Stress reactions can occur as a result of working conditions (physical limitations) or overwork (a workload that is too heavy or too demanding). Low load (too little work), however, can also be a stressor (NYU, 2018). Stress arises in a wide range of work processes, but it is exacerbated when employees have little support from their managers and co-workers and little control over their own work (Who, 2017). In occupational stress, a threatening situation may arise for the employee, which is caused by the changes in the environmental and workplace conditions, which are generally unpredictable, and where the management is insufficient in intervention. Even if the stress is mostly caused by the individual himself, the environment, internal factors and occupational factors can also play an important role in the emergence of occupational stress (Shivaprasad, Nikkam & Shetty, 2018).

Job Satisfaction

Job satisfaction is one of the factors that contribute significantly to positive mental health (Kara, 2020; Lombardo et al, 2020; Tukul, 2020; Zaniboni et al, 2020). Studies show that satisfaction is a key indicator for positive mental health at work (Hünefeld, Gerstenberg & Huffmeier, 2020). Moreover, job satisfaction arises from a subjective comparison of the actual job situation with the expected (Gebert, 2002) by the individual. Besides, it is considered the cornerstone of positive well-being at work (Diener, Oishi & Lucas, 2003; (Bulińska-Stangrecka & Bagińska, 2021)). The concept of job satisfaction is used to determine how satisfied or dissatisfied the employees are with their jobs and duties. It reflects their general feelings and thoughts about their job, work, colleagues and working environment. The demands of the employees regarding their jobs, their feelings, thoughts, attitudes and behaviors related to their job are within the scope of job satisfaction studies (Güner, Çiçek, & Can, 2014, Gürsel, Sünbül & Sarı, 2003; Kaleli, 2020).

Job satisfaction is the positive emotional state associated with a positive evaluation of one's work-related experience (Aguilar-Palacio et al, 2012). It is a very causal construct influenced by: (a) individual characteristics such as age, gender, educational level, work-related values, and family structure; and (b) job-related characteristics such as salary, working hours, job security/insecurity, promotion possibilities, interpersonal relationships, and relationships with superiors, these last two being the most influential (Uchino et al., 1996). Job satisfaction is also directly related to the presence of work-related stress and its reflections on health. Larocco (1989) argued that job satisfaction and job dissatisfaction are two completely different elements and added that there are two types of needs that affect an individual's perception of job satisfaction: (a) hygiene needs such as physical and psychological work environment; and (b) motivational needs associated with activities performed in the job. When employees' hygiene needs are met, they do not feel dissatisfied, even if they do not feel satisfied. But for employees to feel satisfied, their motivational needs must also be met.

In the period of self-actualization, which is one of the most important times for human life, satisfaction, life satisfaction and job satisfaction are among the important expectations of people. Satisfaction is meeting needs, expectations, wishes and desires while life satisfaction is the situation or result obtained by comparing the expectations and wishes of people with what they have (Özer & Karabulut, 2003). The effects of job satisfaction on our lives are evident to everyone. First of all, a dissatisfied person does not want to go to work, he looks for ways to leave his current job and enter a new job. Secondly, an individual with high job satisfaction will be healthier. Thirdly, job satisfaction of an individual with high job satisfaction is reflected in his happiness and can be seen outside of work (Özalp & Kirel, 2001). Occupational satisfaction is the pleasure one gets from his job. People will get pleasure in their lives at the rate of the pleasure they get from their jobs (Öğretmen, 2013).

According to a different perspective, job satisfaction is a combination of the physical environment (the work, attitude of the employer) and the results obtained from the work (promotion opportunities, wages and job security), all of which determine working conditions. The values, expectations and norms perceived by the employees about their job bring about the formation or non-occurrence of job satisfaction. The reactions developed by the employees depending on the job and working conditions affect their job satisfaction

(Güner, Çiçek, & Can, 2014; Kaleli, 2021a; Kara, 2020).

It has been stated in studies on job satisfaction that such individual factors as age, gender, educational status, and personality traits have an effect on job satisfaction. In addition, organizational factors such as wages, career opportunities, job characteristics, job security and working conditions directly affect job satisfaction. As a result, it is understood that both individual and organizational factors are effective on the job satisfaction of employees (Güner, Çiçek, & Can, 2014; Kara, 2020; Sünbül, 2003). Factors such as wages, management style, level of adaptation to the job, career opportunities are also the main factors that affect job satisfaction.

It is possible for employees who do the same job and share the same environment to have different job satisfaction levels because the personality traits of the employees and their expectations about their jobs may cause the perceptions of job satisfaction to differ (Şahin, Aydoğdu, & Yoldaş, 2011). According to Çakmur (2011), each profession has its own characteristics and so the working conditions of each profession have different effects on the job satisfaction of the employees. The four main factors affecting job satisfaction can be listed as professional prestige, job control, unity in the work group and forming a professional community.

According to the literature, job satisfaction of individuals working in different sectors may vary according to age, education level, job status and professional seniority and the main factors affecting job satisfaction are job security, physical environment, social relations, service, suggestion and complaint systems. Besides, it has been emphasized that job satisfaction of individuals is directly affected by career and promotion strategies, work intensity and order of working hours (Rajput, Mahajan, Agarwal, 2017).

Purpose

Within the scope of the research, it was aimed to examine the job satisfaction and stress levels of music teachers during the COVID-19 process. In addition, correlation between the participants' job satisfaction and stress levels was examined. In line with the purpose of the study, answers to the following research questions will be sought.

Sub-Problems

- 1-What are the job satisfaction and stress levels of music teachers during the COVID-19 process?
- 2-Does the job satisfaction of music teachers show a significant difference according to their gender during the COVID-19 process?
- 3-Does the job satisfaction of music teachers show a significant difference according to professional seniority in the COVID-19 process?
- 4-Does the job satisfaction of music teachers differ according to the type of school they work in during the COVID-19 process?
- 5-What is the relationship between music teachers' job satisfaction and stress levels during the COVID-19 process?

Method

This research was organized and carried out according to correlational research and causal comparison patterns. Correlational studies try to explain the relationships between variables without any intervention in the research process (Babbie, 2010). In this research, the relationship between job satisfaction and burnout perceptions of primary school teachers in the COVID-19 process was examined with the help of the correlational research design. In causal comparison, the studied event, phenomenon and variables are examined by comparing them with categories or groups (McNabb, 2008). In this research, job satisfaction of music teachers during the COVID-19 process and their stress on COVID-19 were examined by comparing them according to gender, seniority and school variables with the help of causal comparison design.

The study group of this research consists of music teachers working in different high schools and secondary schools in Konya, Nevşehir, and Niğde provinces in Turkey. A total of 236 music teachers took part in the research group with the average age 35.8. While 42.1% of music teachers worked in secondary schools, 57.9% worked in high schools. While 56.8% of the teachers were female, 43.2% were male. While 63.8% of the teachers were married, 25.1% were single and 11.1% were divorced. Research measurement tools were applied to the participants between September 2020 and November 2020, during which distance education applications were carried out in all schools in Turkey.

Data Collection Tools

The Job Satisfaction Scale was developed by Weiss, Dawis, and England (1967) and adapted to Turkish by Akkamaş (2010), and its long form consists of 100 items. The short form of the scale consists of two sub-dimensions, internal and external job satisfaction, and 20 items. The items of the measurement tool in Five-point Likert form are “not satisfied at all” (1), “not satisfied” (2), “undecided” (3), “satisfied” (2), “very satisfied” (1). The overall job satisfaction score is obtained by dividing the total scores of all items in the scale by 20. As the scores obtained from the scale increase, so does the perception of job satisfaction. The Cronbach Alpha Coefficients of the scale were calculated between .82 and .86 in the reliability analyzes performed for this study.

Items related to Coronavirus-19 anxiety were adapted into Turkish from the study of Ahorsu et al. (2007). The measurement tool used is a 5-point Likert type (1 = “completely disagree” 2 = “disagree”, 3 = “undecided”, 4 = “agree”, 5 = “completely agree”). The statement “I feel uncomfortable thinking about the Coronavirus-19” is an example of the items in the questionnaire. This scale has one-dimensional construct validity and the Cronbach Alpha reliability coefficient is .83. The questionnaire form also included questions to determine the socio-demographic characteristics of teachers.

Data Analysis

No extreme values were determined in the data set of the study. In addition, the fact that the skewness and kurtosis coefficients are in the range of ± 1 indicates that the normal distribution assumption is met (Tabachnick

& Fidell, 2007; O'brien, 2007). In this context, it was understood that the scale scores were suitable for parametric analysis for which SPSS 25.0 statistical package program was used.

Findings

The first sub-problem of the research is "What is the job satisfaction level of music teachers during the COVID-19 process?" In relation to this sub-problem, the min, max, mean and standard deviation values of the scores obtained by the music teachers from the job satisfaction scale were calculated and examined. The results are shown in Table 1.

Table 1. Descriptive Statistical Values of Scores from COVID-19 and Job Satisfaction Scales

	N	Min	Max	Mean	Std. Dev.
COVID-19 Anxiety	236	1.09	4.75	2.80	1.09
Internal Job Satisfaction	236	1.17	4.67	3.27	0.79
External Job Satisfaction	236	1.00	4.75	3.24	0.80
Overall Job Satisfaction	236	1.40	4.45	3.26	0.70

As seen in the table, the mean score of COVID-19 anxiety of music teachers is 2.75 (± 1.09), and the mean scores of internal job satisfaction, external job satisfaction and general job satisfaction are 3.27 (± 0.79), 3.24 (± 0.80) and 3.26 (± 0.70) respectively. Accordingly, it is seen that the COVID-19 anxiety, internal, external and general motivations of the music teachers during the Pandemic process were at a moderate level.

The second sub-problem of the study is "Does the job satisfaction of music teachers differ according to their genders?" In relation to this sub-problem, the scores of the music teachers from the job satisfaction scale were compared and analyzed according to the gender variable. The results are shown in Table 2.

Table 2. Comparison of Music Teachers' Scores from the Job Satisfaction Scale by Gender

	Gender	N	Mean	Std. Dev.	t	Sig. (2-tailed)
Internal Job Satisfaction	Female	134	3.11	0.86	-3.740	.000
	Male	102	3.49	0.62		
External Job Satisfaction	Female	134	3.14	0.86	-2.204	.029
	Male	102	3.37	0.68		
Overall Job Satisfaction	Female	134	3.12	0.79	-3.531	.000
	Male	102	3.44	0.51		

According to the table, the mean scores of internal job satisfaction, external job satisfaction and general job satisfaction of music teachers differ significantly according to gender ($p < 0.05$). That is, male music teachers participating in the study had higher internal, external and general job satisfaction levels than their female colleagues.

Another sub-problem of the research is “Does the job satisfaction of music teachers differ according to their ages?” In relation to this sub-problem, the scores that the music teachers got from the job satisfaction scale were compared according to the age variable. The results are shown in Table 3.

Table 3. Comparison of Music Teachers' Scores from the Job Satisfaction Scale by Age Variable

	Age	N	Mean	Std. Dev.	F	Sig.
Internal Job Satisfaction	21-25	37	3.50	0.48	3.072	.017
	26-34	84	3.48	0.83		
	35-44	40	3.35	0.57		
	45-54	45	3.17	0.81		
	55 and above	30	3.08	0.92		
External Job Satisfaction	21-25	37	3.45	0.51	1.645	.164
	26-34	84	3.30	0.79		
	35-44	40	3.29	0.71		
	45-54	45	3.29	0.97		
	55 and above	30	3.08	0.86		
Overall Job Satisfaction	21-25	37	3.48	0.34	2.978	.020
	26-34	84	3.41	0.68		
	35-44	40	3.32	0.51		
	45-54	45	3.22	0.79		
	55 and above	30	3.08	0.84		

As seen in the table, the mean scores of internal and general job satisfaction of music teachers differ significantly according to age ($p < 0.05$). The mean scores of internal and general job satisfaction of the music teachers who participated in the study and who were between the ages of 21-25 are significantly higher than their colleagues aged 55 and above. However, it is understood that the mean scores of external job satisfaction of music teachers do not show a significant difference according to the age variable ($p > 0.05$).

Another sub-problem of the research is “Does the job satisfaction of music teachers differ according to the type of school they work at?” In relation to this sub-problem, the scores of the music teachers from the job satisfaction scale were compared and analyzed according to the school type variable. The results are shown in Table 4. According to the table, the mean scores of internal job satisfaction, external job satisfaction and general job satisfaction of music teachers differ significantly according to the type of school they work at ($p < 0.05$). That is, music teachers working at public schools have higher levels of internal, external and general job satisfaction than their colleagues working at private schools.

Table 4. Comparison of Music Teachers' Scores Obtained from the Job Satisfaction Scale by Type of School

	School Type	N	Mean	Std. Dev.	t	p
Internal Job Satisfaction	Private	137	3.16	0.84	-2.77	0.01
	State	99	3.44	0.68		
External Job Satisfaction	Private	137	3.14	0.84	2.46	0.02
	State	99	3.36	0.73		
Overall Job Satisfaction	Private	137	3.18	0.76	-2.19	0.03
	State	99	3.38	0.60		

Table 5 shows the results of the Pearson Correlation coefficient, with which the Relationships between Music Teachers' Job Satisfaction Scores and COVID 19 Anxiety are calculated. The results of the analysis gave -0.38 r value between internal job satisfaction and COVID-19 anxiety of music teachers, -0.21 r value between external job satisfactions and COVID-19 anxiety, and -0.36 r value between general job satisfaction and COVID-19 anxiety. Accordingly, in general, there is a negative and inverse relationship between the COVID-19 anxiety of music teachers and their job satisfaction.

Table 5. The Relationship between Music Teachers' Job Satisfaction Scores and COVID-19 Anxiety

	COVID-19 Anxiety	
	Pearson Correlation	p
Internal Job Satisfaction	-.384**	.000
External Job Satisfaction	-.213**	.001
Overall Job Satisfaction	-.355**	.000

Discussion

In the study, in which the levels of job satisfaction and occupational stress of music teachers during the COVID-19 process were examined in terms of some variables, it was found that the level of job satisfaction of the participants was medium; on the other hand, their COVID 19 anxiety was high. These findings are in line with the literature. However, there is little research on music teachers' job satisfaction and virus infection anxiety during the pandemic. The fact that music teachers were forced into an extremely tiring and unfamiliar work environment during COVID-19 due to distance learning practices may have caused a decrease in job satisfaction and increased anxiety among the participants.

One of the findings of the study was obtained through comparison of the scores from the job satisfaction scale of music teachers according to their gender and age. Accordingly, it was found that female music teachers had significantly lower job satisfaction than their male colleagues. Moreover, music teachers in the 20-25 age group were found to have significantly higher job satisfaction than those aged 55 and over. These findings are similar to the research findings of Chen et al. (2020), Friedman (1995), Gürsel, Sünbül & Sarı (2002), Kaleli (2021b), Kara (2020), Mitchell (2020), Shaukat et al. (2018), Sak (2018), Yeves et al. (2019). Clark, Oswald, and Warr

(1996) reported a U-shaped relationship between age and overall satisfaction, satisfaction with salary (external job satisfaction), and satisfaction with the job itself (internal job satisfaction). In this respect, despite the increase in status and income with age, insensitivity to work and low job satisfaction may develop. The study conducted by Mitchell (2020) during the COVID-19 process showed that the psychological symptoms, emotional and other effects of the pandemic were worse for female teachers. He reported that 75% of women felt more stressed, compared to 59% of men. On the contrary, in 2019 this number was 34% for female respondents. About eight out of ten women said their workload had increased as a result of the pandemic compared to seven out of ten men. Almost three-quarters of female teachers reported worsening work-life balances in 2020, compared to just less than two-thirds of male respondents. A similar study in Europe (Watermeyer, 2021) offers an equally grim case of a dramatic increase in the rates of stress and psychological health concerns among academics and teachers. "Teaching very stressful students, dealing with technology and dealing with the impact of the pandemic on our own lives are definitely causing stress in the faculties I work at," said Mary McNaughton-Cassill, a professor at the University of Texas at San Francisco.

Another finding of the study is about the burnout levels of music teachers working in private and public schools according to school type. According to the findings, there are significant differences in all dimensions of the job satisfaction scale according to the type of school. In the study, the job satisfaction levels of music teachers at private schools appeared significantly lower than their colleagues at public schools. In the literature, it is possible to see many studies with similar findings to this study (Kara, 2020). In this respect, the reasons for the low job satisfaction of music teachers working in private schools in Turkey may be their low wages, insufficient social security and that they are at risk of losing their jobs during the COVID-19 process.

The last finding of this study is about the relationship between music teachers' COVID-19 concerns and job satisfaction. According to the research findings, there is an inverse and negative correlation between the job satisfaction of the participants and their COVID-19 anxiety. In other words, increasing COVID-19 anxiety of music teachers cause a decrease in their job satisfaction. These findings are similar to the findings of studies conducted by Bulińska-Stangrecka and Bagieńska (2021), Dimitriu et al. (2020), and Dimotakis, Scott, and Koopman (2019). Dimitriu et al. (2020) argued that the COVID-19 outbreak significantly affected the psychological well-being of employees. According to Bulińska-Stangrecka and Bagieńska (2021), the changes in routine that occurred during the constraints of the COVID-19 pandemic not only isolated employees physically, but also psychologically. Psychological isolation has created a feeling of emotional inadequacy as a result of inadequate social contact and support, and thus a situation that affects job satisfaction and on the other hand increases virus-based anxiety. On the other hand, Chen et al. (2020) mentioned about the mitigating effect of teachers' job satisfaction on job burnout and professional stress in the COVID-19 process. Giorgi et al. (2020) also stated that the COVID-19 pandemic has profoundly changed social and work environments and affected the mental health of workers with social distancing policies, forced lockdowns, fear of getting sick, suspension of productive activity, loss of income and fear of the future. Education systems can play a crucial role in protecting the mental health and alleviating anxiety of teachers and students facing this pandemic scenario. Job burnout may occur in teachers when short-term stress cannot be relieved in time. Moreover, these negative situations that emerged during the COVID-19 process may result in burnout, absenteeism, inability to focus on their

studies, abandonment of career prospects, insensitivity, low job satisfaction, negative attitudes, indifference towards students and their education, especially in music teachers (D'Amico et al., 2020 ; Ha et al, 2011).

Conclusion

As a result, job satisfaction and anxiety among music teachers have become an important issue because they not only affect the teacher's life, but can also affect the quality of art education and interaction with students. In this context, COVID-19 anxiety and low job satisfaction should be taken seriously and music teachers working under a lot of pressure should be understood. It is important for school administrators to have an understanding and positive attitudes about teachers' concerns and job satisfaction. It would be a professional approach to reveal the true source of low job satisfaction in music teachers and to implement programs to reduce COVID-19 anxiety in this regard. The processes of coping with COVID-19 anxiety, promoting positive mental health and increasing job satisfaction can be included in the institutional policies or mission statements of schools. Remote work can contribute to employee isolation by limiting interactions, especially those related to non-work matters. Therefore, it is recommended to implement programs that will ensure the adaptation of music teachers and students to any unusual situation that has arisen.

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