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Covid-19 Fears and Psychological Well-Being of Pre-service Music Teachers

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Abstract

The purpose of this study was to examine the Covid-19 fears and psychological well-being of students (n=123) at the Music Education Department of Bursa Uludağ University /Turkey in terms of some variables. Data were collected through a questionnaire that consists of the Student Demographic Information Form, the Fear of Covid-19 Scale and the Psychological Well-being Scale. Within the framework of the descriptive survey model, data were analyzed with the Mann Whitney U Test considering the students' gender, the status of their own or a relative having had Covid-19, following the courses face-to-face or online, arrival at the department by public transport, taxi or private vehicle, and the income level change of the students or their families during the pandemic. As for the analysis of psychological well-being and Covid-19 fear regarding being with family, friends or being alone during the pandemic process and the frequency of coming to the department, Kruskal Wallis H was used. In the study, Covid-19 fears of music teacher candidates were found to be slightly below the middle and their psychological well-being mean scores were above the middle. Moreover, significant results in the psychological well-being of the music teacher candidates were obtained regarding accommodation (staying with family/ friends or alone) and arrival at the department (by public transportation, taxi or private vehicle). Results for other variables for which no significant results could be obtained were interpreted on the basis of their mean scores and suggestions were made in the light of the results

Keywords: Covid-19 Fears, Music Teacher Candidates, Psychological Well-Being

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Introduction

In the course of history, humankind has struggled with various epidemics, and these epidemics have resulted in significant losses. The Spanish flu, which caused mass deaths by infecting nearly a third of the world's population between 1918 and 1920, left its mark in the 20th century. Between the years 2011 and 2018, the World Health Organization (WHO) identified 1483 epidemic events in 172 countries. Severe Acute Respiratory Syndrome (SARS, 2002-2003) appearing as the first deadly infectious disease in the 21st century, H1N1 Outbreak (Swine Flu, 2009-2010), Middle East Respiratory Syndrome (MERS, 2012), Ebola (2014) and Zika (2015) have been the most mentioned outbreaks (Bingül Ak, et al., 2020). Furthermore, diseases such as HIV (Human Immunodeficiency Virus), AIDS (Acquired Immune Deficiency Syndrome), cholera, influenza, meningitis, malaria, and yellow fever, which are still contagious today, continue to have an impact on different parts of the world and maintain their place among epidemic diseases (Budak & Korkmaz, 2020).

Covid-19, with which the whole world struggles today, was confirmed in China for the first time on December 31, 2019. As a disease that has affected the whole world within 3 months, it has set the governments against a serious struggle in the fields of health and economy and continues to do so. The first case of Covid-19 in Turkey was confirmed on 11 March 2020, which is the same date when World Health Organization declared the virus as a global pandemic (T.R. Ministry of Health, 2021). As stated in the data of the institution, 134,308,070 cases have been identified and 2,907,944 people have died worldwide as of April 10, 2021 (WHO, 2021).

Covid-19 has brought life to a standstill around the world, changing the daily routines of individuals. Governments have declared lockdowns; employees and students have conducted their work and classes online from their homes, and continue to do so. Many sectors have become inoperative and have been experiencing a serious economic impasse. The distance that has to be kept between individuals among epidemic prevention rules has directly affected social lives, and people have got to the point of perceiving each other as potential danger. Sudden and unexpected changes in the aforementioned habits of the individuals cause them to be afraid, concerned and worried reflexively (Memiş Doğan & Düzel, 2020). These fears, concerns and anxieties are caused by the fact that the modes of transmission and the treatment of the pandemic have not been fully explained by scientists yet, vaccination has not been completed, there are losses from the close circles, negative news on social media, and the increase in mutated virus types.

In a study conducted among Spanish university students, it was found that 21.34% of the participants had moderate to severe anxiety, 34.19% depression and 28.14% stress. In a total of 50.43% of the participants, a moderate to severe impact of the outbreak was seen. In the same study, it was confirmed that students from the departments of Arts and Humanities, Social Sciences and Law

got higher scores on the impact of the event with regard to anxiety, depression and stress compared to the students in the Engineering and Architecture departments (Odriozola et al., 2020). In a study conducted in Switzerland, it was stated that the stress, anxiety, loneliness and depressive symptoms of students have worsened compared to the pre-pandemic findings (Elmer et al., 2020). Between the days before the lockdown in China due to the pandemic and the 15-17th days of the closure, an increase in the negative affective state, anxiety and depression symptoms of the students were observed in the results of data collected and compared from 555 participants of Agricultural University undergraduate students (Huang et al., 2020). In another study conducted among college students in China, it was concluded that economic effects and impacts on daily life as well as delays in academic activities were positively associated with symptoms of anxiety (Cao, et al., 2020). It is also stated that Covid-19 has caused higher anxiety in Chinese university students compared to the general population and has had negative psychological effects specific to anxiety on university students (Wang & Zhao, 2020). In the results obtained regarding the effect of lockdown caused by Covid-19 on the mental health of 1000 university students in Greece, 42.5% of university students had an increase in anxiety, 74.3% depression and 63.3% suicidal thoughts (Kaparounaki et al., 2020). Similar results were acquired in a Turkish foundation university, and it was observed that university students' anxiety levels increased due to the pandemic (Örgev, et al., 2020). Research has revealed that students around the world are adversely affected by the pandemic.

The pandemic has adverse effects on the economy, social life, education and particularly health (Bozkurt, 2020; Buluk & Eşitti, 2020; Erbaş, 2021; Zeybekoğlu-Akbaş & Dursun, 2020; Zoğal & Emekli, 2020), and the intensification of these effects continues to affect the psychological health as well as the physical health of individuals. Specifically, in the field of education, it is observed that the students who have been away from social life for a long time, have had to live with their families constantly, and have been inactive during the time spent at home, are also affected by this situation.

Right after the first case was confirmed in Turkey, education was suspended in primary, secondary and higher education institutions as a priority measure to prevent the spread of Covid-19 and protect public health on March 16, 2020, and distance online education was initiated in all institutions after a short time. The students in Bursa Uludağ University's Music Education Department also continued their 2019-2020 spring semester courses online. In the fall and spring semesters of 2020-2021, Fine Arts Education Department has been the only department among others in the Faculty of Education to instruct the courses in a hybrid (half online, half face-to-face) style. Individual courses, believed to have little risk, were conducted face-to-face, while crowded courses such as orchestra and choirs were conducted online. At this point, the choice of whether the courses would be pursued online or face-to-face has been once more up to the students. However, the preferences of many students have been affected by the curfews and the bans on public transportation

for young people under the age of 20. In this process, there have also been students and lecturers who caught Covid-19 or lost their relatives.

Not only health and economy but also teaching in all educational levels has been interrupted by Covid-19 all over the world. In addition, the negative effects of Covid-19 on individuals are felt around the globe due to the situations such as long-term inability to leave the house, limited social relationships, etc. Even though a flexible education has been planned according to the preferences and conditions of the students in the Music Education Department at Bursa Uludağ University, it is observed that students face many difficulties due to Covid-19. In this context, the psychological effects of the pandemic on the students in the Music Education Department at Bursa Uludağ University have been an issue of concern. Accordingly, the anxiety and psychological well-being of the students due to Covid-19 have been examined in line with some variables and the answers are sought for the following questions.

1. Do pre-service music teachers' fear of Covid-19 and psychological well-being differ by gender during the pandemic period?

2. Do their fears and psychological well-being differ depending on whether the pre-service music teachers or their relatives have had Covid-19 during the pandemic?

3. Is there a difference in Covid-19 fears and psychological well-being of pre-service music teachers according to their status of following the courses face-to-face or online?

4. Is there a difference in Covid-19 fears and psychological well-being of the pre-service music teachers depending on their status of staying with family/ friends or being alone during the pandemic process?

5. Is there a difference in Covid-19 fears and psychological well-being of the pre-service music teachers according to their frequency of coming to the department during the pandemic?

6. Is there a difference in Covid-19 fears and psychological well-being of pre-service music teachers depending on their use of public transport / private vehicle/taxi while coming to the department during the pandemic period?

7. Is there a difference in Covid-19 fears and psychological well-being of pre-service music teachers according to an increase or decrease in their income during the pandemic period?

Purpose of the Study

In this study, the aim is to examine the anxiety states and psychological well-being of the students in the Music Education Department of Faculty of Education at Bursa Uludağ University / Turkey towards Covid-19 in line with some variables**.**

Importance of the Study

The research is considered important in terms of identifying Covid-19 fears and psychological well-being of pre-service music teachers in the Covid-19 pandemic, which has had many negative effects all over the world. The results are guiding with regard to taking precautions and planning in the Department of Music Education during the pandemic, which is thought to continue for a long while. At this juncture, it is believed that the results will contribute to the evaluation of the current hybrid education as well. In addition, the fact that the present study is one of the few studies that predict Covid-19 concerns of pre-service music teachers increases the significance of the study.

Method

Research Model

In this study, the descriptive survey model that is one of the quantitative research designs was used to determine the covid-19 fears and psychological well-being of pre-service music teachers. Survey researches are researches that help to measure attitudes, thoughts and beliefs, determine the relationships between variables, make predictions, and determine how subgroups change using effective measurement tools (Christensen et al., 2015). In this direction, the descriptive survey model was used in the study as it was aimed to determine the relationships between the fear of covid-19 and the psychological well-being and variables of the music teacher candidates.

Research Sample

Every year 40 students are admitted to the Music Education Department of Faculty of Education at Bursa Uludağ University. It is known that 193 students, including leap year and transfer students, are enrolled in the Department of Music Education according to the Student Affairs data. Efforts were made to reach all of the 193 students, yet only 156 of the 193 students were contacted for the reason that it was thought the participation of the ones attending the classes in the questionnaire would provide realistic data. 123 of 156 students participated in the questionnaire. In this context, the sample group consisted of 123 students studying in the Music Education Department of Faculty of Education at Bursa Uludağ University. Descriptive statistics about the sample group can be seen in Table 1.

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Table 1. Descriptive Statistics

	Frequency	Percentage
Gender		
Female	71	57,7
Male	52	42,3
Year of study in the Department of Music Education		
1st year	30	24,4
2nd year	32	26,0
3rd year	23	18,7
4th year	25	20,3
5th year or more	13	10,6
Status of their own or a relative having had Covid-19		
Yes	71	57,7
No	52	42,3
How the courses are followed in the 2020-2021 fall semester		
Followed all courses online	66	53,7
Followed some courses online and some courses face-to-face	57	46,3
Accommodation during the pandemic in the 2020-2021 fall semester		
Stayed with my family	90	73,2
Stayed with my friends	13	10,6
Stayed alone	20	16,3
Average arrival status at the Department of Music Education in 2020-2021 fall semester		
1 – 2 times a week	46	37,4
More than 2 times a week	23	18,7
None	54	43,9
Transportation vehicle to the Department of Music Education		
Private vehicle / taxi	24	19,5
Public transportation	61	49,6
No answer	38	30,9
Income of the family or student due to Covid-19		
There was a decrease due to Covid-19	74	60,2
There was no change due to Covid-19	48	39,0
There was an increase due to Covid-19	1	0,8

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Data Collection Tools and Procedure

Student Demographic Information Form

Information on the demographic characteristics of the pre-service music teachers was collected using the "Student Demographics Information Form" developed by the researcher. In the information form, questions related to the students' gender, years of study, the status of their own or a relative having had Covid-19, how they follow the courses (face-to-face / online), their accommodation status during the pandemic, the frequency of arrival at the Department of Music Education, the means of transportation and the change in the income during the pandemic process are included.

The Fear Of Covid-19 Scale

The adaptation into Turkish, validity and reliability of the Covid-19 Scale, which was developed by Ahorsu et al., (2020), was carried out by Bakioğlu et al., (2020). The applicable age range of the scale is extensive and it can be used on university students and adults. All items of the scale consisting of 7 questions are scored positively. The questions were scored between 1-5 (1-Strongly disagree… 5-Strongly agree) using a 5-point Likert type scaling. There are no reverse-scored items on the scale. Scores between 7-35 can be taken on the scale. Getting a high score reveals that the Covid pandemic fears level is 'high'. In the Turkish validity and reliability study of the scale, the Cronbach Alpha value was found as (α = .82).

Psychological Well-Being Scale

The psychological well-being scale developed by Diener and friends in 2009 was adapted to Turkish by Telef (2013) and consists of eight scale items. The items of the scale designed in Likert-type are answered between strongly disagree (1) and strongly agree (7). The total score range of the scale varies between 8 and 56 points. The scale does not possess any reverse-scored items. A high score obtained from the scale indicates a high level of psychological well-being. The scale consists of a single factor structure and the total explained variance is 53%. The original scale has item factor loadings ranging from .61 to .77. The Cronbach Alpha internal consistency coefficient of the scale, developed by Diener and friends, is calculated as .87. The Turkish version of the scale has item factor loadings ranging from .54 to .66. Test-retest reliability is found to be .86. In the Turkish adaptation of the scale, the Cronbach Alpha internal consistency coefficient is .80. Statistics on psychological well-being and fear of Covid-19 scales in the current study are shown in Table 2.

Table 2. Scale Statistics

Scale	Number of Items	Mean	Standard Deviation	Cronbach Alfa
Psychological well-being	8	39,34	8,59	0,81
Fear of Covid-19	7	16,80	5,57	0,85

The Cronbach Alpha reliability coefficient values calculated for both scales were found above 0.70. This result indicates that both scales are internally consistent. At the same time, the normality of the psychological well-being and fear of Covid-19 variables was analyzed with the Kolmogrov-Smirnov ($p < .000$) and Shapiro Wilks ($p < .000$) tests, and it was found that the distribution of both variables did not correlate with the normal distribution. It was determined that the pre-service music teachers' mean score for fear of Covid-19 was 16.80, and their psychological well-being mean score was 39.34.

The data were collected through a questionnaire and 123 volunteer participants answered the questionnaire online via google forms.

Data Analysis

Mann Whitney U Test was used to determine the psychological well-being and Covid-19 fears of the pre-service music teachers according to their gender, the status of their own or a relative having had Covid-19, following the courses face-to-face or online, arrival at the department by public transport, taxi or private vehicle, and the change in the income level of the students or their families. Kruskal Wallis H was used in the analysis of psychological well-being and Covid-19 fear considering their status of staying with family/ friends or being alone and the frequency of arrival at the department during the pandemic process.

Ethical

In the study, the research data were collected with the permit of Bursa Uludağ University Research and Publication Ethics Boards (Social and Humanities Research and Publication Ethics Committee) dated February 26, 2021 and session number 2021-02 (decision no: 9).

Results

Fear of Covid-19 and Psychological Well-Being of Pre-Service Music Teachers According to Gender in the Pandemic Period

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ by gender is given in Table 3 with the Mann Whitney U test at a 95% confidence level.

Table 3. Mann Whitney U Test Statistics According to Gender

Scales	Gender	N	Mean Rank	Significant
Psychological Well-Being	Female	71	62,69	0,802
	Male	52	61,06	
Fear of Covid-19	Female	71	66,79	0,081
	Male	52	55,46	

Whether the mean of psychological well-being scores differed between male and female students was analyzed with the Mann Whitney U test. The calculated test statistic was found to be 1797 ($p>0.05$). In this case, there is no significant difference in the psychological well-being scores of the male and female music teacher candidates. As a result of the Mann Whitney U test, performed for the mean of Covid-19 fear scores, the calculated test statistic was found to be 1506 ($p> 0.05$). Similarly, there is no significant difference in the Covid-19 fear scores of the male and female music teacher candidates. (Table 3).

Fear of Covid-19 and Psychological Well-Being of Pre-Service Music Teachers According to the Status of Their Own or a Relative Having Had Covid-19 in the Pandemic Period

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ according to the status their own or a relative having had Covid-19 is given in Table 4 with the Mann Whitney U test at a 95% confidence level.

Table 4. Mann Whitney U Test Statistics According to the Status of Their Own or a Relative Having Had Covid-19

Scales	Having had Covid-19	N	Mean Rank	Significant
Psychological well-being	Yes	71	63,54	0,576
	No	52	59,90	
Fear of Covid-19	Yes	71	58,35	0,183
	No	52	66,99	

As a result of the Mann Whitney U test calculated for the psychological well-being scores of pre-service music teachers according to their own or a relative having had Covid-19, the test statistic was found to be 1737 ($p> 0.05$). In this case, psychological well-being scores do not show a statistically significant difference considering their own or their relatives having had Covid-19. Likewise, since the Mann Whitney U test statistic calculated for the mean of Covid-19 fear scores was found to be 1586 ($p> 0.05$), there is no significant difference (Table 4).

Fear of Covid-19 and Psychological Well-Being of Pre-service Music Teachers with Regard to Their Following the Courses Face-to-Face or Online

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ with regard to their following the courses face-to-face or online is given in Table 5 with the Mann Whitney U test at a 95% confidence level.

Table 5. Mann Whitney U Test Statistics with Regard to Students' Following the Courses Face-To-Face or Online

Scales		N	Mean Rank	Significant
Psychological well-being	Just online	66	61,17	0,782
	Online and face-to-face	57	62,96	
Fear of Covid-19	Just online	66	63,73	0,562
	Online and face-to-face	57	60,00	

As a result of the Mann Whitney U test calculated for the psychological well-being scores of pre-service music teachers according to the status of following the courses face-to-face or online, the test statistic was calculated as 1826 ($p > 0.05$). In this case, there is no statistically significant difference between psychological well-being scores with regard to the situation of following the lessons face-to-face or online. Similarly, the Mann Whitney U test statistic calculated for the mean of Covid-19 fear scores was found to be 1767 ($p > 0.05$) and no significant difference was observed (Table 5).

Fear of Covid-19 and Psychological Well-Being of Pre-service Music Teachers According Their Staying with Family / Friends or Being Alone During the Pandemic Process.

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ according to their staying with family/ friends or being alone during the pandemic process is given in Table 6 with Kruskal Wallis H test at a 95% confidence level.

Table 6. Kruskal Wallis H Test Statistics According to Staying with Family / Friends or Being Alone

Scales		N	Mean Rank	Significant
Psychological well-being	With my family	90	66,33	0,018
	With my friends	13	63,54	
	Alone	20	41,50	
Fear of Covid-19	With my family	90	63,18	0,788
	With my friends	13	56,27	
	Alone	20	60,43	

As a result of the Kruskal Wallis H test calculated for the psychological well-being scores of pre-service music teachers according to their staying with family/ friends or being alone during the pandemic process, the test statistic was calculated as 7,98 (p<0,05). In this case, a statistically significant difference was found between psychological well-being scores according to being with family/ friends or being alone during the pandemic process. The Kruskal Wallis H test statistic, also calculated for the mean of the Covid-19 fear scores, was found to be 0.476 (p> 0.05) and it was observed that there was no statistically significant difference (Table 6).

Fear of Covid-19 and Psychological Well-Being of Pre-Service Music Teachers by Their Frequency of Arrival at the Department during the Pandemic Period

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ considering their frequency of arrival at the department is given in Table 7 with Kruskal Wallis H test at a 95% confidence level.

Table 7. Kruskal Wallis H Test Statistics Considering the Frequency of Arrival at the Department

Scales		N	Mean Rank	Significant
Psychological well-being	1-2 times a week	46	66,93	0,087
	More than 1-2 times a week	23	47,48	
	None	54	63,98	
Fear of Covid-19	1-2 times a week	46	67,80	0,001
	More than 1-2 times a week	23	37,41	
	None	54	67,53	

As a result of the Kruskal Wallis H test calculated for the psychological well-being scores of pre-service music teachers considering the frequency of arrival at the department, the test statistic was calculated as 4.876 (p> 0.05). In this case, there is no statistically significant difference between psychological well-being scores according to the frequency of arrival at the department. The Kruskal Wallis H statistic calculated for the mean of Covid-19 fear scores was found to be 13.523 (p <0.05). In this case, Covid-19 fear scores differ statistically according to the frequency of arrival at the department (Table 7).

Fear of Covid-19 and Psychological Well-Being of Pre-Service Music Teachers According to Their Use of Public Transport / Private Vehicle / Taxi on Their Way to the Department during the Pandemic Period

Whether the scores of pre-service music teachers' psychological well-being and fear of Covid-19 differ according to their use of public transport, private vehicle or taxi on their way to the department is given in Table 8 with Kruskal Wallis H test at a 95% confidence level.

Table 8. Mann Whitney U Test Statistics According to the Use of Public Transport, Private Vehicle or Taxi on the Way to the Department

Scales		N	Mean Rank	Significant
Psychological well-being	Private vehicle / Taxi	24	54,73	0,006
	Public transport	61	38,39	
Fear of Covid-19	Private vehicle / Taxi	24	49,27	0,141
	Public transport	61	40,53	

In the Mann Whitney U test result calculated for the psychological well-being scores of pre-service music teachers considering their use of public transport, private vehicle or taxi on their way to the department, the test statistic was calculated as 450.5 ($p < 0.05$). In this case, there is a statistically significant difference between psychological well-being scores regarding their use of public transport, private vehicle or taxi on their way to the department. The Mann Whitney U test statistic calculated for the mean of Covid-19 fear scores was found to be 581.5 ($p > 0.05$) and no statistically significant difference was found (Table 8).

Fear of Covid-19 and Psychological Well-Being with regard to Changes in the Income Level of the Family or Student Due to the Pandemic.

Whether the scores of psychological well-being and fear of Covid-19 differ with regard to the condition of the pre-service music teachers or their family's income level due to the pandemic is given in Table 9 with the Mann Whitney U test at 95% confidence level.

Table 9. Mann Whitney U Test Statistics with Regard to the Changes in the Students or their Family's Income

Scales		N	Mean Rank	Significant
Psychological well-being	There was a decrease	74	59,55	0,448
	There was no change	48	64,51	
Fear of Covid-19	There was a decrease	74	60,57	0,717
	There was no change	48	62,94	

As a result of the Mann Whitney U test calculated for the psychological well-being scores with regard to changes in the family or music teacher candidate's income level during the pandemic period, the test statistic was calculated as 1631.5 ($p > 0.05$). A student who answered that there was an increase was not included in the analysis. In this case, there is no statistically significant difference between the psychological well-being scores of the student considering the situation of a decrease in the income level of the students or their families due to the pandemic. Likewise, the Mann Whitney U test statistic calculated for the mean of Covid-19 fear scores was found to be 1707 ($p > 0.05$) and no statistically significant difference was observed (Table 9).

Discussion, Conclusion and Recommendations

All over the world, Covid-19's several adverse effects on individuals can be seen. The effects in question are encountered in university students as well, and the consequences of this situation, which has been experienced for more than a year and to which the students are exposed, continue to be investigated. The discussion, which is examined in consideration of the results obtained regarding fear of Covid-19 and psychological well-being of the students according to some variables in the current study designed in this direction, is given below.

In the Fear of Covid-19 Scale, scores between 7-35 can be taken. Getting a high score reveals that the Covid-19 fear level is high. In the present study, pre-service music teachers' mean score of Covid-19 fear was determined as 16.80. In this case, it can be said that the pre-service music teachers' fears of Covid-19 are slightly below the middle. Meanwhile, considering that the highest score that can be obtained from the psychological well-being scale is 56, it can be said that the psychological well-being of pre-service music teachers is above the middle as the mean score of pre-service music teachers' well-being is 39.34.

57.7% of the pre-service music teachers participating in the present study are female students and 42.3% are male students. In the research findings, no statistically significant difference was found between the psychological well-being scores of pre-service music teachers according to gender during the pandemic period. In another study, data which were collected before the pandemic, no difference by gender was found in the well-being of the students at the same institution (Onuray Eğilmez, 2021). In the current study, both genders' mean scores of psychological well-being are close to each other. However, even though it was determined that there was no significant difference in Covid-19 concerns by gender during the pandemic period, Covid-19 fears of female students were observed to be higher compared to male students. Ahorsu et al., (2020) and Duman (2020) also stated that the fear of Covid-19 did not differ significantly by gender in their research. However, in the studies of Bakioğlu et al., (2020), Doshi et al., (2020), Haktanır et al., (2020), Kasapoğlu (2020), Memiş Doğan and Düzel (2020), Tutal and Efe (2020) and Wang and Zhao (2020), it was revealed that women had higher fear of Covid-19 than men. Çölgeçen and Çölgeçen (2020) also found out that women's levels of state-trait anxiety were higher than men during the pandemic period. In another study, it was stated that those with higher perceived stress were women (Kecojevic et al., 2020). As a matter of fact, it is stated by Yaluğ Ulubil (2021) that generally women have two times more anxiety disorders in comparison with men. As of 2012, it has been reported that 65-70% of depression patients in Turkey are women and 30-35% are men (Okyay et al., 2012). Thus, it can be said that the research result is an acceptable one.

In the present study, the status of pre-service music teachers or a relative having had Covid-19 was inquired, and it was found that 57.7% of their own or a relative had a history of Covid-19, while

42.3% of their own or a relative did not contract the virus. It is observed that the rate of students who themselves or a relative had caught the disease is higher than those who did not. Psychological well-being and fear of Covid-19 scores of pre-service music teachers do not demonstrate a statistically significant difference considering their own or a relative having had Covid-19 or not. However, it can be seen that the psychological well-being mean scores of the pre-service music teachers who themselves or a relative has had the virus are higher and the mean scores of fear of Covid-19 are lower. The fact that the individual or a relative has had the virus causes them to closely observe or experience the effects of the disease. It is believed that the past experience with the virus reduces the uncertainty about the disease in parallel with the anxiety. In a study, in which 960 participants between the ages of 18-76 were included, no significant difference was found between those whose relatives had the virus and those who did not (Bakioğlu et al., 2020). Factors such as the pandemic situation going on for more than a year, the death and spread rates of the virus, the increasing variety of mutations worldwide, different scientific views of scientists about the disease, the fact that the vaccination has just started and university students not having been vaccinated yet, etc. can cause university students to feel vulnerable to the disease. Furthermore, it is thought that young people have uncertainty about what kind of process they will encounter in case of contracting the virus and where the process will evolve. Sarıçam et al., (2014) define "uncertainty, in other words, the vagueness of the future and expectations about the future as a concept that can have adverse effects on human psychology". The aforementioned uncertainty can be explained as the reason for the low levels of psychological well-being and the high levels of Covid-19 fears of the pre-service music teachers who themselves or a relative have not yet caught the disease. In the research of Duman (2020), it was also determined that although the fear of Covid-19 was significantly higher in those who lost their relatives compared to those who did not, there was no significant difference considering whether the student or a relative have caught Covid-19 or not. However, in the study of Cao et al., (2020), it was put forward that family members, relatives or an acquaintance's catching the Covid-19 virus increased people's anxiety. According to Çetin and Anuk (2020), individuals who have not encountered death due to Covid-19 in their families and close circles have higher psychological resilience. In another research, no significant difference could be found between the groups in terms of state-trait anxiety levels according to the existence of relatives diagnosed with Covid-19 of individuals residing in Turkey (Çölgeçen & Çölgeçen, 2020).

In the present study, it was determined that 53.7% of the pre-service music teachers followed all the courses online, and 46.3% continued some courses face-to-face and some online. There was no statistically significant difference in psychological well-being scores and fear of Covid-19 scores according to the candidates' status of following the lectures face-to-face or online. Nevertheless, it is seen that the psychological well-being mean score of the pre-service music teachers who have been following the courses face to face is slightly higher than the pre-service music teachers who follow

the courses only online. In the researches of Görgülü Arı and Hayır Kanat (2020), it was stated that despite significant progress in online education, teacher candidates thought it could not be on par with face-to-face education. Likewise, in another study conducted with music department students, it was stated that web-based online education was not as efficient as face-to-face education, especially in applied courses, and the students wanted to continue their education face-to-face in the post-pandemic period (Özer & Üstün, 2020). It can be seen that the teacher candidates think that face-to-face education is more efficient. It is believed that these opinions of the students revealed through research may be one of the reasons for the higher psychological well-being of the students who have attended the courses face-to-face in the present study. In parallel with this situation, considering the pre-service music teachers' fears of Covid-19, it is seen that although there is no significant difference, students who only attend classes online have higher levels of Covid-19 fear. It is an anticipated result that students with high levels of Covid-19 fear have preferred following the courses online. Aşkın et al., (2020) state that social relationships could be a vital biological need for psychological well-being, physical well-being and even survival. The fact that the well-being of the pre-service music teachers who have stayed away from the social environment of the department by following the courses online is lower and, parallel to this, higher Covid-19 fears than the students who have followed some courses face-to-face, coincide with the views of Aşkın et al., (2020). In addition, considering the result obtained in the present study regarding staying with family/ friends or being alone, it was observed that the psychological well-being mean score of the pre-service music teachers who were alone during the pandemic was lower than the music teacher students who stayed with their family/ friends. This situation justifies the obtained findings regarding psychological well-being and fear of Covid-19 according to the situation of following the courses online or face-to-face. Çetin and Anuk (2020) also stated that with the increase in the students' feelings of loneliness, their psychological resilience decreased by being affected negatively. They make further comments about how interpersonal interaction and communication is a strong and universal need for people, and distance from other people and the lack of face-to-face contact can lead not only to physical distance in relationships but also to emotional isolation. Another finding obtained in the present study, that students who have arrived at the department one or two times a week have a higher mean score of psychological well-being compared to students who have never come, also supports this view. However, a decrease in the well-being of students who have come to the department more than two times a week, probably because they have become busier as the time they spend in the department increased, is observed. However, in the current research findings, it can also be seen that students with the lowest levels of Covid-19 fear are the ones who have come to the department for more than two days. It is thought that these students normalized this situation, which has been going on for more than a year and the end of which is not clear. In addition, the fact that they could come to the department more than two times a week can be attributed to their low levels of Covid-19 fear.

In the present study, it is observed that the psychological well-being mean score of the students who were alone during the pandemic period was lower than the students who stayed with their family/ friends. Cao et al., (2020) also stated that living with the family was one of the protective factors for individuals in the Covid-19 process and that the support of family and friends reduced stress during pandemics. However, it is seen that the pre-service music teachers who stay with their families and have higher psychological well-being mean scores also have high levels of Covid-19 fear, even though it is not significant at the same time. It is believed that this situation stems from the fear of transmitting the virus to their families. As a matter of fact, Cai et al. (2020) state that the fear of transmitting the disease to their family and relatives during the pandemic period increases anxiety and stress levels in healthy individuals.

Covid-19 is a respiratory disease that spreads from person to person. Therefore, closed and crowded areas increase the spread of the disease. In the study, a statistically significant difference was found between the psychological well-being scores of the pre-service music teachers according to their use of public transport, private vehicle or taxi on the way to the department. In addition, the mean of Covid-19 fear score of the pre-service music teachers who have used private vehicles or taxis on their way to the department was higher than the candidates using public transport. It is seen that the fear of catching the virus leads students to less crowded travel options. As a matter of fact, the psychological well-being mean score of the pre-service music teachers who have used private vehicles or taxis was found to be higher in the study. This finding can be interpreted as traveling with less crowded travel options makes students feel psychologically good.

Due to the Covid-19 outbreak, world states have imposed lockdowns to reduce the spread of the virus. In order to protect public health and minimize the transmission of the virus among countries, borders have been closed and transportation between countries has been restricted. Thus, industry-specific production has come to a standstill in parallel with the international economy, and the global economy has been adversely affected by the increase in health expenditures (Duran & Acar, 2020). Today, the number of studies investigating the adverse effects of economic fluctuations caused by Covid-19 on individuals is increasing. The research analysis of Kecojevic et al., (2020) has shown that economic difficulty is the most important predictor of depression among the respondents. Moreover, another study found that people with high-income levels had lower perceived levels of Covid-19 fear and death anxiety than those in the low-income group (Kavaklı et al., 2020). Cao et al. (2020) state that the stable and regular income of the family is one of the protective factors of psychology in the Covid-19 process. In the present study, 60.2% of pre-service music teachers in Bursa Uludağ University stated that their family's or their own income level decreased during the Covid-19 pandemic period. In addition, although there is no significant difference, it is an unexpected result that the psychological well-being of pre-service music teachers who did not have any change in

the income level of their own or their family during the pandemic period was lower than those with a decrease in their income levels, and their fears of Covid-19 were high.

Even though it is not statistically significant in the current study, it was determined that female students' fear of Covid-19 mean score is higher than that of male students. With further research, the reasons behind this situation can be revealed and solutions can be proposed.

The results of the study reveal that students who follow some courses face-to-face have lower fear of Covid-19 and higher psychological well-being compared to students who continue their courses completely online. Moreover, it is observed that the psychological well-being mean score of the students who come to the department one or two times a week is higher than the students who never come. Based on this result, it is recommended that the future education planning of the courses that do not pose a risk should be planned more face-to-face.

In the results of the study, it is seen that the well-being mean score of the students who were alone during the Covid-19 pandemic period was low. Likewise, it was found that the psychological well-being mean score of the students who themselves or their relatives have not had Covid-19 was also low. In this case, the obtained results will be influential for the administrators of the Music Education Department to organize online activities that can enhance the well-being of the students in question. It is recommended to go through similar studies with different variables in a larger sample group.

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COVID-19 Fears and Psychological Well-Being of Pre-Service Music Teachers

Onuray Egilmez, Hatice

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The purpose of this study was to examine the COVID-19 fears and psychological well-being of students (n=123) at the Music Education Department of Bursa Uludag University/Turkey in terms of some variables. Data were collected through a questionnaire that consists of the Student Demographic Information Form, the Fear of COVID-19 Scale and the Psychological Well-being Scale. Within the framework of the descriptive survey model, data were analyzed with the Mann Whitney U Test considering the students' gender, the status of their own or a relative having had COVID-19, following the courses face-to-face or online, arrival at the department by public transport, taxi or private vehicle, and the income level change of the students or their families during the pandemic. As for the analysis of psychological well-being and COVID-19 fear regarding being with family, friends or being alone during the pandemic process and the frequency of coming to the department, Kruskal Wallis H was used. In the study, COVID-19 fears of music teacher candidates were found to be slightly below the middle and their psychological well-being mean scores were above the middle. Moreover, significant results in the psychological well-being of the music teacher candidates were obtained regarding accommodation (staying with family/friends or alone) and arrival at the department (by public transportation, taxi or private vehicle). Results for other variables for which no significant results could be obtained were interpreted on the basis of their mean scores and suggestions were made in the light of the results.

Descriptors: COVID-19, Pandemics, Well Being, Preservice Teachers, Music Teachers, Foreign Countries, Place of Residence, Student Transportation, Gender Differences, Individual Differences, Social Differences

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