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Muhsin Sarıkaya   
Atatürk University, Turkey

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### 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.

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### 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  $2.16\pm 0.94$ ;  $1.92\pm 0.70$ , and  $1.67\pm 0.95$ , 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.

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### Author Information

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**Muhsin Sarıkaya**

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

Atatürk University

Turkey

Contact e-mail: [muhsinbey@atauni.edu.tr](mailto:muhsinbey@atauni.edu.tr)

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