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(IJEPC)**www.ijepe.com**EFFECTIVE PRACTICE STRATEGIES FOR OVERCOMING
BURNOUT AMONG MUSIC STUDENTS**Siti Nur Anis Shaarim¹, Bernard Tan Yong Boon^{2*}¹ Faculty of Music, Universiti Teknologi MARA (UiTM), Malaysia
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DOI: 10.35631/IJEPC.1060018**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

In this era of increasing importance of mental health, reports and complaints about burnout is not uncommon, even amongst music students. This research explores the factors contributing to burnout and investigates effective music practice strategies to mitigate its impact. Focusing on undergraduate students at the Conservatory of Music, Universiti Teknologi MARA (UiTM), Shah Alam, the study adopted a qualitative approach to examine the challenges and coping mechanisms employed by students, through the use of interviews and content analysis. Semi-structured interviews were conducted with 10 participants to gain in-depth insights into the causes of burnout, including time management struggles, performance pressure, and ineffective practice routines. The findings revealed that burnout manifests through emotional exhaustion, physical fatigue, and decreased motivation, significantly affecting students' academic and artistic performance. Moreover, through content analysis, the research highlighted several strategies to prevent and manage burnout. The role of support systems, including mentorship and institutional resources, was also emphasized in fostering a healthier and more sustainable learning environment. This study contributes to the growing body of research on burnout in music education by providing actionable recommendations for students, educators, and institutions. It underscores the importance of promoting mental well-being, effective practice strategies, and supportive environments to ensure the long-term success and resilience of music students.

Keywords:

Mental Health, Music Education, Burnout

Introduction

Music education provides students with an avenue for creative expression, skill development, and personal fulfilment. However, alongside its rewards, it presents significant challenges that can lead to burnout. Burnout, as defined by Cardinell (1981), is a state of persistent physical and emotional exhaustion that affects mental and physical well-being. In music students, it often manifests through frustration, helplessness, and depression, as well as physical symptoms such as back pain, headaches, insomnia, and other discomforts. These symptoms not only hinder a student's ability to progress musically but also diminish their overall quality of life. Burnout in music education is driven by various factors, including the pressure to achieve perfection. Music students frequently juggle overwhelming workloads, academic responsibilities, and performance deadlines. These challenges are compounded by the need to excel in unrelated academic courses and the stress of meeting high expectations in their musical pursuits. As Ericsson (1996) highlighted, sudden increases in practice hours, often required to meet performance goals, can result in overuse injuries and exacerbate burnout. This pressure to improve rapidly often leads to ineffective practice methods that discourage students and impair their progress.

The culture of perfectionism, performance anxiety, and career concerns further contributes to the stressors faced by music students. According to Bernhard (2005) and Raeburn et al. (2004), music majors experience unique challenges, including an unrelenting pursuit of perfection and the pressure to excel in competitive environments. This constant drive to meet high standards often leads to a cycle of stress, demotivation, and a loss of passion for music. Such stressors are not limited to short-term effects; untreated burnout can have long-lasting implications, including midlife crises and other psychological challenges (Cardinell, 1981). Recognizing the detrimental effects of burnout is essential in fostering a supportive and sustainable learning environment for music students. Effective practice strategies have been identified as a critical tool to alleviate stress, enhance productivity, and maintain a positive relationship with music. By implementing creative and structured approaches, students can address their challenges while nurturing their passion for music. As educators and institutions seek to bridge the gap between the demands of music education and students' well-being, it becomes clear that understanding and addressing burnout are vital to promoting a healthy and enriching learning experience.

This study aims to explore the practices, perspectives, and experiences of music students to identify strategies that can mitigate burnout. By examining the learning environment and its impact on students' mental and physical health, this research seeks to provide actionable insights for educators, students, and institutions. Ultimately, the goal is to foster a nurturing and lasting educational environment that supports students' artistic development and overall well-being.

Problem Statement

Music students face a range of specific challenges that significantly affect their academic and personal well-being. One of the primary issues is time management. Trying to balance the demands of general education courses, specialized music classes, and personal responsibilities is a constant struggle for many students. According to Conway et al. (2010), music students often find themselves overwhelmed as they attempt to set aside sufficient time for practice, academic assignments, and other aspects of their lives. This imbalance leads to feelings of stress, frustration, and exhaustion, contributing to burnout.

Another major challenge is performance pressure. Students feel pressured to perform to extraordinarily high standards because of the competitive nature of the music industry. Anxiety surrounding performances and fear of failure can make the learning experience highly stressful. Dews and William (1989) explain that the pressure to succeed in a competitive industry can lead to mental health issues such as heightened anxiety and self-doubt.

A third issue lies in the use of ineffective practice methods. Many students apply low-level strategies during practice sessions, such as playing through entire pieces without addressing specific errors or difficult passages. As Hallam (1997) observes, this approach often leaves mistakes uncorrected and limits students' progress. Inefficient practice not only reducing musical development but also contributes to a sense of stagnation and frustration, which worsens burnout.

These challenges collectively impact the mental and physical well-being of music students, potentially leading to burnout. Burnout can have far-reaching consequences, affecting academic performance, emotional stability, and long-term career prospects in the music field. Additionally, institutions often lack tailored resources and support systems to address the specific needs of music students. Students are left to handle things on their own without the help of efficient interventions, endangering both their general well-being and creative development. This study seeks to address these challenges by exploring the factors contributing to burnout and identifying effective strategies to prevent and manage it, ultimately fostering a healthier and more sustainable learning environment for music students.

Therefore, the research questions of this research are as follows:

1. What are the factors that contribute to burnout among music students?
2. What strategies are effective in preventing burnout among music students?

The research objectives of this research are as follows:

1. To identify the factors that contribute to burnout among music students.
2. To investigate strategies that are effective in preventing burnout.

Literature Review

This section reviews the literature related to burnout and practice strategies in music education, focusing on factors that contribute to burnout, time management challenges, and effective strategies for mitigating these issues.

Navigating Burnout in Music Education

Burnout is a common phenomenon among music students due to the rigorous demands and high expectations placed on them. Several factors contribute to burnout, including long hours of practice, performance anxiety, competition, and lack of support and resources (Jääskeläinen et al, 2022). Existing literature on the concept of burnout has primarily focused on burnout in the corporate and business world and its negative consequences on corporate life. However, recent studies have started to explore burnout specifically in the context of music education and its impact on music students. These studies have found that burnout among music students can manifest in various ways, including physical and mental exhaustion, reduced motivation and enjoyment, decreased academic performance, and increased risk of dropout (Jääskeläinen, 2022).

One study conducted by Zetterberg et al. examined the relationship between workload and burnout among music students (Jääskeläinen et al, 2022). They found that students who reported having a heavier workload were more likely to experience burnout symptoms, such as fatigue, stress, and decreased motivation. Another study conducted by Hilt et al. explored the role of perfectionism in music student burnout. They found that students who displayed high levels of perfectionism were more susceptible to burnout, as the constant striving for flawless performances and self-imposed pressure contributed to heightened stress and decreased enjoyment in their musical pursuits. To address and prevent burnout among music students, effective practice strategies have been identified in the literature. One practice strategy is the implementation of mindfulness techniques, such as meditation and deep breathing exercises, to help students alleviate stress and cultivate a more positive mindset (Girgin, 2020). Another strategy is the promotion of healthy work-life balance, where students are encouraged to take breaks, engage in non-musical activities, and prioritize self-care (Varona, 2018). Additionally, providing students with mentorship and support systems can also help alleviate burnout by creating a sense of community and ensuring that students have someone to turn to for guidance and emotional support (Jääskeläinen et al, 2022).

Music teachers play a crucial role in motivating and encouraging music students to engage in their musical education (Girgin, 2020). They have the opportunity to create a supportive and nurturing learning environment that fosters a healthy relationship with music and helps prevent burnout (Jääskeläinen et al, 2022).

Time Management Challenges in Music Education

The issue of time challenges in music education and the strategies to overcome burnout have been a focus of research in recent years. Several studies have investigated the experiences of undergraduate music students and in-service teachers, highlighting the prevalence of stress, anxiety, and burnout in the music education profession and its relationship to burnout in the music education profession (Kuebel, 2022). One study conducted by Jacobs and Dodd (2003) explored the subjective experience of overload and its relationship to burnout in music students. Their findings revealed that a high workload, lack of time management skills, and the pressure to excel academically contributed to increased levels of burnout among music students. Moreover, a separate study also highlighted student's increasing use of AI applications while having "heightened perceptions...regarding the performance expectancy of AI applications in supporting their academic endeavours." (Lavidas et al, 2024) This also reflected the time management challenges they experienced.

Another study by Wennström (2020) examined the perceived workload of students in relation to their actual allocated study time (Jääskeläinen et al, 2022). The result showed that many music students experienced a discrepancy between their perceived workload and the time they allocated for their studies, leading to feelings of stress and burnout (Jääskeläinen, 2022). Another study conducted by Blix et al. (2018) investigated the time challenges faced by music teachers (Jääskeläinen et al, 2022). Their findings indicated that music teachers often struggle to find a balance between fulfilling their teaching responsibilities and engaging in personal creative pursuits, leading to feelings of overwhelm and exhaustion. In addition to these studies, research has also identified various strategies and practices that can effectively address time challenges and mitigate burnout in music education. For example, Lee and Stambaugh (2020) suggested that implementing effective time management techniques, such as prioritizing tasks,

setting realistic goals, and maintaining a structured schedule, can help music students and teachers better manage their time and reduce the risk of burnout (Jääskeläinen et al., 2022).

The body of literature surrounding time management challenges in music education underscores the pervasive nature of stress, anxiety, and burnout within the field. The studies by Kuebel (2019) and Jacobs and Dodd (2003) shed light on the overwhelming workload, deficient time management skills, and academic pressures faced by music students, all of which contribute significantly to elevated levels of burnout. Wennström's (2020) exploration of the perceived workload versus actual study time allocation further reveals the dissonance experienced by music students, leading to stress and burnout. Additionally, Blix et al.'s (2018) investigation into the time challenges faced by music teachers highlights the delicate balance between professional responsibilities and personal pursuits. In response to these challenges, scholars such as Lee and Stambaugh (2020) propose practical strategies, emphasizing the importance of effective time management techniques, prioritization, realistic goal-setting, and maintaining structured schedules to mitigate the risk of burnout. As we delve into the intricacies of time-related issues in music education, it becomes evident that proactive and intentional measures can be implemented to foster a more sustainable and enriching learning environment for both students and educators alike. This comprehensive understanding of time management challenges and the proposed strategies lays the groundwork for future research and interventions aimed at cultivating resilience and well-being within the realm of music education.

Existing Practice Strategies for Preventing Burnout

Burnout among music students is a significant issue, resulting from the high demands of practice, performance, and academic obligations. To address these challenges, various strategies have been identified in educational and psychological efficiency, and promote mental well-being while minimizing stress. Barry (2023) mentioned that practice is an important element in music studying as it contributes to the development of basic music skills and music expertise. However, students often face difficulties in maintaining the required practice hours to enhance their performance abilities, particularly due to the demanding and directive nature of modern school instruction (Creech and Gaunt, 2013).

A study by Luqian Zhao (2021) explores the challenges and strategies related to motivating music students to practice effectively. Behavioural, cognitive, and humanistic theories have been examined and applied to understand motivation across various fields (Madariaga, 1988). There were two primary theories are highlighted which are Self Determination Theory (SDT) and Interest Theory. Self-Determination Theory (SDT) explains motivation with consideration to the social circumstances and further elaborates the intrinsic or extrinsic motivation model. Extrinsic motivation is the pursuit of an activity for any reason other than the activity itself, whereas intrinsic motivation is the pursuit of an activity for its own sake and because it is enjoyable, claim Evans and Bonneville-Roussy (2016). SDT developed the intrinsic or extrinsic motivation model with four regulatory types, ranging from relatively external to the self to relatively internal with the self, rather than merely classifying motivation as intrinsic or extrinsic (Ryan and Deci, 2000). While some regulations involve the conscious valuation of an activity or an object that are not intrinsically motivating but are nonetheless regarded as personally significant, external regulations are typified by external rewards and punishments (Renwick and McPherson, 2002).

However, Interest Theory examines the relationship between individual and situational interests in motivating students. It posits that students with a long-term commitment to music are more likely to practice effectively. While situational interest can be sparked by environmental factors. Both types of interest can coexist and significantly influence students' engagement and learning outcomes. Individual interest, according to Renwick and McPherson (2002), is a more consistent and long-lasting orientation towards an activity, like learning an instrument. Children who make a long-term commitment to learning have been shown to practise more and produce better learning outcomes (McPherson, 2001). The literature also indicates that students' beliefs about their abilities, the perceived value of tasks, and the level of challenges they encounter are closely linked to their motivation to practice. Research has shown that providing students with choices in learning materials can enhance intrinsic motivation and lead to improved learning results. Offering students a choice of musical instruments and repertoires and letting them select their favourites can, on the other hand, let them pursue their interests and, on the other, lessen the negative effects of a lack of excitement for practice while elevating proficiency. Encouraging positive attitudes towards music study and practice can internally motivate students. Hidi's (2000) research has demonstrated the effectiveness of this approach in motivating students to practice.

This research supports previous findings that both external and internal motivations play a significant role in music practice, and that effective practice strategies are crucial for influencing students' learning outcomes. It is therefore essential for educators to identify suitable methods of to motivate their students to engage in practice. Strategies to enhance external motivation include assessment, performance opportunities, and other tasks that students find valuable. However, individual differences must be taken into account, as a single strategy may not be effective for all students. For example, in this study, performance opportunities had different impacts on participants. Unlike other fields, music education involves content that is more procedural and deeply tied to individual preferences, emotional expression, and personal experiences, making it a more complex area to study (Sanz and Orbea, 2014).

Methodology

This study employed a qualitative research design to explore the factors contributing to burnout among music students and the effective practice strategies to mitigate it. The qualitative approach allows for an in-depth understanding of participants' experiences, perspectives, and practices within their unique educational contexts. This design aligns with the study's objectives to uncover meaningful insights into the challenges faced by music students and the strategies they use to overcome them. The research process involved two methods: semi-structured interviews and content analysis. These methods were designed to provide a comprehensive understanding of the factors contributing to burnout among music students and effective strategies for managing it.

Collection of Data

This research has been screened for ethical approval under the Ethics Review Committee of the Conservatory of Music, College of Creative Arts, Universiti Teknologi MARA. The ethics approval considered the risk of research combined with the background of the participants involved and has cleared this research with the ethical approval of "Minimal Risk" (MR) with the reference number of CCA/12/PKM/2024(MR13).

The first data collection method is semi-structured interviews, which allows for both structured guidance and the flexibility to explore participants' experiences in depth. An interview guide was developed to include open-ended questions that address key themes such as the causes of burnout, time management challenges, and the strategies music students use to cope. These questions encouraged participants to share their thoughts and experiences freely, offering rich qualitative data. The interviews took place in a comfortable and private setting to ensure participants feel at ease, fostering open and honest communication. The timing and location were coordinated with participants to accommodate their schedules and minimize disruptions. With participants' consent, all interviews were audio-recorded to ensure accuracy and completeness. Prior to each session, participants were informed about the purpose of the recordings and the measures in place to maintain confidentiality. These recordings were then transcribed verbatim, allowing for detailed analysis of participants' responses. The transcriptions served as the primary data source for thematic analysis, which identified patterns and recurring themes relevant to the research objectives.

In addition, this research incorporated a literature analysis to provide a theoretical foundation and contextualize the findings. Relevant studies and publications on burnout, practice strategies, time management, and music education are analysed to identify existing themes, trends, and gaps. This analysis explored prior research to understand the broader context of burnout in music education and evaluate strategies that have been proposed or implemented. By synthesizing this information, the literature analysis offered valuable insights that align with the data collected from participants. It also ensured that the findings from this study contribute to and build upon the existing body of knowledge in the field of music education. By combining semi-structured interviews with literature analysis, it created a holistic approach to understanding the challenges faced by music students and the strategies that can support their well-being and success.

Analysis of Data

The analysis of the collected data involved a systematic process to ensure accurate and meaningful insights are derived from the semi-structured interviews and literature analysis. The data collected through interviews with UiTM music students was first transcribed verbatim to capture the full depth of participants' responses. The transcripts were then carefully reviewed and organized into themes that align with the research questions. Themes such as time management challenges, performance pressure, ineffective practice strategies, and effective interventions were identified based on the recurring patterns and ideas shared by participants.

Each participant was assigned a unique code, such as 'E1', 'E2', & 'E3', 'C1', 'C2', & 'C3' until 'P1', 'P2', & 'P3' to maintain confidentiality during the analysis. These labelling reflect their main specialisation of studies, namely education, composition and performance. These differences might be considered due to the slight differences present in these programmes. The thematic analysis involved coding the transcribed data and categorizing it into relevant themes, enabling a deeper understanding of the experiences and perspectives of music students. The findings from this analysis were used to draw connections between the challenges faced by students and the strategies they use to overcome burnout. Ten students from Bachelor of Music programs, which is Bachelor of Music Education (Hons), Bachelor of Music Composition (Hons) and Bachelor of Music Performance (Hons) were labelled into:

Bachelor of Music Program	Participant's Code	Gender
Bachelor of Music Education (Hons)	E1	Male
	E2	Female
	E3	Male
	E4	Male
Bachelor of Music Composition (Hons)	C1	Male
	C2	Male
	C3	Male
Bachelor of Music Performance (Hons)	P1	Male
	P2	Female
	P3	Male

Table 1 : Categorisation and Coding for Participants of Interviews

During the interview, the ten participants were asked questions. The interviewees signed a declaration form for anonymity and consent. The interviewee had the opportunity to elaborate on all of the questions and provide an explanation of themselves. The interviews were also audio recorded and transcribed. To ensure that they accurately represent the participants' viewpoints, the interview notes were examined. The data were then categorised into three main themes: factors, impacts and solutions. To make data analysis easier to understand, a number of word codes were combined.

For the literature analysis, relevant studies and publications on burnout, practice strategies, time management, and music education were critically reviewed. The analysis focused on identifying key themes, trends, and gaps in the existing research. By synthesizing this information, the literature analysis provided a theoretical framework to contextualize the findings from the interviews. This dual approach ensured that the data analysis is both grounded in participants' lived experiences and supported by existing research. The integration of interview data with insights from the literature strengthened the validity of the findings and contribute to a comprehensive understanding of burnout and its management in music education.

Data Collection and Discussion

The data collected for this study are categorised into three main themes: factors, impacts and solutions. However, due to the wider area of solutions collected, the researcher has decided to further divide solutions into three sub-categories: practice strategies, support systems, and practice environment. Hence, the data collected from the semi-structured interviews have produced five major themes as follows:

- 1) Factors contributing to burnout
- 2) Emotional and physical impact
- 3) Practice strategies for managing burnout
- 4) The role of support systems
- 5) Improvements in practice environment

The participants' perspectives, experiences, and coping mechanisms regarding burnout are reflected in these themes. The focus of this study is to explore the challenges faced by music students, identify the factors contributing to burnout, and evaluate the effectiveness of practice

strategies in mitigating its impact. The themes identified directly aligned with the research questions, ensuring that the findings address the study's objectives.

Factors Contributing to Burnout

The analysis identified several key factors contributing to burnout among music students, with 'workload' emerging as the most frequently mentioned keyword among participants. Numerous students expressed challenges in balancing unrelated academic courses, with their practice schedules. The keyword 'pressure' was also frequently highlighted, especially in the context of performance expectations for recitals and assessments, where participants described experiencing feeling more stressed and anxious.

'Time management' was another often-mentioned keyword, as participants often talked about how difficult it was to allocate sufficient practice time while managing academic responsibilities. These keywords' frequent use highlights how complex burnout is in music education and it became abundantly obvious from analysing the experiences of the participants that academic workloads, performance pressures, and poor time management were the main causes of burnout among music students.

"The main cause of my burnout is the heavy workload from assignments that are not related to my major subject. I feel like I have wasted valuable time on those unrelated tasks instead of focusing on my major instrument." (P2)

"Unnecessary subjects unrelated to our major add burden to us as students. Plus, the workload given by the lecturers from these unrelated courses is too demanding for us." (C2)

These findings are consistent with previous research. According to Bernhard (2005), the demanding nature of music education, coupled with perfectionism and performance anxiety, creates an environment ripe for burnout. Similarly, Ericsson (1996) emphasized that abrupt increases in practice hours without proper planning often led to overuse injuries and stress. The pressure to excel academically and musically is a recurring theme in the literature, as highlighted by Jääskeläinen et al. (2022), who noted that students frequently struggle with prioritizing their time effectively.

To address this issue, institutions should think about changing their educational curriculum to lessen the focus on irrelevant or unrelated academic courses and give students more time to practise their principal instruments.

Emotional and Physical Impact

The analysis revealed that the keywords 'frustration,' 'demotivation,' and 'helplessness' were frequently mentioned by participants when describing the emotional toll of burnout. Due to these enduring negative emotions, many participants expressed a sense of losing passion for music and questioning their future career paths due to these persistent negative feelings.

'Fatigue' was a prominent keyword on the physical side, as students often reported feeling exhausted from prolonged practice sessions. The physical strain connected to intensive practice schedules and performance preparation was also highlighted by terms like 'back pain' and 'stress-related injuries', which were frequently mentioned.

The literature corroborates these findings. Cardinell (1981) defined burnout as persistent physical and emotional exhaustion, often accompanied by symptoms like irritability, depression, and physical discomfort. Maslach (1976) further emphasized that prolonged burnout can lead to chronic health issues, such as insomnia and musculoskeletal problems, which were evident in the participants' responses.

Counselling services and workshops on mental health should be established by universities especially for music students. These resources can offer expert guidance and methods for dealing with stress and burnout.

Practice Strategies for Managing Burnout

In order to manage burnout, participants used a variety of coping mechanisms, with a particular emphasis on developing disciplined practice schedules. Many stressed how crucial it is to take regular breaks in order to improve and maintain productivity. Instead of focusing on long sessions, some participants changed their practice schedules to emphasise more manageable, smaller goals. Deep breathing exercises and other mindful practices were also found to be useful in assisting participants in regaining their concentration and clarity during practice. In order to reduce stress and maintained a balanced lifestyle, some participants also took part in non-musical activities.

Varona (2018) advocated for balanced schedules that include breaks and leisure activities to help students recharge and sustain focus. Similarly, Renwick and McPherson (2002) emphasized that mindful and goal-oriented practice significantly improves students' productivity and reduces stress. Teachers should encourage students to develop structured practice routines, incorporate regular breaks, and explore mindfulness techniques to reduce stress and improve productivity.

The Role of Support Systems

Support systems such as lecturers, friends, and family were essential in assisting participants in coping with burnout. Many students appreciated the encouragement and emotional support they got from classmates who had gone through similar struggles. In addition, family members were crucial in offering moral support. The lecturers were acknowledged for offering helpful feedback and fostering an open communication environment. However, some participants noted the need for institutional resources, such as counselling services, to better support students facing burnout.

These findings resonate with the literature. Raeburn et al. (2004) emphasized the importance of nurturing relationships in reducing stress among music students. Additionally, Bernhard (2005) highlighted that supportive feedback from lecturers fosters a positive learning environment, helping students feel more confident and motivated. Institutions should encourage collaborative projects, ensembles sessions, and group practises to create a supportive atmosphere, lessen feelings of loneliness, and create peer networks.

Improvements in Practice Environment

In order to reduce burnout, participants recommended changes to the program's structure. It was generally advised to reduce academic workloads that had nothing to do with music and to concentrate more on music-related subjects. Additionally, emphasis was placed on personalised teaching strategies because they enable more individualised feedback that meets

the needs of each individual student. In order to encourage creativity and enjoyment in learning, participants also recommended making the environment more collaborative and less stressful.

“The academic workload should focus more on our major, with fewer unrelated subjects. This would allow us to dedicate more time to practice.” (C3)

“If lecturers could create a more flexible curriculum and adapt their teaching to individual student needs, it would help us stay motivated and reduce stress.” (P3)

Jääskeläinen et al. (2022) highlighted the value of tailored teaching methods that address individual student needs, while Sanz and Orbea (2014) emphasized the importance of reducing external pressures to encourage creativity and enjoyment in learning. To accommodate the unique needs and abilities of every student, lecturers should use individualised teaching strategies. Future studies should examine the impact of burnout on the long-term careers of music students as well as efficacy of institutional interventions in mitigating burnout.

The results draw attention to the difficulties faced by music students, such as the strain of coursework, performance expectations, and the psychological and physical effects of burnout. Effective methods for handling these difficulties were found to include mindfulness exercises, organised practice schedules, and supportive networks. The suggestions made by participants to enhance the practice setting offer insightful information about how to design a supportive and well-rounded teaching strategy for music programs.

Conclusion

The purpose of this study was to investigate the factors of burnout among music students and explore strategies to lessen its effects. The findings successfully addressed the research objectives and answered the research questions. Participants offered insightful information about the causes of burnout, such as heavy workloads, pressure to perform, and ineffective time management. The demands of irrelevant academic courses made these difficulties even worse, highlighting the need for educational reforms.

The study's objective of identifying effective strategies for managing burnout was also accomplished. Participants showed that structured practice routines, mindfulness techniques, and peer collaborations were beneficial in reducing stress. The importance of peer networks, family support, and lecturer guidance was highlighted in the results of the successful exploration of the role of support systems. However, the lack of institutional support services emerged as a significant limitation, indicating an area for improvement.

The question of how music students experience burnout and how to deal with it has been effectively addressed by the research. By providing practical recommendations for educators and institutions, this study contributes to the growing body of knowledge on burnout in music education. It emphasises the necessity of a well-rounded curriculum and extensive support networks that put students' welfare first. As this study involves a qualitative study on a limited scope of study, future studies could examine a wider scope of music students beyond tertiary studies, while also involving burnout's long-term effects in greater details and assess how well institutional interventions work. Nevertheless, this research provided an interesting perspective on considering the issue of burnout amongst music students, which sparks an awareness of the

importance in mental health even in an area of study that is not conventionally "stressful" in the perception of the wider public.

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