



Araştırma Makalesi • Research Article

Examination of Burnout and State-Trait Anxiety Levels of University Students During the Covid-19 Lockdown in Turkey

Türkiye’de Covid-19 Kapanma Sürecinde Üniversite Öğrencilerinin Tükenmişlik ve Durumluk-Sürekli Kaygı Düzeylerinin İncelenmesi

Özdal Koyuncuoğlu*

Abstract: In this study, it was aimed to examine university students' higher education burnout and anxiety levels in terms of some variables during the Covid-19 lockdown. In the study, based on correlational and comparative survey method, the burnout and anxiety levels of university students were compared according to the variables of gender, grade level, career expectation, and academic achievement. In addition, the relationship between school burnout and anxiety levels of university students was tried to be explained with the correlational research design. The sample of the study consists of 399 university students studying in Konya and Kırklareli. School Burnout Inventory and State-Trait Anxiety Inventory were used to collect data. According to the research findings, the school burnout of university students during the Covid-19 process was found to be at average values, and their state and trait anxiety were below the average. In addition, university students' school burnout and anxiety levels significantly differed according to gender, grade level, academic achievement, and career expectation variables. Besides, the relationships between school burnout and anxiety levels of university students were found. Ethics committee approval was obtained for the research from the Ethics Committee of Necmettin Erbakan University on 18.06.2021 (No: 2021/361).

Keywords: Faculty and Higher Vocational School Students, Anxiety, Burnout, Demographic Factors, Higher Education, Turkey

Öz: Bu çalışmada, Covid-19 kapanma sürecinde üniversite öğrencilerinin okul tükenmişliği ve kaygı düzeylerinin bazı değişkenler açısından incelenmesi amaçlanmıştır. İlişkisel ve karşılaştırmalı tarama yöntemine dayalı olarak yapılan araştırmada üniversite öğrencilerinin tükenmişlik ve kaygı düzeyleri, cinsiyet, sınıf düzeyi, kariyer beklentisi ve akademik başarı değişkenlerine göre karşılaştırılmıştır. Ayrıca, üniversite öğrencilerinin okul tükenmişlikleri ve kaygı düzeyleri arasındaki ilişkiler ilişkisel tarama yöntemi ile açıklanmaya çalışılmıştır. Araştırmanın örneklemini Konya ve Kırklareli’nde öğrenim gören 399 üniversite öğrencisi oluşturmaktadır. Araştırma verilerinin toplanmasında Okul Tükenmişlik Envanteri ve Durumluk-Sürekli Kaygı ölçekleri kullanılmıştır. Araştırma bulgularına göre üniversite öğrencilerinin Covid-19 sürecinde okul tükenmişliği ortalama değerlerde, durumluk ve sürekli kaygı düzeyleri ise ortalamanın altında olduğu görülmüştür. Ayrıca üniversite öğrencilerinin okul tükenmişliği ve kaygı düzeyleri cinsiyet, sınıf düzeyi, akademik başarı ve kariyer beklentisi değişkenlerine göre anlamlı olarak farklılaştığı belirlenmiştir. Ayrıca üniversite öğrencilerinin okul tükenmişlikleri

* Doç. Dr., Necmettin Erbakan Üniversitesi, Uygulamalı Bilimler Fakültesi, Finans ve Bankacılık Bölümü

ORCID: 0000-0002-0740-2702, okoyuncuoglu@erbakan.edu.tr

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ve kaygı düzeyleri arasındaki ilişkiler bulunmuştur. Araştırma için etik kurul onayı Necmettin Erbakan Üniversitesi Etik Kurulu'ndan 18.06.2021 (No: 2021/361) tarihinde alınmıştır.

Anahtar Kelimeler: Fakülte ve Meslek Yüksekokul Öğrencileri, Kaygı, Tükenmişlik, Demografik Faktörler, Yükseköğretim, Türkiye

Introduction

The Covid-19 outbreak had exerted an adverse effect on education systems, especially on higher education institutions (Koyuncuoğlu, 2020, 2021). It has revealed significant psychological risks on academicians and students in higher education institutions. The COVID-19 pandemic has created a psychological health and education crisis that has a very high impact on the academic, personal, educational, and professional lives of higher education professionals (Huo et al., 2021). Due to the uncertainty about the duration of the current pandemic, significant lasting effects are to be expected. Therefore, it is important to address the issues that are causing increased anxiety and burnout during this pandemic to reduce the long-term negative consequences. To date, few and limited studies have focused on student anxiety and burnout during a pandemic. However, several studies have made recommendations that may help prevent anxiety and burnout and alleviate the consequences of occupational stress during COVID-19 (Hu et al., 2020; Sasangohar et al., 2020; Santarone, McKenney, & Elkbuli, 2020).

It can create a particularly stressful period in higher education as it includes new challenges associated with autonomous study and increased pressure to plan for future education and career paths. It is customary to experience occasional learning-related stress, but prolonged tension can lead to burnout and trait anxiety syndrome in education institutions (Salmela-Aro et al., 2009). Researchers first defined burnout as a psychological syndrome resulting from chronic, unmanaged work-related stress (Maslach et al., 2001; WHO, 2018). Next, the researchers applied the burnout construct to the school context, drawing parallels between work stress and overload due to school work (Walburg, 2014). Although several partially overlapping concepts (for example, school disconnection and school apathy) have been used in the literature to describe non-adherence at school, the concept of school burnout offered a potential new perspective on students' school-related psychological symptoms. The concept of burnout (Genoud, Brodard, & Reicherts, 2009; Meylan et al., 2020), which was originally studied within their professional context, including adult teaching, has recently been increasingly applied to the experiences of young students in schools. According to Salmela-Aro (2014), school burnout can be considered as a response to chronic school stress and is characterized by (1) exhaustion, (2) insensitivity, and (3) feelings of inadequacy. Fatigue refers to a feeling of being affected by school-related pressure, including worries about schoolwork and chronic fatigue from thoughts. Insensitivity towards school, a generally indifferent or indifferent attitude towards school; refers to the loss of interest and motivation in school work and the inability to make sense of it. A sense of inadequacy as a student refers to a feeling of "not getting the grade" in schoolwork, a lack of success in schoolwork and school in general. Numerous international studies have documented the difficulties experienced by university students in coping with the pressure of success and academic problems (Dupéré et al., 2015; Prabhu, 2015). The feeling of not being able to overcome academic difficulties or manage difficult school events can easily lead students to develop burnout (Farina et al., 2020; Koyuncuoğlu, 2021).

Since burnout generally occurs during a youth period particularly susceptible to the onset of psychological symptoms, this occurs during a youth period has led academics to assess anxiety and burnout as two overlapping dimensions that co-occur in students' negative school outcomes. Indeed, longitudinal and cross-sectional studies have supported the role of school burnout in predicting students' later development of psychological symptoms (Salmela-Aro et al., 2009, Parviainen et al., 2020). The consequences of school burnout can be serious and noticeable in both the short and long term. Specifically, burnout causes boredom, poor quality of school life, external locus of control, self-handicapping, failure to succeed, depressive-anxious symptoms, low self-esteem, general school maladjustment, increased risk of school dropout, bad habits such as drugs and gambling, and risky

behaviors. (Covington, 2000; Farina et al., 2020; Fiorilli et al., 2017; Räsänen et al., 2015; Salmela-Aro & Upadaya, 2014).

The college years are a time for young people to make decisions and choices that are very important for the rest of their lives. Again, many young people have to make some important plans for the future, even though they do not have enough experience in decision-making and do not understand what these decisions mean for them. This obligation reveals the youth's concerns about the future (Yalçın, 1998). Cloninger (1988) defines anxiety as an adaptive mechanism for coping with danger, a basic human emotion and a multifaceted emotional state. According to Cloninger (1988), although this mood includes subjective feelings, cognitive elements, and physiological symptoms and behaviors, the feeling of anxiety can be acute or chronic. It is stated that the course of anxiety is affected by genetic and biological tendencies, previous experiences, cognitions of the person, and the stressful and unhappy environment in which the person is (Cloninger, 1988). David Barlow (2000) defines anxiety as "a future-oriented mood state in which one is not ready or prepared to attempt to cope with upcoming negative events", and that it is a distinction between future and present dangers that separates anxiety and fear. Another description of anxiety is agony (excruciating, hopeless state) or apprehension (Iacovou, 2011). In positive psychology, anxiety is described as a mental state that results from a difficult challenge for which the subject does not have sufficient coping skills (Csikszentmihalyi, 1997). For Spielberger (1972), anxiety means unpleasant observable emotional reactions such as sadness and tension caused by stressful situations. In general, anxious people are in a state of insecurity, uncertainty and anxiety (Geçtan, 1993). Anxiety arises from human interaction. Anxiety has inhibitory as well as motivating effects. Anxieties in adolescence make young people uneasy. In addition to the rapid development in the physical and emotional development of the young person who has not yet completed the search for identity, the fear of making a good impression on other people or not being able to meet the expectations of people who have certain expectations from him disturbs the young person. As a result, young people become anxious (Yalçın, 1998).

When faced with a problem or a new situation, people either try to change the new situation and adapt to themselves, or adapt to the new situation or resist change. Failure to find a solution to the problem can lead to feeling anxiety and that anxiety may linger until the problem is resolved. Long-term anxiety and psychological stress threaten the mental integrity of the person. The ego develops some defense mechanisms to get rid of this problem and anxiety (Arı, 2003).

The university student's problems do not seem to be limited to the chosen profession or academic problems (Meier, 1991; Plazzo-Luban et al., 1992). On the one hand, the young person is fighting for independence with his family, on which his personality is laid (most of the time, the parents prevent the child from making free decisions, and in some cases, the young person feels intense dependence on his family), on the other hand, he feels compelled to develop and to show behaviors that are suitable for the culture, economy, and social structure of the society he lives in. While researches focused on more concrete problems (housing, credit, etc.) in the first years, today they have begun to focus on more abstract values, emotions, expectations, and role perceptions (Meier, 1991; Plazzo-Luban et al., 1992).

For the first time, Cattell and Scheier (1958; 1961) identified two types of anxiety called "state anxiety" and "trait anxiety" in their factor analysis studies (cited in Spielberger, 1972). State anxiety reflects a temporary emotional state or a state characterized by consciously perceived feelings of tension, anxiety, and increased autonomic nervous system activity (Büyüköztürk, 1997; Horikawa & Yagi, 2012; Liang et al., 2021). State anxiety can fluctuate and vary in intensity. State anxiety can have very different effects on the competitive performance of the athletes, and it can be a facilitating or hindering factor in realizing their mental, physical, and emotional capacities. Unlike the state anxiety, trait anxiety refers to the general tendency to respond with anxiety to perceived threats in the environment and is a relatively stable characteristic of an individual (Spielberger, 1972). According to Büyüköztürk (1997), trait anxiety is the state of intensification and persistence of state anxiety, which relatively shows the tendency of anxiety in the individual. An individual with high trait anxiety often feels more threatened than someone with low trait anxiety. In addition, perceived failure or perceived

threat to self-confidence may be more destructive than threats to the physiological state (Liang et al., 2021).

The purpose of quarantine and isolation in any outbreak is to prevent individuals and communities from transmitting infectious diseases (WHO, 2020). The restrictions implemented due to Covid 19, on the other hand, have become the source of psychological symptoms and constitute one of the main reasons for the development of psychological problems. Reactions to social restrictions differ from person to person, depending on the background and environment in which individuals live (Agha, 2021; Jeong et al., 2016). Anxiety and school burnout, which are psychological problems, have a great influence on each other, regardless of their level. Psychological symptoms associated with the Covid 19 crisis appear as an important factor in university education, as in all fields (Elmer, Mepham, & Stadtfeld, 2020; Forschung & Lehre, 2021; Husky & Kovess, 2020; Odriozola-González, Planchuelo-Gómez, Irurtia et al., 2020; Stern, 2021; Wienerin, 2021; Žuljević, Jeličić, Viđak, Đogaš, & Buljan, 2021). On the negative effects of the COVID-19 crisis on mental health, Husky & Kovess (2020) report on the Swedish universities and Odriozola-González, Planchuelo-Gómez, Irurtia et al. (2020) about the Spanish universities of higher stress rates, school insensitivity and perceived social isolation. Elmer, Mepham and Stadtfeld (2020) from Switzerland, Žuljević, Jeličić, Viđak, Đogaš and Buljan (2021) from Croatia also report that compared to the times before the COVID-19 pandemic, university students experience higher levels of anxiety, higher levels of depression and burnout rates became. In addition to an increasing deterioration in the mental health of universities during the pandemic, they also saw a significant increase in anxiety as the current situation affected their studies and careers. In this respect, determining certain psychological difficulties and their risk factors for university students during the Covid 19 process is necessary for a multidimensional approach to create effective support. For this purpose, university students' school burnout and state-trait anxiety levels were examined in terms of some variables. For this purpose, answers to the following questions were sought:

- What is the level of school burnout perceptions and concerns of university students during the Covid 19 process?
- Do university students' perceptions and concerns of school burnout during the Covid 19 process differ according to the gender variable?
- Do university students' perceptions and concerns of school burnout in the Covid 19 process differ according to the variable of teaching level?
- Do university students' perceptions and concerns of school burnout in the Covid 19 process differ according to the class variable?
- Do university students' perceptions and concerns of school burnout during the Covid 19 process differ according to academic success and career expectation variables?
- What level of relationship is there between university students' perceptions and concerns of school burnout during the Covid 19 process?

Method

In this study, it was aimed to investigate university students' school burnout and state-trait anxiety levels in terms of some variables. The ethics committee permission document required to collect the data used in this study were obtained with decision number 2021/361 of the Ethics Committee of Necmettin Erbakan University dated 18.06.2021. In the study, school burnout and state-trait anxiety levels of university students were compared according to the variables of gender, grade level, academic achievement, teaching level, and academic career expectation correlational and comparative survey method. In addition, the relationships between school burnout and state-trait anxiety levels of university students were examined using the correlational survey model. Causal comparative studies aim to determine the causes and consequences of differences between groups of people without any interference with conditions and participants (Büyükoztürk et al., 2008).

Research Group

Faculty and higher vocational school students studying at Necmettin Erbakan and Kırklareli Universities formed the target population of this study. Reaching all the students in the research population requires serious economy, time and teamwork. For this reason, the convenience sampling method was preferred in the study. Students study at faculties, colleges and higher vocational schools at higher education institutions. In this context, the sample was created in this way in order to show the school burnout and anxiety level of students at universities with different functions during the Covid-19 process. Students attending higher vocational schools in Turkey receive their associate degree upon completion of a two-year (four semester) education program. Students studying at the faculty receive their bachelor's degree upon completion of a four-year (eight semester) study program. 399 university students studying at Necmettin Erbakan and Kırklareli Universities participated in the research on a voluntary basis. Demographic variables and the distribution of participants according to these variables are shown in Table 1.

Table 1. Distribution of Students by Demographic Characteristics

		F	%
Education Level	Faculty	256	64.16
	Higher Vocational School	143	35.84
Gender	Female	272	68.17
	Male	127	31.83
Grade level	1,0 (1-2 semester)	114	28.57
	2,0 (3-4 semester)	175	43.86
	3,0 (5-6 semester)	61	15.29
	4,0 (7-8 semester)	49	12.28

As see in Table 1, 64.16% of university students study at faculties and 35.84% at vocational schools. The rate of male university students is 31.83% and the rate of female students is 68.17%. 28.57% of the students are in the first grade, 43.86% are in the second grade, 15.29% are in the third grade, and 12.28% are in the fourth grade.

Data Collection Tools

State and Trait Anxiety Inventories

Developed by Spielberger et al. (1970), it includes two subscales, consisting of 40 items, assessing the individual's state and trait anxiety levels. The State Anxiety Inventory (STAI I) describes how an individual feels at a certain moment and under certain conditions. The Trait Anxiety Inventory (STAI II) requires the individual to describe how he or she usually feels. The Turkish validity and reliability study of the scale was carried out by Öner and Le Compte (1983). For the internal consistency reliability, the Cronbach's Alpha value of the state anxiety subscale was .86; the reliability coefficient of the trait anxiety scale sub-dimension was calculated as .88.

School Burnout Inventory

The Turkish adaptation of the School Burnout Inventory developed by Salmela-Aro, Kiuru, Leskinen, and Nurmi (2009) was carried out by Çam and Öğülmüş (2017). The School Burnout Inventory (SBI) originally consisted of 9 items and three sub-dimensions: School Burnout, Cynicism, and Feeling of Inadequacy. The indices of confirmatory factor analysis results were examined and it was seen that the five-point Likert form of the school burnout scale was confirmed. The Turkish version of the scale showed good fit indices for the one-dimensional five-point Likert-type inventory, and the fit indices for one-dimensionality were calculated for χ^2/df . These values are 1.78; RMSEA=.066; GFI=.94; AGFI=.91; CFI=.97; NFI=.94; NNFI=.96 and IFI=.97. In the studies by Salmela-Aro, Kiuru,

Leskinen and Nurmi (2009), and Çam and Öđülmüş (2017), a total number of points is determined from the scale. The Cronbach alpha internal consistency coefficient of the Turkish form of the School Burnout Inventory was calculated as .86 on the data of this study. These results showed that the 9-item School Burnout Inventory is valid and reliable to measure the school burnout levels of university students in Turkey.

Academic success

The grade point average in the transcripts of the courses taken by the students up to the semester in which the scales were used was taken into account as a measure of academic success. According to the 4-point evaluation system, grade averages of 3.00 and above were taken as “high”, grade averages between 2.00 and 2.99 as “medium”, and grade averages of 2.00 and below as “low” academic achievement.

Data were analyzed using descriptive statistics, independent sample t-test and one-way analysis of variance within the scope of the research. In addition, regression analysis was applied to examine the relationships among academic achievement, grade levels, gender, state-trait anxiety and burnout. For this purpose, in order to test the normality of the data, the skewness and kurtosis values were calculated and the distribution of the scores obtained from the measurement tools was examined. In order to meet the normal distribution assumption, the kurtosis coefficient should be less than 7 and the skewness coefficient should be less than 2 (Tabachnick & Fidell, 2007). Before the analyses, some assumptions that must be met for multivariate analyses were taken into account. For this, first of all, Cook distance values were calculated and multivariate extreme value analysis was performed. The fact that the calculated distance values are below 1 indicates that the multivariate extreme values are not found in the data set (Field, 2009: 245). The highest Cook distance values calculated in the study is 0.04. The results obtained showed that there were no multivariate outliers in the data set.

In the next step, VIF (variance inflation factor) values were calculated to examine the multicollinearity problem in the regression analysis. VIF values of 10 and greater indicate that there is a multicollinearity between independent variables (Çokluk et al., 2012). The highest VIF value calculated in the regression analyzes is 1.48. This value showed that there was no multicollinearity problem among the independent variables. Therefore, it was decided to use the multiple regression technique in the study. In this context, Independent Sample t-test was used to analyze burnout-anxiety scores according to gender, academic achievement, career expectation and faculty variables, and one way ANOVA techniques were used to analyze dependent variables according to class variable. Tukey test was used to determine the source of the difference as a result of variance analysis. Data were analyzed using SPSS 25.0.

The Durbin-Watson coefficient was calculated to examine the assumption of independence of errors. The fact that this coefficient is in the range of (>1.5 and <2.5) indicates that the assumption of independence of errors is met (Kalaycı, 2017). The Durbin-Watson coefficient was calculated as 1.84 and the relevant assumption was met. Graphs of standardized residuals were examined to determine whether the homoscedasticity assumption was met. On the histogram graph, it was observed that the residuals were distributed very close to normal (Figure 1: Left). On the other hand, in the normal P-P graph, it was determined that the residuals were distributed close to and parallel to the normal distribution line (Figure 1: Right). The results obtained indicated that the covariance assumption was met.

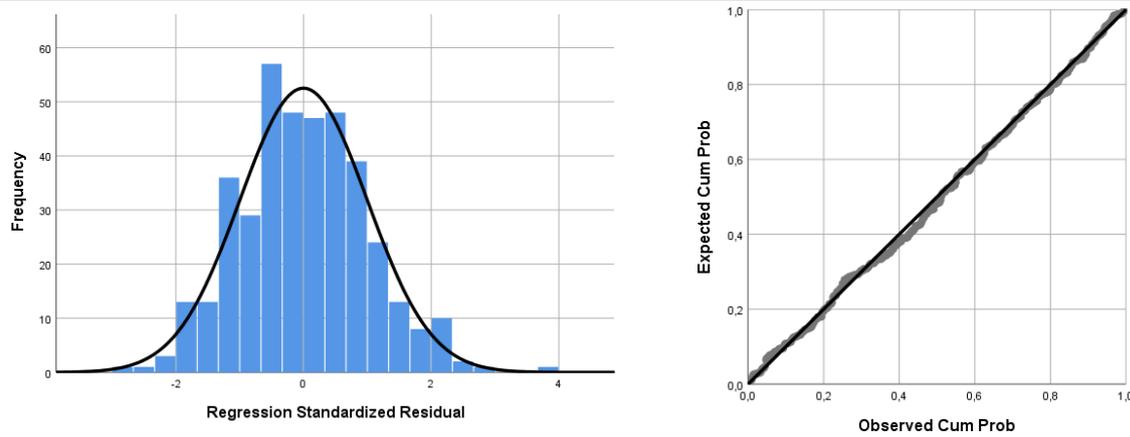


Figure 1. Left: Histogram of residual, Right: P-P plot

Results

Table 2. Descriptive Statistics on Higher Education Burnout and Anxiety Levels

	N	Skewness	Kurtosis	Minimum	Maximum	\bar{x}	Sd
School Burnout	399	0.23	-0,64	1.00	5.00	2.88	0.98
State Anxiety	399	-0.01	-0.53	1.00	3.74	2.20	0.63
Trait Anxiety	399	-0.08	-0.22	1.00	3.70	2.30	0.52

Table 2 shows the descriptive statistical values obtained by the university students from the school burnout and anxiety scales during the Covid-19 process. According to the analysis, the mean scores of university students' school burnout, state anxiety, and trait anxiety were 2.88 ± 0.98 , 2.20 ± 0.63 and 2.30 ± 0.52 . According to the average scores, the school burnout of the university students during the Covid-19 process was found to be moderate, and the state and trait anxiety was found to be low.

Table 3. Comparison of Burnout and Anxiety Levels of University Students by Gender

	Gender	N	\bar{x}	Ss	T	p
School Burnout	Female	272	2.84	0.99	-1.14	0.26
	Male	127	2.96	0.94		
State Anxiety	Female	272	2.22	0.64	0.75	0.45
	Male	127	2.16	0.61		
Trait Anxiety	Female	272	2.35	0.52	3,29	0,00
	Male	127	2.17	0.50		

Table 3 shows the comparison results of the scores obtained by the university students from the school burnout and anxiety scales during the Covid-19 process by gender. According to the analyzes, no significant gender-related difference was observed in the mean scores of school burnout and state anxiety of university students ($p > 0.05$). On the other hand, a significant gender-related difference was found in the trait anxiety scale mean scores ($p < 0.05$). It was found that female students had significantly higher trait anxiety compared to their male friends.

Table 4. Comparison of Burnout and Anxiety Levels of University Students by Education Level

	Education Level	N	\bar{x}	Sd	t	p
School Burnout	Higher Vocational School	143	2.83	0.97	-0.82	0.41
	Faculty	256	2.91	0.98		
State Anxiety	Higher Vocational School	143	2.18	0.66	-0.46	0.64
	Faculty	256	2.21	0.62		
Trait Anxiety	Higher Vocational School	143	2.29	0.49	-0.31	0.76
	Faculty	256	2.30	0.53		

Table 4 shows the comparison results of the scores obtained by the university students from the school burnout and anxiety scales during the Covid-19 process, according to the education levels. According to the analyzes, no significant difference was observed in the school burnout and anxiety score averages of the university students according to the education level ($p>0.05$). It has been observed that the school burnout, state and trait anxiety levels of the students studying at faculties and vocational schools are at equal levels.

Table 5. Comparison of School Burnout and Anxiety Levels of University Students by Academic Achievement

	Academic success	N	Mean	Std. Deviation	t	p
School Burnout	High	123	2.59	1.20	-2.01	0.04
	*Medium-Low	276	3.06	0.93		
State Anxiety	High	123	2.09	0.71	-1.12	0.26
	*Medium-Low	276	2.22	0.62		
Trait Anxiety	High	123	2.19	0.49	-0.81	0.42
	*Medium-Low	276	2.27	0.51		

* In Group 2, middle and low achieving students were combined.

Table 5 shows the comparison results of university students' scores obtained from school burnout and anxiety scales during the Covid-19 process, according to their academic achievement. According to the analyzes, no significant difference was observed in the state and trait anxiety mean scores of university students depending on their success ($p>0.05$). On the other hand, a significant difference was found in school burnout scale mean scores depending on academic achievement ($p<0.05$). It was found that students with medium and low achievement levels had higher levels of school burnout.

Table 6. Comparison of School Burnout and Anxiety Levels of University Students According to Academic Expectations

	Academic Career Prospect	N	\bar{x}	Sd	t	p
School Burnout	Yes	195	2.83	0.98	-1.204	0.23
	No	204	2.94	0.97		
State Anxiety	Yes	195	2.19	0.66	-0.382	0.70
	No	204	2.21	0.60		
Trait Anxiety	Yes	195	2.28	0.53	-0.623	0.53
	No	204	2.31	0.51		

Table 6 shows the comparison results of university students' scores obtained from school burnout and anxiety scales during the Covid-19 process according to their academic career expectations. According to the analyzes, no significant difference was observed in the mean scores of school burnout and anxiety of university students compared to academic career expectation ($p>0.05$).

Table 7. Comparison of School Burnout and Anxiety of University Students by Grade Levels

	Grade	N	\bar{x}	Sd	F	p
School Burnout	1,0	114	3.00	0.98	2.94	0.04
	2,0	175	2.89	0.99		
	3,0	61	2.88	0.91		
	4,0	49	2.56	0.98		
State Anxiety	1,0	114	2.16	0.66	0.68	0.57
	2,0	175	2.25	0.62		
	3,0	61	2.17	0.58		
	4,0	49	2.14	0.68		
Trait Anxiety	1,0	114	2.26	0.54	0.83	0.48
	2,0	175	2.33	0.47		
	3,0	61	2.34	0.52		
	4,0	49	2.23	0.61		

Table 7 shows the comparison results of the scores obtained from the school burnout and anxiety scales by the university students during the Covid-19 process, according to the grade level. According to the analyzes, no significant difference was observed in the trait and state anxiety mean scores of university students depending on the grade level ($p>0.05$). On the other hand, a significant difference was found in the mean scores of the school burnout scale depending on the grade level ($p<0.05$). The Tukey post-hoc test showed that, Grade 1 students have a significant higher school burnout than Grade 4 students.

Table 8. Results of Regression Analysis Performed to Determine the Effect of Independent Variables on School Burnout

Variable	B	SH	β	t	p
(Constant)	0,80	0,23		3,50	0,00
Gender ^a	0,22	0,09	0,11	2,39	0,02
Grade Level	-0,03	0,05	-0,03	-0,54	0,59
Academic Success	0,07	0,07	0,05	1,01	0,31
State Anxiety	0,61	0,10	0,40	6,08	0,00
Trait Anxiety	0,28	0,12	0,15	2,28	0,02
R=0,525	R ² =0,275	F _(5;385) =29,22		p<0,01	

Dependent Variable = School Burnout, ^a0=Female, 1=Male

As see in Table 8, gender grade level, academic success, state anxiety and trait anxiety variables have a significant relationship with school burnout ($R=0.525$; $F(5;385)=29.22$; $p<0.01$). The independent variables in the regression equation explained 28% of the change in the school burnout variable. Gender ($\beta=0.11$; $p<0.01$), state anxiety ($\beta=0.40$; $p<0.01$) and trait anxiety ($\beta=0.15$; $p<0.01$) variables predicted school burnout variable positively. Being male and experiencing state and trait anxiety increase school burnout.

Discussion, Conclusion and Recommendations

In the study, the school burnout and anxiety level of students during the Covid-19 process was examined with regard to demographic and school variables. It was found that the research participants in the university sample had a moderate level of school burnout perception and a low level of state and characteristic anxiety during the Covid-19 process. In addition, the state and feature anxiety of the research participants during the Covid-19 process significantly and strongly influence their school burnout perception. These results are similar to the results of the research carried out during and before the Covid-19 process (Brooks et al. (2020), Duan & Zhu (2020), Dupéré et al. (2015), Rodríguez-Rey, to Garrido-Hernansaiz & Collado (2020), Santarone et al. (2020) and Tan et al. (2020). According to Rodríguez-Rey et al (2020), the psychological effects of the pandemic (including symptoms of restriction, avoidance, and overexcitation) have negatively influenced or amplified the perceptions of fear, depression, and loneliness, as well as boredom and burnout. It has also been observed that the quarantine processes and uncertainties carried out during the Covid-19 process lead to boredom, frustration and feelings of isolation and loneliness (Brooks et al., 2020). In a study conducted in China during the Covid-19 process, people with limited mobility experienced an increase in psychological problems such as anxiety, stress, and depression, as well as intense boredom, loneliness, and anger (Duan & Zhu, 2020).

Another finding reached in the research is the comparison of school burnout and anxiety levels of university students during the Covid-19 process by gender. According to the research findings, the trait anxiety of university students differed depending on gender. It was found that female students had significantly higher trait anxiety compared to their male friends. However, no significant gender-related difference was found in school burnout and state anxiety. Canbaz, Sünter and Pekşen (2005) report similar results on vocational high schools, Kara (2020), Karataş (2013), Kartopu (2012) on teachers, candidate teachers and university students, and Hui and Chan (1995) on students.

Another finding reached in the study is the comparison of school burnout and anxiety of university students in the Covid-19 process according to education level and grade level. According to the findings of the study, school burnout and anxiety of university students did not show a significant difference according to the education level. It has been observed that students studying at faculties and higher

vocational schools have similar school burnout and state and trait anxiety. However, there were differences in school burnout according to grade level. Grade 1 students experience higher levels of school burnout than grade 4 students. These findings are similar to the research findings of Rosenfeld et al., (2020) and Fu et al. (2021). According to Rosenfeld et al. (2020), the uncertainty and limited communication in higher education during the Covid 19 process triggered the burnout feelings of students and lecturers. According to Fu et al. (2021), especially lower-class students and young researchers were affected more in this process.

In a further result of the study, school burnout and anxiety states of students during the Covid-19 process were examined according to their academic career and their success. According to the research, school burnout and anxiety among university students show no significant difference in terms of academic career expectation. In school burnout, however, there were differences in terms of school performance. During the Covid-19 process, students with medium and low success levels experienced high levels of school burnout. According to Hakanen, Bakker, and Schaufeli (2006), one of the most important indicators of burnout is the significant decline in the individual's personal productivity.

As a result, school burnout and anxiety are a major problem among university students during the Covid-19 process because, in this process, burnout and anxiety not only affect student lives, but can potentially also affect the quality of higher education.

Students must first learn to prioritize. Before the start of the semester, students should prioritize what they will do in the semester. 'Do I have time to learn a second foreign language? Can I reduce my part-time job? What can prevent me from achieving my goal?' are questions that students should ask themselves. Free time should be used consciously to relax. However, those who are in the exhaustion phase often have difficulties recognizing the causes of their burnout. For this reason, it is advisable to consult experts to find out exactly which factors trigger burnout. In such cases, a daily routine with hobbies and social relationships can be worked out with the students. The inner attitude of the students is a determining factor in the exhaustion process. Students who are overwhelmed and exhausted should seek the help of experts at the university's advice center. Students should understand the value of their time, be aware of the need for good time management, learn that in some cases they should not push themselves too much and lower their expectations if necessary. They have to accept that changes in their daily life are good for their health. Students should remember that setbacks are part of life and a bad test is not the end of life.

Anxiety is neither a disease nor a weakness of character. According to Krohne (1996), the feeling of anxiety is related to hypersensitivity and is of the opinion that it can be reduced by suitable methods. Students have to learn to project and control fear. The person can try the following measures to deal with their fear: To be aware that the feeling of fear is also a rational, even necessary emotion. To deal with fearful and anxious situations step by step and systematically with manageable small steps. Even at a young age, people are affected by over-anxious parents, excessive protection, and a reluctance to allow independence. Therefore, fear education should be started in early childhood (Warwitz, 2010). The philosopher Peter Wust sees fear as a security function on this topic, but fear should allow steps towards the unknown (Wust, 2002).

In higher education, in addition to imparting professional skills, further gains in future prospects are to be achieved. Students are expected to make important contacts in their learning life. In this way, the students will take advantage of the professional opportunities after graduation, keep their motivation high, and have a low risk of burnout. At the same time, it should be remembered that the students' perception of making their own decisions about their education effectively is a factor that reduces the risk of burnout. Studies in the context of social relationships show that students who do not work in teams are exposed to a high risk of burnout (Koyuncuoğlu, 2021). There is also a high burnout level if the lecturers do not provide the students with sufficient (socially) support. In this context, future studies should focus more on dealing with school burnout and anxiety. In addition, universities must develop

effective strategies to reduce the negative psychological effects of exceptional situations such as the COVID-19 pandemic.

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