

## Analysis of physical education teachers' professional anxiety and self-efficacy perceptions

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### ABSTRACT

This study aimed to examine physical education teachers' perceptions of professional anxiety and self-efficacy. A total of 265 teachers participated voluntarily in the study. The sample consisted of 39.6% women (n = 105) and 60.4% men (n = 160). Teachers' anxiety levels were measured with the Anxiety Scale for the Teaching Profession (PMYS) and their self-efficacy levels were measured with the General Self-Efficacy Scale (GSS). In the comparison made according to professional years, it was determined that the self-efficacy and anxiety levels of teachers with 5-9 years of experience were higher than those of other professional years. In the comparison made according to the status of doing sports, it was seen that the self-efficacy and anxiety levels of those who did sports for 0-1 year and those who did sports for 4 years or more were higher than the other groups. As a result of the analysis of the relationship between PMQS and DT, a significant relationship was detected at the  $p < 0.05$  level and this relationship was found to be at a moderate positive level ( $r = 0.543$ ). Both self-efficacy and anxiety levels of those who have been in the profession for 5-9 years and those who have been doing sports for 0-1 year were higher than other participants, and as general self-efficacy increased, self-esteem also increased.

### KEYWORDS

Teaching; Physical Education Teaching; Self-Efficacy; Professional Anxiety

## **1. INTRODUCTION**

Since the early days of its existence, humanity has had basic tendencies such as learning, teaching and being able to put this knowledge into practice. These basic behaviors have evolved into certain systems and programs over time, revealing the phenomenon of education. With the progress of humanity, the need for education has constantly increased. The element that plays a key role and has a guiding effect in achieving the goals of the education system is the teacher. For this reason, teachers are often defined as a fundamental and effective element of education (Demirtaş, Cömert, & Özer). A widely accepted definition of a teacher is as follows: "Individuals trained for this task and purpose are to guide or direct the learning processes of students in private or public educational institutions." A teacher operating in the field of education is an individual who creates educational materials together with students, provides an effective learning environment, guides students and parents, has high general knowledge and experience in his field of expertise (Bek, 2007).

Teacher candidates who graduate from the field of physical education and sports teaching grow up as individuals who have general culture, field knowledge and teaching profession knowledge. By using these qualifications, they are well-equipped educators who can successfully implement physical education and sports education curricula in primary and secondary education institutions (Özer, 2015). A Physical Education teacher performs a special profession that can successfully implement physical education curriculum in primary and high school level schools and has a wide range of field knowledge, professional knowledge and general culture. These teachers provide education and guidance to students by taking part in in-school and out-of-school activities as well as physical education classes (İrez, 2005). Anxiety is a concept that plays an important role in the field of psychology. Anxiety, which is the state of being uneasy, sad and worried, can be defined as a kind of fear.

Many studies are available in the literature to understand this emotional state. Beck stated that anxiety is related to what the individual internalizes about how he perceives and makes sense of the world. On the other hand, anxiety may arise when a person's unconscious wishes and expectations do not match each other. Responses to anxiety may be influenced by culture. What emotional states and events we are culturally sensitive to and anxious about can be effective in determining our level of anxiety towards these situations and events (Khojizada, 2019). The belief that a person can successfully complete a task is called self-efficacy. If teachers accurately evaluate their own effectiveness in planning activities, implementing them, managing the classroom, communicating, and contributing to the development of desired behaviors, their self-efficacy levels may increase. Teachers may experience anxiety for various reasons while performing their duties within the school. Anxiety

is an emotion that usually occurs in situations of negative emotions, uncertainty and uncertainty. Emotions such as anxiety experienced by teachers can affect an individual's self-efficacy. In this context, it is thought that there is a relationship between teachers' self-efficacy levels and the anxiety they experience (Horasan, 2022).

Research shows that examining teachers' self-efficacy is an important way to understand teacher behavior. In this context, it is thought that determining teachers' self-efficacy and associating these characteristics with different variables will help teachers, academicians and administrators who want to make decisions regarding education. When the literature was examined, it was seen that there were very few studies on whether there was a relationship between physical education teachers' anxiety and self-efficacy perceptions. This research aims to examine the professional anxiety and self-efficacy perceptions of physical education teachers.

## **2. METHODS**

### **2.1. Participants**

The population of our research consisted of physical education teachers working in schools affiliated with the Ministry of National Education. The sample consisted of 265 participants, of whom 39.6% were women ( $n = 105$ ) and 60.4% were men ( $n = 160$ ). They were randomly selected from the sample universe and agreed to participate in the research voluntarily.

### **2.2. Instruments and procedures**

In our research, a "personal information form" prepared by the researcher was used to determine the demographic information of the participants and to measure their professional anxiety levels. Anxiety Scale Towards the Teaching Profession developed by Köklükaya & Yıldırım (2016) for the purpose of (ÖMYKÖ) was used. The scale consists of 35 items; It consists of four sub-dimensions: uneasiness, anxiety, fear and hesitation, according to teachers' professional anxiety levels. During the development phase of the scale, Cronbach Alpha levels were found to be 0.92 for the whole scale and 0.87, 0.85, 0.78 and 0.71 for the other subscales, respectively. Participants' self-efficacy levels were measured with the General Self-Efficacy Scale (GAS). (Yıldırım & İlhan, 2010). The original version of GÖÖ was added to the literature by Seherer et al. (1982). As a result of the factor analysis of the Turkish adaptation of the scale, it was determined that the scale consists of 17 items and 3 sub-dimensions: initiation, perseverance and maintenance effort-persistence. Cronbach Alpha coefficients for the entire scale and its subscales were found to be between 0.78 and 0.81. Demographic data were also collected together with the scales in our research in order to determine the demographic

characteristics of the participants and to make comparisons according to the scores obtained from the scales.

After determining the scales to be used in the research, the scale items were uploaded to the Google Survey application and teachers were asked to fill out the surveys between June and October 2023. Survey announcements were made through teachers' social and online platforms.

### **2.3. Statistical Analysis**

The statistical stages in our research were carried out as follows: Validity-reliability tests were applied to the scales in order to determine the usability of the scales in the research. Reliability testing was done using Cronbach Alpha analysis. PMQQ was found to be 0.978 for all items, 0.930 for the anxiety subscale, 0.939 for the anxiety subscale, 0.942 for the fear subscale and 0.886 for the shyness subscale. The score of all items for IAS was found to be 0.728, for the initiation sub-dimension it was 0.867, for the persistence sub-dimension it was 0.715, and for the maintenance effort-persistence sub-dimension it was 0.732. As a result of the validity and reliability analysis, the usability of both scales in our research was proven, and the data analysis process was started. First of all, normality tests were applied to the data, and it was observed that the kurtosis and skewness values of all distributions according to the dependent variables for all scales and their sub-dimensions were within  $\pm 1.5$ . As a result of the normal distribution of the data, independent sample t-test was used to compare two groups, and one-way ANOVA tests were applied for more than two groups. Tukey test, one of the post-hoc tests, was applied to determine the source of the difference resulting from the Anova test. Correlation analysis was applied to examine the changes that may occur in the level of self-efficacy as the level of professional anxiety changes. In our study, the confidence interval was accepted as 95% and the significance level was accepted as  $p < 0.05$ .

### **3. RESULTS**

When Table 1 is examined, we observe that 39.6% of the research group is female and 60.4% is male, 9.8% is 150-160 cm, 34.3% is 161-170 cm, 42.6% is 171-180 cm, 13% 2 of them are 181 cm and above 20.4% are 50-60 kg 30.9% are 61-70 kg 29.8%. It was observed that 18.9% of 71-80 kg were 81 kg and above. Additionally, 52.5% are married, 47.5% are single, 15.8% are 20-25 years old, 37.0% are 26-30 years old, 24.2% are 31-35 years old 9.1% 36-40 years old, 14.0% are 41 years old and over, 44.9% are 0-4 years old, 30.6% are 5-9 years old 10.6% have 10-14 years of professional experience, 14.0% have 15 years or more of professional experience, 74.7% do sports, 25.3% do not do sports, 24.5% do sports for less than one year. It was determined that 4.2% of the participants had

done sports for 1 year, 6.4% had done sports for 2-3 years, and 64.9% had done sports for 4 years or more.

**Table 1.** Analysis of the research group regarding demographic information

<b>Variables</b>		<b>N</b>	<b>Percentage (%)</b>
<b>Gender</b>	Woman	105	39,6
	Male	160	60,4
<b>Marital status</b>	Married	139	52,5
	Single	126	47,5
<b>Age</b>	20-25 years old	42	15,8
	26-30 years old	98	37,0
	31-35 years old	64	24,2
	36-40 years old	24	9,1
	41 years and above	37	14,0
<b>How many years are you in the profession?</b>	0-4 years	119	44,9
	5-9 years	81	30,6
	10-14 years	28	10,6
	15 years and above	37	14,0
<b>Do you do sports?</b>	Yes	198	74,7
	No	67	25,3
<b>If your answer is yes, for how many years?</b>	less than 1 year	65	24,5
	1 year	11	4,2
	2-3 years	17	6,4
	4 years and more	172	64,9

When Table 2 was examined, it was determined that there was no statistically significant difference between the gender variable and the total and sub-dimensions of the self-efficacy scale ( $p < 0.05$ ). Additionally, it was determined that there was no significant difference between the anxiety scale total and sub-dimensions of the gender variable ( $p < 0.05$ ).

**Table 2.** Independent samples t-test results comparing self-efficacy and occupational anxiety sub-dimensions by gender

<b>Sub-Dimensions</b>	<b>Gender</b>	<b><math>\bar{X}</math></b>	<b>Ss</b>	<b>t</b>	<b>p</b>
<b>Start</b>	Woman	2,13	,878	,828	0,40
	Male	2,05	,818		
<b>Undaunted</b>	Woman	3,21	,474	-,692	0,49
	Male	3,26	,492		
<b>maintenance/insistence</b>	Woman	3,83	,653	-,662	0,50
	Male	3,89	,720		
<b>Self-efficacy scale total</b>	Woman	2,75	,528	,379	0,70
	Male	2,73	,479		

<b>Uneasiness</b>	Woman	2,14	,991	-,975	0,33
	Male	2,27	1,10		
<b>Anxiety</b>	Woman	2,10	1,04	-,298	0,76
	Male	2,15	1,19		
<b>Fear</b>	Woman	2,11	1,18	-,624	0,53
	Male	2,21	1,29		
<b>Don't hesitate</b>	Woman	2,33	1,23	-,422	0,67
	Male	2,39	1,29		
<b>Occupational anxiety scale total</b>	Woman	2,14	1,02	-,679	0,49
	Male	2,23	1,14		

\* $p < 0,05$

When Table 3 was examined, it was determined that there was no statistically significant difference between the marital status variable and the total and sub-dimensions of the self-efficacy and professional anxiety scale ( $p > 0.05$ ).

**Table 3.** Independent samples t-test results comparing self-efficacy and occupational anxiety sub-dimensions by marital status

<b>Sub-Dimensions</b>	<b>Marital status</b>	$\bar{X}$	<b>Ss</b>	<b>t</b>	<b>p</b>
<b>Start</b>	Married	2,06	,799	-,414	0,67
	Single	2,10	,889		
<b>Undaunted</b>	Married	3,28	,538	1,476	0,14
	Single	3,19	,415		
<b>maintenance/insistence</b>	Married	3,91	,713	1,062	0,28
	Single	3,82	,671		
<b>Self-efficacy scale total</b>	Married	2,75	,513	,311	0,75
	Single	2,73	,483		
<b>Uneasiness</b>	Married	2,17	1,04	-,814	,416
	Single	2,28	1,07		
<b>Anxiety</b>	Married	2,13	1,11	,028	,978
	Single	2,13	1,16		
<b>Fear</b>	Married	2,17	1,24	,057	,954
	Single	2,16	1,27		
<b>Don't hesitate</b>	Married	2,37	1,29	,056	,955
	Single	2,36	1,24		
<b>Occupational Anxiety scale total</b>	Married	2,18	1,07	-,222	,824
	Single	2,21	1,12		

\* $p < 0,05$

When Table 4 is examined, it is seen that there is a significant difference between the sport status variable and the maintenance/persistence sub-dimension of the self-efficacy scale ( $p < 0.05$ ), while there is a statistically significant difference between the initiation, persistence, self-efficacy scale

total, uneasiness, fear, hesitation and professional anxiety scale total scores. It was observed that there was no difference ( $p>0.05$ ).

**Table 4.** Independent samples t-test results comparing self-efficacy and occupational anxiety sub-dimensions by sports status

Sub-Dimensions	Sports Status	$\bar{X}$	Ss	t	p
<b>Start</b>	Yes	2,05	,846	-,982	0,32
	No	2,17	,829		
<b>Undaunted</b>	Yes	3,27	,469	1,631	0,10
	No	3,16	,522		
<b>Maintenance/insistence</b>	Yes	3,95	,676	3,570	0,00*
	No	3,61	,687		
<b>Self-efficacy scale total</b>	Yes	2,75	,520	,445	0,65
	No	2,71	,430		
<b>Uneasiness</b>	Yes	2,27	1,12	1,241	0,21
	No	2,08	,843		
<b>Anxiety</b>	Yes	2,16	1,19	,626	0,53
	No	2,05	,927		
<b>Fear</b>	Yes	2,22	1,31	1,054	0,29
	No	2,03	1,03		
<b>Don't hesitate</b>	Yes	2,39	1,33	,572	0,56
	No	2,28	1,06		
<b>Occupational Anxiety scale total</b>	Yes	2,23	1,16	,971	0,33
	No	2,08	,870		

\* $p<0.05$

When Table 5 is examined, it is seen that there is a statistically significant difference in the sub-dimensions of the self-efficacy scale, persistence/persistence, professional anxiety scale total, anxiety, fear, according to the professional year variable ( $p<0.05$ ), while there is a statistically significant difference in the sub-dimensions of the self-efficacy scale, starting, persistence, self-efficacy scale. It was observed that there was no significant difference in the total, anxiety and occupational anxiety scale shyness sub-dimensions ( $p>0.05$ ). It is seen that the difference in the maintenance-insistence sub-dimension for GÖE is between groups with a professional life of 5-9 years, 0-4 years and 10-14 years. For ÖYMÖS, the difference in the anxiety and fear sub-dimensions is again between groups with 5-9 years of professional life, 0-4 years and 10-14 years of professional life, and the difference in the ÖYMÖS total score is between groups with 5-9 years of professional experience and other professional years of experience. has been detected.

**Table 5.** Comparison of self-efficacy and occupational anxiety sub-dimensions by years of experience in the OYMKÖ and GÖÖ professions

Sub-Dimensions	How many years are you in the profession?	$\bar{X}$	Ss	F	p	Tukey
<b>Start</b>	0-4 years (a)	2,16	,873	,826	0,14	
	5-9 years (b)	2,13	,814			
	10-14 years (c)	1,79	,738			
	15 years and above (d)	1,96	,842			
<b>Undaunted</b>	0-4 years (a)	3,25	,491	1,733	0,16	
	5-9 years (b)	3,19	,460			
	10-14 years (c)	3,15	,437			
	15 years and above (d)	3,38	,535			
<b>Maintenance/insistence</b>	0-4 years (a)	3,84	,673	2,649	0,04*	b>c
	5-9 years (b)	3,76	,770			
	10-14 years (c)	4,16	,548			
	15 years and above (d)	3,97	,630			
<b>Self-efficacy scale total</b>	0-4 years (a)	2,77	,522	,869	0,45	
	5-9 years (b)	2,73	,481			
	10-14 years (c)	2,61	,449			
	15 years and above (d)	2,73	,494			
<b>Uneasiness</b>	0-4 years (a)	2,11	,961	2,543	0,06	
	5-9 years (b)	2,47	1,09			
	10-14 years (c)	2,27	1,24			
	15 years and above (d)	1,99	1,06			
<b>Anxiety</b>	0-4 years (a)	1,99	,983	4,435	0,00*	b>a,c
	5-9 years (b)	2,49	1,21			
	10-14 years (c)	2,11	1,37			
	15 years and above (d)	1,82	1,06			
<b>Fear</b>	0-4 years (a)	2,02	1,11	2,883	0,03*	b>a,c
	5-9 years (b)	2,48	1,33			
	10-14 years (c)	2,25	1,44			
	15 years and above (d)	1,91	1,24			
<b>Don't hesitate</b>	0-4 years (a)	2,28	1,17	2,197	0,08	
	5-9 years (b)	2,63	1,35			
	10-14 years (c)	2,41	1,42			
	15 years and above (d)	2,04	1,17			
<b>Occupational Anxiety scale total</b>	0-4 years (a)	2,07	,970	3,471	0,01*	b>a,d
	5-9 years (b)	2,50	1,16			
	10-14 years (c)	2,23	1,30			
	15 years and above (d)	1,93	1,05			

\* $p < 0,05$ 

When Table 6 is examined, it is determined that there is a statistically significant difference between the variable "How many years have you been doing sports" and the self-efficacy initiation,



maintenance/insistence sub-dimensions and professional anxiety scale total, uneasiness, anxiety, fear and hesitation sub-dimensions ( $p < 0.05$ ), while the self-efficacy scale total scores. It was determined that there was no significant difference in the sub-dimension of resilience ( $p > 0.05$ ). It is seen that there are significant differences for both scales, especially between the 0-1 year group and other groups, and that the level of anxiety is against this group and self-efficacy is in its favor. It is seen that it occurs at the  $p < 0.05$  level. In the beginning sub-dimension of the GAS scale, the mean score of the group that has been doing sports for 2-3 years is higher than the group that has been doing sports for 4 years or more ( $\bar{X} = (2-3 \text{ years: } 2.60)$ ,  $\bar{X} = (4 \text{ years and above: } 1.95)$ ), and it is seen that this average is significant in favor of the group that has been doing sports for 2-3 years. Again, in the ÖYMÖS anxiety sub-dimension, the mean score of the group that has been doing sports for 2-3 years is higher than the group that has been doing sports for 4 years or more ( $\bar{X} = (2-3 \text{ years: } 2.85)$ ,  $\bar{X} = (4 \text{ years and above: } 2.13)$ ), and it is seen that this average is significant against the group that has been doing sports for 2-3 years.

**Table 6.** Comparison of self-efficacy and occupational anxiety sub-dimensions by years of sports participation among ÖYMKÖ and GÖÖ participants

Sub-Dimensions	How many years have you been doing sports?	$\bar{X}$	Ss	F	p	Tukey
<b>Start</b>	None (a)	2,16	,821	7,912	0,00*	b>a,d c>d
	0-1 year (b)	2,91	1,11			
	2-3 years (c)	2,60	1,12			
	4 years and above (d)	1,95	,748			
<b>Undaunted</b>	None (a)	3,16	,510	1,829	0,14	
	0-1 year (b)	3,16	,488			
	2-3 years (c)	3,09	,381			
	4 years and above (d)	3,29	,480			
<b>Maintenance/insistence</b>	None (a)	3,66	,619	7,804	0,00*	b>a,d
	0-1 year (b)	3,27	1,15			
	2-3 years (c)	3,70	,927			
	4 years and above (d)	4,00	,617			
<b>Self-efficacy scale total</b>	None (a)	2,72	,397	2,647	0,06	
	0-1 year (b)	3,05	,819			
	2-3 years (c)	2,94	,637			
	4 years and above (d)	2,71	,485			
<b>Uneasiness</b>	None (a)	2,07	,842	10,532	0,00*	b>a,d c>a,d
	0-1 year (b)	3,65	1,25			
	2-3 years (c)	2,85	1,02			
	4 years and above (d)	2,13	1,04			
<b>Anxiety</b>	None (a)	2,03	,917	6,286	0,00*	b>a,d
	0-1 year (b)	3,35	1,09			
	2-3 years (c)	2,64	1,25			
	4 years and above (d)	2,04	1,14			

<b>Fear</b>	None (a)	2,01	1,02	7,395	0,00*	b>a,d
	0-1 year (b)	3,64	1,31			
	2-3 years (c)	2,73	1,26			
	4 years and above (d)	2,08	1,25			
<b>Don't hesitate</b>	None (a)	2,28	1,07	5,717	0,00*	b>a,d
	0-1 year (b)	3,75	1,28			
	2-3 years (c)	2,80	1,22			
	4 years and above (d)	2,27	1,29			
<b>Occupational Anxiety scale total</b>	None (a)	2,07	,864	8,588	0,00*	b>a,d
	0-1 year (b)	3,56	1,17			
	2-3 years (c)	2,76	1,10			
	4 years and above (d)	2,10	1,10			

\* $p < 0,05$

According to Table 7, where the relationship between the self-efficacy scores of the participants and the total scores and sub-dimensions of Occupational Anxiety is examined, it is seen that there is a relationship at the level of  $p < 0.05$  in the total scores of the PSQS and the sub-dimensions of anxiety, fear and shyness. Considering the level of these relationships, there is a moderate positive relationship between the total ( $r=0.543$ ), anxiety ( $r=0.438$ ) and fear ( $r=0.675$ ) sub-dimensions and self-efficacy, and a low positive relationship with self-efficacy in the shyness sub-dimension ( $r=0.121$ ).

**Table 7.** Correlation and regression results between self-efficacy and vocational anxiety sub-dimensions

	<b>Self-efficacy</b>	<b>N</b>	<b>r</b>	<b>p</b>
<b>Uneasiness</b>		265	0,543	0,058
<b>Anxiety</b>		265	0,438	0,025*
<b>Fear</b>		265	0,675	0,004*
<b>Don't hesitate</b>		265	0,121	0,048*
<b>ÖYMÖÖ Total</b>		265	0,543	0,020*

\* $p < 0,05$

#### 4. DISCUSSION

According to the research results, there was no statistically significant difference between the gender variable and the total scores and sub-dimensions of the self-efficacy scale. Similarly, no significant difference was detected between the gender variable and the total scores and sub-dimensions of the occupational anxiety scale. These findings show that gender does not have a decisive effect on individuals' self-efficacy perceptions and professional anxiety levels. Bayrakdar et al. (2016); Akbaş & Çelikalı (2006); Erisen & Çeliköz (2003); Karahan & Balat (2011); Oğuz & Topkaya (2008); Yenice (2012) studies on teachers and teacher candidates showed that the perception of self-efficacy differs according to gender. showed that it did not change. Studies on the level of professional

anxiety are Ünlü & Erbaş (2018); Atmaca (2013); Bozdam & Taşğın (2011); Çelen & Bulut (2015); Kafkas et al. (2010); Korucu & Biçer (2017) reported similar results. These studies support the results of our study.

The research findings show that no statistically significant difference was detected between self-efficacy and professional anxiety in the analysis made on the marital status variable. These results emphasize that the effect of marital status on self-efficacy and occupational anxiety is limited and there is no significant relationship between these factors. When similar studies are examined; Ocaktan et al. (2002) with healthcare personnel, Aslanoğlu (2023) with nurses in psychiatric clinics, Gezen (2021) with secondary school teachers, and Akmaz & Ceyhan (2009) with Science and Letters faculty students, no significant difference was observed between professional anxiety and marital status variables. These studies are parallel to our results.

According to the research findings, a statistically significant difference was determined between the sport status variable and the maintenance/persistence sub-dimension of the self-efficacy scale. It has been observed that individuals who do sports have higher self-efficacy perceptions in this sub-dimension. However, no significant difference was found between the initiation, persistence sub-dimensions and total scores of the self-efficacy scale and the uneasiness, worry, fear, hesitation sub-dimensions and total scores of the vocational anxiety scale. When similar studies are examined, Certel et al. (2023), in their study on high school students, reported that there was a significant relationship between self-efficacy and sports participation. Özpulat (2016) found a significant relationship between self-efficacy and sports participation among business faculty students. In contrast, Altuntaş et al. (2016) did not find a significant difference in the self-efficacy of physical education teacher candidates according to their sports activities. These findings are incompatible with our study. In studies conducted in terms of professional anxiety, Yumurta & Bindak (2017) found that there was no significant difference between the professional anxiety levels of physical education teacher candidates and their sports activities. Similarly, Kafkas et al. (2010) stated that playing sports did not have an effect on the professional anxiety sub-dimensions and total scores of teacher candidates. Taşğın (2006) found that professional anxiety did not differ according to sports branches. These studies support the findings of our research regarding the relationship between occupational anxiety and sports participation.

When the research findings were examined, the professional year variable showed significant differences between the sub-dimensions of the self-efficacy scale and the professional anxiety scale. In particular, statistical differences were detected in the maintenance/persistence sub-dimension of the self-efficacy scale and the total score, uneasiness, anxiety and fear sub-dimensions of the professional

anxiety scale, depending on professional years. These results reveal that individuals' professional experiences have an impact on their self-efficacy perceptions and professional anxiety levels. Orman & Sevgi (2022), in their study on teacher candidates, stated that professional experience has a significant effect on the perception of self-efficacy. Aksoy & Diken (2009) found a significant relationship between professional experience and self-efficacy in counselors. However, Yıldız & Arslan (2022); Yılmaz et al. (2016) showed that there is no significant relationship between professional experience and self-efficacy. This situation is inconsistent with some findings of our research.

In the study, significant differences were observed between the variable "How many years have you been doing sports" and the total scores and sub-dimensions of the self-efficacy scale. In particular, a significant relationship was detected in the initiation and maintenance/persistence sub-dimensions of the self-efficacy scale, depending on the duration of doing sports. Similarly, significant differences were found in the total scores of the occupational anxiety scale and the uneasiness, anxiety, fear and shyness subscales. These results show that individuals' duration of exercise has an impact on their self-efficacy perceptions and professional anxiety levels. In his study with sports managers, Aytaç et al. (2022) reached similar results in their study with sports high school students. However, Altuntaş et al. (2016) did not find a significant difference between the duration of doing sports and self-efficacy in their study on physical education teacher candidates.

Finally, in our research, significant relationships were detected between self-efficacy scores and occupational anxiety total scores and sub-dimensions. In particular, positive relationships were found between the anxiety, fear and shyness subscales and self-efficacy. Kafkas et al. (2010); Deniz & Tican (2017) also reported a low-level positive relationship between self-efficacy and professional anxiety. This shows that individuals with high self-efficacy are more conscious of professional anxiety and therefore experience a certain level of anxiety. The results of our research largely overlap with these findings in the literature.

## **5. CONCLUSIONS**

When the research findings were examined, it was determined that the anxiety levels of the participants, especially those with high self-efficacy levels, were also high. In general, individuals with high self-efficacy levels can be expected to have low anxiety levels, but the introduction of other factors that will increase anxiety levels may result in the high anxiety level of the individual with high self-efficacy. In terms of the teaching profession, factors such as adaptation to the environment in which they work, administrative pressure, economic difficulties, lack of facilities or materials may have

revealed these factors. Therefore, although teachers' self-efficacy levels were high in our study, it is a surprising result that their anxiety levels were also high. Another factor supporting this result is the positive relationship between the level of professional anxiety and self-efficacy levels. Another result of our research is that as the individual's self-efficacy increases, the level of professional anxiety also increases.

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