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Burnout Syndrome During the Covid-19 Pandemic among Visual Art Teachers in Ghana

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ABSTRACT

This study sought to address burnout syndrome during the COVID-19 global pandemic among visual art teachers in Ghana. The startling intricacies of COVID-19 burnout among Visual Art Teachers (VAT) in Ghana were discovered using an exploratory research approach. 112 participants were surveyed across Senior High Schools Visual Art Teachers in Ghana. Data were analysed using t-test, regression and analysis of variance test (F test) to determine whether there were significant differences between the burnout levels and demographic factors. The findings revealed that, the only effects of the burnout that are statistically significant on gender are reduction in productivity or efficacy in teaching difference (t=-4.41, p=0.00(p<0.05)), sleep disorders (t= -3.22, p=0.02(p<0.05)), short temper (t=-2.84, p=0.006(p<0.05)) and health consequences (t=3.36, p=0.001(p<0.05)). The ANOVA was significant between burnout negative effect among education level F *(3, 108) =2.983, p= .035.* However, the ANOVA was insignificant between burnout causes, effects and preventive strategies scores and the ages of the teachers. The findings revealed that the majority of suggestions for burnout prevention falls under the category of personal changes. The study contends that though job responsibilities are high, the primary idea is that individuals have a larger role to play in preventing burnout.

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INTRODUCTION

Academic activities in various educational institutions are fertile grounds for breeding stress among teachers and students (Edjah et al., 2020; Adom et al., 2020a). In its aggravated form, stress turns into burnout (Shailesh, 2018). Burnout is more prevalent in employment outlets where workers spend considerable time with their clients (Clutterbuck, 2009). Thus, it is no surprise to find the burnout syndrome among teachers because research tags the teaching profession as a high-stress job (Kyriacou, 2001; Hulya, 2014). The term burnout was first referenced in Graham Greene's novel titled 'A Burnt-Out Case' published in the early 1960s (Montero-Marin et al., 2016). However, Freudenberger, the American-German psychologist, is noted to be the celebrated name for the term 'burnout' in 1974. This is when he used it in describing the physical and emotional exhaustion faced by some young social workers he studied (Cluterbuck, 2009). Burnout has often been defined as a psychological response to chronic work-related stress (Shirom, 2003; Shailesh, 2018). It is a psychosocial condition that presents itself when a person is unable to cope with chronic stress (Montero-Marin et al., 2016). Burnout syndrome is a negative subjective experience with negative perceptions and behaviours evident after prolonged exposure to

chronic stress (Ahola et al., 2010; Khamisa et al., 2017; UNESCO, 2020a). There has been a resurgent interest in burnout studies recently by scholars because of its negative effects on professions related to human services such as teaching (Hulya, 2014; Gorji, 2011).

The causes of burnout syndrome are multifaceted, though they are all forms of stressors (Shailesh, 2018). Among teachers, working for long hours due to high workloads, emotional exhaustion, pressure from educational administrators, role ambiguity, student-behaviour problems, lack of social support, lack of motivation and participatory decision-making, amongst many others, often result in burnout (Kyriacou, 2001; Zhang & Sapp, 2007; Stoeber & Rennert, 2008). The main causes of burnout syndrome in academic institutions are always associated with the challenges in the delivery of teaching and learning activities (Cruz & Abellan, 2015). This drastically reduces the productivity or efficacy of teachers driven by a lack of enthusiasm (Rothmann et al., 2006; Najimi et al., 2014). Burnout syndrome develops gradually among teachers as they battle with ineffective stress management strategies (Schaufeli et al., 2009). Hamre and Pianta (2004) note that teachers affected by the burnout syndrome demonstrate less empathy and intolerance toward their students in the dispensation of classroom teaching and learning. There is also noticeable feelings of inadequacy and job dissatisfaction amongst teachers experiencing burnout syndrome (Kumari & De Alwis, 2015; Khamisa et al., 2017). Such teachers are subject to physical, emotional and mental health disorders (Jennings, 2008; Idris, 2011; Young et al., 2013; Montero-Marin et al., 2016; Gorji, 2011). A teacher or educator who is undergoing burnout has low morale, low self-esteem, and is physically exhausted (Brown & Roloff, 2011). Depression, musculoskeletal pain, cardiovascular diseases, and type 2 diabetes are all possible burnout health challenges faced by teachers. Other negative effects of burnout among teachers include sleeping disorders, strained relations with family and friends as well as short temperaments (García-Izquierdo & Rı´os-Rı´squez, 2012).

Studies on burnout syndrome among teachers merit scholarly attention as it greatly affects the expected learning outcomes of students (Hulya, 2014; Khan et al., 2013; Veena & Shailaja, 2016; Adom et al., 2020b). This has become even more necessary due to the unparalleled disruption of the foundations of education as a result of the recent COVID-19 global pandemic that forced the suspension of the West African Secondary School Certificate Examination (WASSCE) on March 20, 2020. Though recently ended, the WASSCE saw frantic preparations by teachers to put their candidates in the mode of the examination a couple of months ago when these final year students were called back into school amidst a lot of uncertainties. Teachers were thus under a lot of pressure to prepare students to be able to sit for these examinations, visual art teachers inclusive. Based on this backdrop, the main purpose of the study was to investigate the causes, effects and preventive strategies of the COVID-19 burnout syndrome on Visual Art teachers in Ghana. Also, it was to determine whether there was a significant negative effect of the COVID-19 burnout on the socio-demographic factors such as gender, age and educational levels of Visual Art Teachers.

Conceptual Framework

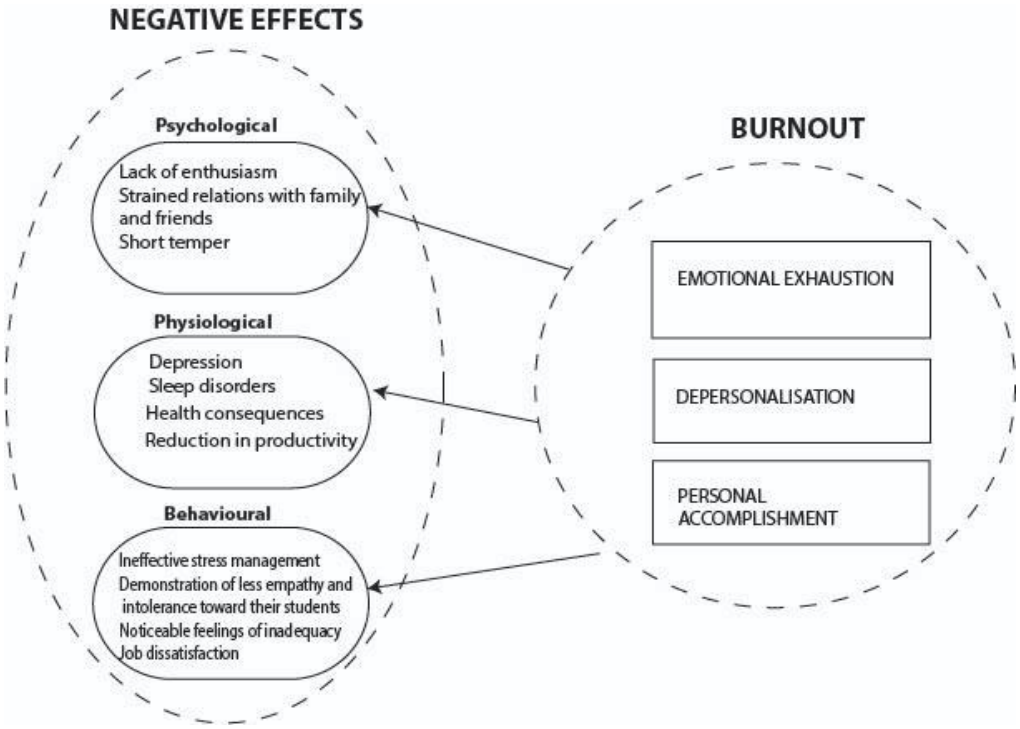

Figure 1. Adapted from the general model of burnout. Source: Maslach et al. (1996)

Job burnout study began in the human services sector in an attempt to describe the syndrome that afflicted the overworked, fatigued, and distant worker who was once driven and involved. Although there is some variation in burnout definitions, Maslach et al. (1996) conceptual and operational definition is the most generally used and recognized. Maslach et al. (1996) concept of job burnout posits a three-dimensional construct consisting of emotional exhaustion, depersonalization, and personal accomplishment. Burnout's central characteristic is emotional exhaustion, which is defined as a sense of being emptied as a result of long-term job stress. Emotional exhaustion causes the worker to pull away from clients, becoming cynical and disconnected. Depersonalization is the insensitivity to people receiving services and inappropriate behaviour toward others, regardless of their distinctions. Personal accomplishment, the third dimension, refers to sentiments of ineffectiveness at work, regardless of effort.

The following research question guides this study, which focuses on studies exploring the significant differences between job burnout and teachers well-being: Are there any significant negative effects of the COVID-19 burnout on gender (Visual Art Teachers)?; Are there any significant difference between burnout causes, effects and preventive strategies scores and the ages of Visual Art Teachers (VAT); To what extent did Visual Art Teachers (VAT) burnout causes, negative effect and preventive strategy vary depending on sociodemographic factors such as education level. (see Figure 1)? The negative effects of the COVID-19 burnout were categorised into three domains: Psychological, Physiological and Behavioural. The World Health Organization's comprehensive definition of health and well-being, which defines health as a state of total mental, bodily, and social welfare, guides this study's multi-domain approach (World Health Organization, 1948) - (1) Psychological well-being, (2) physiological well-being, and (3) behavioural well-being were the three well-being domains examined. Figure 1 indicated that the three categories of burnout (emotional exhaustion, depersonalisation and personal accomplishment give rise to these negative effects.

RESEARCH METHOD

An exploratory research design was deemed to appropriate to discover the striking complexities of COVID-19 burnout among Visual Art Teachers (VAT) in Ghana. Exploratory research is conducted when enough is not known about a phenomenon and a problem that has not been clearly defined (Saunders et al., 2017). It does not plan to address the research questions in a final and definitive way, but rather discusses the research subject with different degrees of profundity. Therefore, it aims at addressing new issues that have not been investigated before. The study also employed a quantitative method through the use of questionnaire. On the other hand, the researchers would objectively use a quantitative approach to summarize the problem by using fixed numbers.

To provide insight into COVID-19 burnout among Visual Art Teachers, a convenience sampling technique (N = 112) was used to recruit Senior High Visual Arts teachers in Ghana specifically Ashanti Region to complete the hard copy questionnaire during the wake of the COVID-19 pandemic. To participate, a teacher had to teach Visual Arts in Ashanti Region. The questionnaire included three different scales adopted and modified from (Maslach et al., 1996). The first scale included was the COVID-19 causative scale (12 items), the second scale included negative effects (12 items) and the last scale included the preventive strategies (16 items). A five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) was used to measure the three different scales. An example question of the causative scale included, "high workloads due to class size." An example question of negative effects included, "challenges in the delivery of the teaching and learning activities" Lastly, an example question of preventive strategies included "training on self-control and stress management". In the study, t-test, regression and analysis of variance test (F-test) were used for the analysis of the data. A t-test was used to determine whether there were significant differences between both the burnout levels and the classroom management attitudes and beliefs of male and female teachers. Furthermore, the data were analyzed using ANOVA to find out whether there were significant differences among different categories of the variables under study (age, gender, and education level). Again, the data were analysed using regression to test the impact of burnout on Visual Art Teachers (VAT).

RESULTS AND DISCUSSION

Table 1 Reliability Statistics

A Cronbach's Alpha was used to prove the reliability and how consistent will be of the data collected. The results gave a good coefficient alpha of 0.822.

Table 1. Gender distribution.

		Obs	*Percent*
	Female	21	18.8
	Male	90	80.4
	Total	111	99.1
Total		112	100

Table 1, it shows that out of 112 respondents surveyed 80.4 % of the respondents were male while 18.8% of the respondents were female.

Table 2. Educational qualification.

		Obs	**Percent**
Valid	Diploma	6	5.4
	1st Degree	82	73.2
	Master's Degree	20	17.9
	PhD	4	3.6
	Total	112	100

Table 2 indicates that the majority of the respondents' educational qualification is 1st degree representing 73.2% and the qualification is Doctor in Philosophy representing 3.6%.

Table 3. Age distribution.

		M	SD	Obs	Percent
	20-30			33	29.5
	31-40			53	47.3
	41-50			20	17.9
	51-60			4	3.6
	Total			110	98.2
Total		1.95	.794	112	100

Data from Table 3 suggests, a higher number of respondents which is 53(47.3%), took part in the study were within the ages of 31-40 years and the least age group was 51-60 years representing 4(3.6%). The average age is (M= 1.95, SD=.794).

Table 4. Marital status.

		Obs	Percent
Valid	Married	70	63.6
	Single	40	36.4
	Total	110	100
Total		112	

Table 4 shows the majority of the respondents who took part in the study is married representing 63.6% and the remaining 36.4% is single.

Table 5. Subject distribution according to teachers.

		Teachers	Percent
Valid	G.K.A	33	29.5
	Textiles	9	8
	G.K.A./Picture Making	12	10.7
	Sculpture	8	7.1
	Leather Work	8	7.1
	Graphic Design	25	22.3
	Picture Making	7	6.3
	G.K.A/ Ceramics	6	5.4
Total		112	100

From Table 5, most of the respondents who participated in the survey were teachers of General Knowledge in Art (G.K.A.) representing 29.5%, followed by Graphic Design teachers, representing 22.3% and the least participated participants were teachers teaching both G.K.A and Ceramics, representing 5.4%.

Table 6. School distribution.

Names of Participated Senior High Schools		Number of Visual Art Teachers	Percent
Valid	Prempeh College	4	3.6
	St. Louis	5	4.5
	KSTS	18	16.1
	Pakoso Community Day SHS	8	7.1
	SDA SHS Bekwai	14	12.5
	Kofi Agyei SHS	9	8
	Serwaa Nyarko SHS	6	5.4
	Ejisuman	15	13.4
	ESTS	2	1.8
	KNUST SHS	6	5.4
	Adventist Senior High Kumasi	3	2.7
	Kumasi Academy	9	8
Total		112	100

Table 6 indicates the number of Senior High Schools and Visual Arts teachers surveyed for this study.

Table 7. Causative, effects and preventive strategies

Variable	Obs	Mode	M	SD
CAUSATIVE AGENTS OF THE COVID-19 BURNOUT				
1. High workloads due to class size	112	Agree	3.313	1.389
2. Emotional exhaustion as a result of COVID-19 health concern	112	Agree	3.473	1.185
3. Financial problems	112	Agree	3.321	1.092
4. Fear or Uncertainty of the future	112	Neutral	3.607	1.11
5. Pressure from educational administrators	106	Agree	3.377	1.238
6. Role ambiguity	110	Neutral	2.973	0.999
7. Student-behaviour problems	108	Agree	3.574	1.129
8. Lack of social support	110	Agree	3.782	1.144
9. Lack of motivation	104	Agree	3.637	1.215
10. Lack of participatory decision-making	111	Agree	3.279	1.192
11. Inability to engage in cultural events such as funeral etc.	110	Neutral	3.536	1.217
12. Inability to associate with friends, and family as a result of the COVID-19 lockdown	112	Neutral	3.455	1.177
OVERALL MEAN			3.443	
NEGATIVE EFFECTS OF THE COVID-19 BURNOUT				
1. Challenges in the delivery of the teaching and learning activities	108	Agree	3.315	1.22
2. Reduction in productivity or efficacy in teaching	112	Neutral	3.179	0.97
3. Lack of enthusiasm	112	Neutral	3.179	0.942
4. Ineffective stress management strategies	112	Neutral	3.214	1.118
5. Demonstration of less empathy and intolerance toward their students	110	Neutral	2.709	1.061
6. Noticeable feelings of inadequacy	112	Neutral	3.08	1.00574
7. Job dissatisfaction	112	Neutral	2.759	1.05
8. Depression	110	Neutral	2.964	1.091
9. Sleep disorders	112	Neutral	2.991	1.095
10. Strained relations with family and friends	112	Neutral	3.232	1.082
11. Short temper	112	Neutral	2.563	1.02
12. Health consequences	111	Neutral	2.775	1.248
OVERALL MEAN			2.997	
COVID-19 BURNOUT PREVENTIVE STRATEGIES				
1. Training on self-control and stress management	112	Agree	3.821	0.951
2. Taking time off to think, reflect, meditate and pray	110	Agree	3.809	0.943
3. Taking time off their busy schedules to relax or sleep	112	Agree	3.676	1.18
4. Engaging in fun activities (game movie, concert)	112	Agree	3.429	1.271
5. Going for vacation	112	Agree	3.821	0.97
6. Aerobic exercises/muscles relaxation/breathing exercises	112	Agree	3.607	1.188

7. Sharing feelings with friends and family	110	Agree	3.6	1.094
8. Having a healthy home life	111	Agree	3.846	1.138
9. Eating a healthy balanced meal	110	Agree	4.073	0.945
10. School administration consulting teachers on curriculum development	110	Agree	3.827	1.132
11. Provision of adequate instructional facilities for teaching and practical activities	108	Agree	4	1.005
12. Giving teachers clear job descriptions and expectations	112	Agree	3.938	0.952
13. Offering training programmes targeted at the professional growth of teachers	110	Agree	3.882	1.147
14. Organizing health promotion and awareness programs for teaching staff	112	Agree	3.938	1.157
15. Setting short- and long-term realistic goals	110	Agree	3.891	1.026
16. Setting limits on excessive or inappropriate work demands	108	Agree	3.852	0.975
OVERALL MEAN			3.813	

Note: The five-point Likert scale ranges from Strongly Disagree =1, Disagree = 2, Neutral =3, Agree = 4, Strongly Agree= 5

Table 7 indicates the analysis of the causative agents, effects and preventive strategies of the COVID-19 burnout among Visual Art Teachers (VAT). With regards to the causes of the COVID-19 burnout, the responses to the first statement shows that high workloads due to class size are one of the causative agents of COVID-19 burnout (Mode = Agree, M = 3.313, SD = 1.389). The respondents also agree that emotional exhaustion as a result of COVID-19 health concern is a causative agent (Mode = Agree M = 3.473, SD = 1.185). Contrariwise, the respondents were neutral about these statements as causative agents of the C0VID-19 burnout among visual arts teachers: "financial problems, fear or uncertainty of the future, role ambiguity, lack of participatory decision-making and inability to engage in cultural events such as funeral". Owing to this, the overall mean (Mode= 4, M= 3.443) suggests the majority of the respondents were in agreement with the 12 statements (8 out of 12 statements indicate agreement) used to test as causative agents of the COVID-19 burnout among visual arts teachers in Ashanti Region specifically Senior High Schools.

Concerning the negative effects of the COVID-19 burnout on Visual Arts teachers, the respondents were neutral to the majority of the statements. For instance, out of 12 statements, only one shows positive agreement to the negative effect of the COVID-19 burnout on them that is "*Challenges in the delivery of the teaching and learning activities* (Mode = Agree M = 3.315, SD = 1.220). The overall mean and mode also indicate neutrality among the respondents (Mode = Neutral, M = 2.997). Regarding the preventive strategies to curb the COVID-19 burnout, the overall sampled participants representing 100% (112) agreed that the 16 listed statements in table 4.8 could be used as a strategy to control the COVID-19 burnout. The overall mean and mode suggest a positive agreement (Mode = Agree, M = 3.813).

(R1) Are there any significant negative effects of the COVID-19 burnout on gender (Visual Art Teachers)?

Table 8. Multiple regression analysis on the effect of covid-19 burnout on VAT

Equation	Obs	Parms	RMSE	"R-sq"	F	P
SEX	106	12	.3457316	0.3328	4.26196	0.0000

SEX	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
reduction	-.181413	.040236	-4.51	0.000	-.2613024	-.1015235
enthusiasm	.075653	.0555782	1.36	0.177	-.0346988	.1860047
Ineffective	-.0178913	.0465554	-0.38	0.702	-.1103282	.0745456
Demonstration	.0104773	.0407204	0.26	0.798	-.0703741	.0913286
Noticeable	.0318595	.0451367	0.71	0.482	-.0577605	.1214794
Job	.0745642	.0500429	1.49	0.140	-.0247972	.1739256
Depression	-.0519436	.0391799	-1.33	0.188	-.1297363	.025849
Sleep	-.1443254	.0448175	-3.22	0.002	-.2333117	-.0553392
Strained	.0598537	.0478056	1.25	0.214	-.0350655	.1547729
short	-.1216648	.0428757	-2.84	0.006	-.2067955	-.0365342
Health	.1344925	.0399829	3.36	0.001	.0551055	.2138795
_cons	2.185539	.1821568	12.00	0.000	1.823862	2.547216

The F-test analysis in table 4.8 shows that there is an equal variance between the two groups namely sex and the effects ((F test; F=4.26196 p=0.000(p<0.05)). Again, the only effects of the burnout that are statistically significant are reduction in productivity or efficacy in teaching difference *(t = -4.41, p=0.00(p<0.05))*, sleep disorders *(t = -3.22, p=0.02(p<0.05))*, short temper *(t = -2.84, p=0.006(p<0.05))* and health consequences *(t = 3.36, p=0.001(p<0.05))*. The rest is statistically insignificant (Table 4.9). However, 33% approximately of the variance is connected to the effects of COVID-19 burnout among VAT. This variation is too small leaving several differences unexplained. It could also be deduced that only reduction in productivity, as well as sleep disorders, short temper and health consequences, are predictors of the negative effects of the COVID-19 burnout among VAT. The value for the R-squared is 0.3328. This implies that in this model only approximately 33% of the variance accounts for the negative effect of burnout among teachers.

(R2) Are there any significant difference between burnout causes, effects and preventive strategies scores and the ages of Visual Art Teachers (VAT)

A one-way analysis of variance was conducted to evaluate the difference between burnout scores and the ages of Visual Art Teachers (VAT). The independent variable is the age of the Visual Art Teachers and the dependent variable is burnout scores. The independent variable has 4 levels: 20-30, 31-40, 41-50, and 51-60 while the dependent variable has 3 levels: causes, negative effects and preventive strategies. The ANOVA was insignificant COVID-19 burnout causes scores and ages of VAT *F (3, 106) = 2.240, p = .087.* The variance estimates between the subject scores (ages) are 1.014 and within the subject scores (ages) is .0.451. This implies that the population variance is nearly 2.2 times greater than within the subject scores (ages) that are being accounted for. The value for the R-squared is 0.060. This shows that, in this model, only approximately 6% of the variance accounts for burnout causes scores leaving several differences unexplained. Also, there was not a statistically significant difference between burnout negative scores and age *F (3, 106) = .647, p = .587.* The value R-squared is .018. Again, the ANOVA was insignificant between burnout preventive strategy scores and ages *F (3, 106) =2.221, p = .0.09* and the value for the R-squared is .059.

(R3) To what extent did Visual Art Teachers (VAT) burnout causes, negative effect and preventive strategy vary depending on socio-demographic factors such as (R3a) education level?

ANOVA was conducted to assess the difference between burnout causes, negative effects and preventive strategy and education level. The independent variable is education level and the dependent variable is burnout. The independent variable has 4 levels: Diploma, 1st Degree, Master's Degree, and Doctorate Degree and the dependent variable has 3 levels: causes, negative effects and preventive strategy. The ANOVA was insignificant between education level and burnout causes *F (3, 108) =1.735, p = .164.* The variance estimates between the subject scores (education level) are .783 and within the education level is .452. This means that the population variance is approximately 2 times greater than within the subject experience (education level) that is being accounted for. The value for the R-squared is .046. Also, there was not a statistically significant difference between preventive strategy among education level *F (3, 108) = .661, p = .578.* The value for R-squared is .018. However, the ANOVA was significant between burnout negative effect among education level F *(3, 108) =2.983, p = .035. The* variance estimates between the subject scores (education level) are 1.783 and within the group of education level is .352. The value for the R-squared is .077. This shows that, in this model, only approximately 8% of the variance accounts for burnout negative effects leaving several differences unexplained.

Since the overall *F-test* was only statistically significant between burnout negative effect score and education of levels of VAT, post hoc multiple comparisons were conducted to determine the pairwise difference among the means of the four groups of education levels. The procedure adopted for these multiple comparisons is Tukey. The Post-hoc t-tests indicated that there was a significant difference in the means between teachers with lower and high education levels and burnout negative effects (p=0.041) as well as between low and high education levels (p=0.047). However, low and middle educated VAT did not indicate the tendency of burnout negative effects (*p=.708)*. Again, there was not a significant difference in the means between VAT with middle and high education levels (p=.205). It could be deduced that VAT with lower, low and high education levels was highly affected during the COVID-19 burnout. The 95% confidence intervals for the pairwise differences are reported in Table 9.

Table 9. Post hoc test

Dependent Variable:	**Negative Effect**					
Tukey HSD						
(I) Educational Qualification		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Diploma	1st Degree	-.2289	.25077	.798	-.8833	.4255
	Master's Degree	-.3872	.27600	.500	-1.1075	.3330
	PhD	-1.0278*	.38275	.041	-2.0266	-.0290
1st Degree	Diploma	.2289	.25077	.798	-.4255	.8833
	Master's Degree	-.1583	.14788	.708	-.5442	.2275
	PhD	-.7989*	.30362	.047	-1.5912	-.0066
Master's Degree	Diploma	.3872	.27600	.500	-.3330	1.1075
	1st Degree	.1583	.14788	.708	-.2275	.5442
	PhD	-.6405	.32477	.205	-1.4880	.2070
PhD	Diploma	1.0278*	.38275	.041	.0290	2.0266
	1st Degree	.7989*	.30362	.047	.0066	1.5912
	Master's Degree	.6405	.32477	.205	-.2070	1.4880

Based on observed means.
The error term is Mean Square (Error) = .352.

*. The mean difference is significant at the .05 level.

Note: Lower =Diploma, low =1st Degree, Middle=Master Degree, High =PhD

The study aims to examine the COVID-19 burnout among Visual Arts Teachers (VAT) in Ghana such as the causes, effects and preventive strategies put in place in order to curb the burnout.

Causative Agents of the COVID-19 Burnout

The findings reveal that most of the visual art teachers agree that the causes of the COVID-19 burnout affected their profession and life during the pandemic. This finding is congruent with recent studies in an Italian and Chilean population, which showed a significantly lower psychological wellbeing among people and individuals with health risk factors (Lizana et al., 2021; Pieh et al., 2020). Similar results have also been found in Austria, where women and young adults aged less than 35 years and the unemployed and the impoverished have problems with mental health due to an increase in depression and a decline in quality of life.

Negative Effects of the COVID-19 Burnout

With regards to the negative effect of the COVID-19 burnout, teachers' opinions were normally distributed. There was no clear indication that the COVID-19 burnout has affected their quality of life and their field of work. Although studies on the effect of COVID-19 burnout on teachers is scanty, the findings reveal that visual art teachers face challenges in the delivery of teaching and learning activities due to inadequate resources. This result is paralleled with the studies conducted by (Sokal et al., 2020). Owing to this, recent research has shown that teachers have been stressed to adjust (at record time) to conduct online classes during lock-down (Besser et al., 2020). This stress is typically accompanied by worry, sadness and sleep disturbance as a result of increased workload as a result of home education (Ng, 2007). Another recent Arab study has confirmed that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily et al., 2020). Moreover, prior research has demonstrated that working at home using ICT can produce emotions of strain, anxiety, weariness and decreased work satisfaction (Cuervo et al., 2018) and that these were the only facilities accessible for teachers during the pandemic.

The research findings also indicate that under-efficiency, lower flexibility as evaluated by attitudes to change, and more demand for work combined with lower resources are connected with teacher burnout in the pandemic situation. In addition to this, the multiple regression analysis reveals that there is an equal variance between the two groups namely sex and the effects but approximately 33% of the variance is connected to the effects of COVID-19 burnout among VAT. This variation is too small leaving several differences unexplained. Also, the findings of this study confirm that a high percentage of visual art teachers suffer symptoms of sleeping disorders, short temper, health disorders; which is statistically significant according to the multiple regression analysis. A plethora of studies confirm these findings of the negative effect of COVID-19 burnout (Lizana et al., 2021; Besser et al., 2020; UNESCO, 2020b).

COVID-19 Burnout Preventive Strategies

Regarding the preventive strategies to curb the COVID-19 burnout, the overall sampled participants representing 100% (112) agreed that the 16 listed statements in table 4.8 could be used as a strategy to control the COVID-19 burnout. The overall mean and mode suggest a positive agreement. In line with a recent study in Japan, mindfulness, counselling those at risk of burnout, and reducing workload have been proposed as measures to address the widespread burnout among workers given the unprecedented surge in COVID-19 cases (Correia & Almeida, 2020). Also, psychological resilience has been highlighted as a protective factor against burnout (Di Monte et al., 2020). Although there are no simple answers to the prevention of burnout, it would be important to ensure shift efforts to prevent overwork and to provide support for mental health at a high level of policy to enhance efficiency. Taking time off busy schedules to relax is one of the preventive strategies to curb work burnout (Maslach & Goldberg, 1998). According to the authors, there are different strategies to reduce high excitement and achieve a calm condition, from biofeedback, meditation and massages to hot baths. Some relaxation tactics are geared for the job, while others focus on relaxing when the workday is through (Hamberger & Stone, 1983; Homer, 1985). A relaxed lifestyle also incorporates positive interests in non-work-related

activities and hobbies and is therefore promoted as a technique to compensate for burnout stress (MacBride, 1983).

Healthy living at home and nutritious food are other preventive precaution that was considered by the VAT. The necessity of excellent health is so important that frequently it is not explained why it is anti-burnout (Slavin, 2019). The opposite viewpoint, however, was that, in addition to their intrinsic health benefits, such wellness programmes, only temporarily reduce burnout and do not avoid stress problems (Donatelle & Hawkins, 1989). It is usually considered that a person is protected against burnout by good health and fitness. Therefore, most suggestions for burnout prevention contain diet and exercise advice in addition to the other measures (Leighton & Roye, 1984; Lowenstein, 1991; Ross, 1993). In addition to this, one apparent preventive measure adopted by the visual art teachers in this study was setting short- and long-term realistic goals and limits on excessive or inappropriate work demand. Sometimes this takes the form of advocating a permanent reduction in hours worked per week (Homer, 1985). In other cases, the proposal is to deliberately slow down the pace of work once burnout begins to appear, rather than to shift into overdrive and work harder than ever (Lyall, 1989). However, there was no significant difference between preventive strategies and socio-demographic factors such as sex, age and education level of Visual Art Teachers.

CONCLUSION

The study's purpose was to find out the causes, effects and preventive strategies for COVID-19 burnout syndrome for Visual Art teachers in Ghana. Also, it was to determine whether there was a significant negative effect of the COVID-19 burnout on the socio-demographic factors such as gender, age and educational levels of Visual Art Teachers (VAT). The findings of this study revealed approximately 33% of the variance accounts for the negative effect of burnout among teachers. With regards to the preventive strategies, the overall mean and mode suggest a positive agreement. Nevertheless, the difference between preventive strategies and socio-demographic factors such as age and educational level of VAT was statistically insignificant. Contrariwise, there was a significant difference between burnout negative effects and different categories of education level.

Given how much more research is needed to fully comprehend the complexities of burnout causes and effects, it would be premature to assume that there is a definitive solution to this problem. However, as the risk of burnout spreads to other work contexts, the need to identify those answers is becoming increasingly essential. The majority of advice for burnout prevention falls under the area of person modification according to burnout. Although workplace demands are significant the basic concept is that teachers have a larger role in burnout prevention. This individualistic argument is based on a variety of assumptions. To begin with, the cause of burnout is usually attributed to the teacher rather than the workplace. Burnout is caused not just by a harsh working environment but also by the teacher's workaholic attitude toward this situation. Again, for institutional burnout to be curbed, the stakeholders in education precisely the Ghana Education Service (GES) and Ministry of Education (MOE) must establish counselling units in schools to help teachers who are stressed. The scope of the study is dictated by quantitative variables and the specific recommendations made by the researchers. However, this study did not adequately address all the variables to assess burnout syndrome during the COVID-19 pandemic; a qualitative study is therefore suggested to investigate the actual practice of teachers that causes burnout, to create a more complete picture of the causes and effects of the burnouts. Also, one particular subject which the researcher has not discussed in this study, but which is worth researching and which complements this study is the perspective of pupils or students on COVID-19 burnout due to large class size.

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