



The relationship between physical education and other branch teachers' stress and anxiety during covid-19

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ABSTRACT

In present study, it was proposed to compare the physical education teachers' and other branch teachers' stress and anxiety levels. 155 physical education (sport) teachers and 126 teachers from other branch, working in the province of İzmir participated in the study voluntarily. In the study, as a data collection tool; personal information form, Perceived Stress Scale developed by Cohen et al (1983) and adapted to Turkish (turkey) by Bilge et al., (2009), and also State-trait Anxiety Inventory which is designed by Spielberger et al., (1964) and adapted to Turkish (turkey) by Öner and Le Compte, (1983) were applied and used. SPSS program (statistical software) was used to compare and analyze the obtained data. In addition; in the analysis of data, means of independent T Test, One-Way Variance Analysis and Correlation were conducted as a statistical method.

In the study, it was found that there is a strong, positively significant relationship between perceived stress and state-trait anxiety in individuals. According to the results of the study, it can be said that stress and anxiety levels of female teachers are higher than male teachers, stress decreases with increasing age and working years, teachers who do team sports are less stressed, other branch teachers are more anxious than physical education teachers, and as the level of education increases, anxiety decreases, the anxiety of teachers who do not have a sports branch is higher than those with a sports branch, and that the anxiety level of teachers with high monthly income is lower ($P < 0.05$). It is recommended to encourage teachers to do sports and to provide teachers with in-service training to cope with stress and anxiety.

Keywords: COVID 19, Physical Education Teacher, Other Branch Teacher, Stress, Anxiety.

INTRODUCTION

As a concept, the origin of the word anxiety, which is within the scope of the study of psychology science, is the Latin word "anksiyus", which means worrying about an uncertain event, and anxiety is a feeling that can occur at different times and is felt at different levels by almost every person (McKenzie, 2006). The anxious with means of individual defines himself as tense, anxious, and fearful (Tekindal et al., 2010). Anxiety as a feeling of tension that emerges with the feeling that bad things might happen and whose reasons are unknown (Öncül, 2000). In addition, anxiety is the reaction of an individual to situations in which s/he feels indecision, insecurity and conflict, which is shaped by the thought of encountering events that s/he experiences from time to time in his/her life and that s/he will have difficulties in the future (Koç, 2004). Anxiety is a part of daily life that can often be felt without any illnesses (Özmen, 2004). When there is a situation that affects the self or interests of the person, the state of being nervous, anxious, fearful or unhappy, which is felt when the threat disappears, is a state of being more sensitive and more anxious than other people as a dimension of self in all situations. is called anxiety (Oner and LeCompte, 1983). In case we conversation almost the causes of uneasiness; withdrawal of back, the vanishing of the normal environment, holding up for a negative result, experiencing an ill-equipped circumstance, inside inconsistency, the rise of a inconsistency between an thought we accept and our behavior, vulnerability, and not knowing what will happen within the future can be specified (Cüceloğlu, 1991).

The word "stress" comes from the word "Estrece" in Latin. The concept of stress was used in the 17th, 18th and 19th centuries as "destruction, trouble, sorrow, problem, trouble and anguish". Although stress has been widely used from the past to the present, and as it affects people deeply, it has many definitions (Altun, 2017). Stress is a non-obvious physiological and psychological response to events that are perceived as a danger signal and warning to people's well-being and so handled inadequately (Klarreic, 1993).

In Lazarus and Folkman (1984), stress is over-arousal state that occurs in physical and psychological dimensions as a result of the perception of the internal and external effects as threatening or damaging by the person. According to Baltaş and Baltaş (2012), the concept of stress is a condition that occurs in result of threatening and forcing the physical and also mental boundaries in the organisms. Stress is an inevitable phenomenon in life. Negative life changes forcing the person to adapt can be a source of stress (Bernstein, 1994). The individual's "satisfaction and effectiveness" in his career depends on keeping his/her stress under control (Balcı, 2000).

Considering the anxiety or stress experienced during the epidemic period of COVID-19, it will adversely affect their students as they may negatively affect the performance levels in the desired education due to the anxiety and stress of teachers. This may negatively affect education. It is very important for teachers to know their anxiety and stress levels. For this reason, Covid 19 shows how anxiety and stress affect teachers while the effects of the period continue. In Covid 19 period, sport has a positive effect on stress / anxiety and increases the performance of individuals. In present study, it is aimed to compare the stress and anxiety levels of physical education teachers and teachers of other branch in the COVID-19 period.

MATERIAL AND METHOD

Research Model

In present research, which conducted to compare the stress and anxiety of physical education teachers, and other branch teachers in the period of Covid 19, the descriptive scanning model method was used.

Data Collection and Sampling

The samples consists of volunteer physical-education and teachers of other branch working in İzmir in the 2020-2021 academic year. Teachers were included in the study using the convenience sampling method. By taking the voluntary basis into account in the collection of data, an online survey was applied via Google form.

Data collection tools

Teachers of physical education and other branches participated in the research by applying an online questionnaire via Google form. The survey consists of two parts. First of all, the demographic information of the teachers was determined. In the demographic information section created by the researcher, there are personal details such as the teaching branch of the participants, the education grade they work, age, gender, educational background, marital status, income, how many years they have been teaching, sports branch.

The second part of the questionnaire includes the perceived stress-scale (Cohen, Kamarck & Mermelste, 1983) and adapted into Turkish by Bilge et al. (2009). In the scale prepared with 5 point Likert type (0 Not at all, 4 very much), three items of the scale have reversed expression (4., 5., 6. items) and five items of the scale have direct expression (1., 2., 3., 7., 8. items). A total score between 0 and 32 obtained from the scale. It has two subscales; as perceived stress (1., 2., 3., 7., 8. items), and perceived-coping (4 up to 6 items). The scale is assessed on both add up to score and subscale scores. Higher add up to score implies higher seen stretch level. The tall scores gotten from the subscales may be a negative circumstance. According to the result obtained from the data of this study, the Cronbach α internal consistency coefficient of the scale was found to be 0.693 and the scale is quite reliable. Finally, in the third, there is State-Trait Anxiety Inventory by Spielberger et al. (1964) and who's Turkish studies by Öner and Le Compte (1983). If more than three questions are not answered, the form answered is invalid and no points are awarded. Options on the scale are (1) Not at all, (2) Somewhat, (3) Moderately, (4) Very much. There are two types of expressions on the scale. We will call them (1) coordinate or straight and (2) reversed-expressions. Facilitate expressions imply negative opinions and exchanged expressions insinuate positive estimations. When assessing this moment sort of expressions, those with a weight esteem of 1 turn into 4, and those with a weight of 4 turn into 1. Answers with an esteem of 4 in coordinate expressions demonstrate a tall level of uneasiness. Altered articulations cruel that answers with an esteem of 1 demonstrate more uneasiness, and answers with a esteem of 4 demonstrate less uneasiness. The expression "I am restless" can be an illustration of coordinate expression, and "I feel calm" can be an illustration of turned around expressions. In this case, in the event that a 4-weighted alternative is chosen for the expression "I am restless" and a 1-weighted choice for the expression "I feel calm", these answers reflect tall uneasiness. The scores gotten from the scale hypothetically shift between 20 and 80. Tall score implies tall uneasiness level, moo score implies moo uneasiness level (Öner and Le Compte, 1983). According to the result obtained from the data of this study, the Cronbach α internal consistency coefficient of the scale was found to be 0,837 and the scale is highly reliable.

Analysis

The data were analyzed by the SPSS package program. In order to determine, the analyzes to be made in the research, whether the data show a normal distribution (or not) was examined through the values of skewness and kurtosis. As a result of the analysis, it was determined that kurtosis and skewness values were between +2 and -2. According to these values obtained, it was accepted that most of the research data showed normal distribution (Tabachnick & Fidell, 2007) and parametric tests were conducted, because of the normal distribution of the data. In the analysis of data, Pearson correlation analysis was used for the relationships between numerical variables and descriptive statistics. In comparisons of parametric binary variables, the t-test for independent groups, and in

the comparison of group variables with more than two Directional Analysis of Variance was conducted. In present study, the significance level was %0.05.

FINDINGS

The socio-demographic characteristics, frequency and percentage distributions of teachers of physical-education and other branches are presented in Table 1.

Table 1. Sociodemographic Characteristics of Teachers of Physical-Education and Other Branches

Variables		Total	
		N	%
Gender	Female	150	53,4
	Male	131	46,6
Age	23-34 years	105	37,4
	≥35 years	176	62,6
Marital status	Married	206	73,3
	Single	75	26,7
Educational Background	Undergraduate	234	83,3
	Master's Degree	44	15,7
	PhD degree	3	1,1
Years of Service	1-9	105	37,4
	10-17	102	36,3
	≥18	73	26,0
Education Level at which he / she works	Secondary School	64	22,8
	High School	165	58,7
	Other	44	15,7
Sport	Team-sports	108	38,4
	Individual-Sports	61	21,7
	No Branch	112	39,9
Monthly Income	3000-5000₺	86	30,6
	5001-10000₺	65	23,1
	10001-15000₺	4	1,4
Teaching Branch	Physical Education	155	55,2
	Other	126	44,8
Total		281	100

According to Table 1, 53.4% of the teachers are female, 46.6% are male, 73.3% are married, 26.7% are single and their average age is 37.6. 83.3% of the participants are undergraduate graduates, 15.7% have a master's degree and the remaining 1.1% have a doctorate degree, 38.4% are in team sports, 21.7% are in individual sports and 39.9% do not have a sports branch. 37.4.1% of the teachers have been working for 1-9 years, 36.3% have been working for 10-17 years, 26% have been working for 18 years or more, and 22.8% are in secondary school, 58.7% are in high school and 15.7%. of them work in other educational levels. 30.6% of the teachers have a monthly income of 3000-5000₺, 23.1% have a monthly income of 5001-10000₺ and the remaining 1.4% have a monthly income of 10001-15000₺. In addition, 55.2% of the participants are physical education teachers while 44.8% are other branch teachers.

Table 2: Descriptive Statistics of the Scales Used in the Study

	N	Min	Max	Mean	Sd	Skewness	Kurtosis
Perceived Stress	281	8,00	36,00	20,6014	4,14701	0,207	1,029
State-trait Anxiety	281	20,00	63,00	40,7295	8,23135	- 0,355	0,296

According to Table 2, it is seen that the minimum total score that teachers got from the Perceived Stress Scale (PSS) is 8, the maximum score is 36; the minimum score obtained from the State Trait Anxiety Scale (STAI) is 20 and the maximum score is 63. The mean score of the PSS was 20.60 and the standard deviation was 4.14. The mean score of the STAI is 40.72 and the standard deviation is 8,23.

Whether the research data had a normal distribution was examined through the values of skewness & kurtosis. The kurtosis value for PSS was determined as 0,207 and the skewness value as 1,029. The kurtosis value of the scores obtained from the STAI is -0,355 and the skewness value is 0,296. The values obtained between +2 and -2 indicate that the data are distributed normally (Tabachnick & Fidell, 2007). According to these results, parametric tests were performed in the data analysis.

In this part of the research, the results of the analysis are given. The first participants' age, gender, educational background, marital status, years of service, education level, sports branch, monthly income and teaching branch variables were analyzed to determine whether the answers given to the scales differ. Finally, correlation analyzes of the variables of the study with each other were made. The results of the analyzes are presented in tables.

Table 3: Comparison of Perceived Stress Level According to Some Variables

Variables		N	Mean	SD	Test Value	P
Gender	Female	150	21,1733	4,13001	2,497	0,013*
	Male	131	19,9466	4,08433		
Age	23-34	105	21,2381	3,51788	1,998	0,047*
	≥35	176	20,2216	4,44674		
Marital status	Married	206	20,5097	4,07819	-0,614	0,540
	Single	75	20,8533	4,34864		
Teaching Branch	Physical Education	155	20,2903	4,08508	-1,397	0,163
	Other	126	20,9841	4,20663		
Total		281	100			

As seen in Table 3, in according to the Independent Groups T-Test results conducted to compare the Perceived Stress Scale (PSS) averages by gender variable, it was found that female teachers' Perceived Stress Scale mean scores (21,17) were higher than male teachers' Perceived Stress Scale mean scores (19,94). The difference was significant (T: 2.49; $p < 0.05$). According to this study, it can be said that female teachers are more stressful than male teachers. When the perceived Stress scale scores are examined according to the age variable, there is a statistically significant difference (T: 1.99, $p < 0.05$). The PSS mean scores of teachers in the age group of 23-34 are higher than those of teachers in the age group 35 and over. When the mean PSS scores are analyzed according to marital status and teaching branch variables, there is no significant difference and the perceived stress levels of groups are similar.

Table 4: Comparison of Perceived Stress Level According to Some Variables

Variables		N	Mean	SD	Test Value	p
Educational Status	Undergraduate	234	20,5940	4,16630	0,174	0,840
	Master's Degree	44	20,5455	4,17888		
	PhD degree	3	22,0000	2,64575		
Years of Service	1-9	105	21,2095	4,30495	3,942	0,021*
	10-17	102	20,7549	3,83170		
	≥18	73	19,4795	4,19361		
Sport Branch	Team-sports	108	19,8148	4,38806	3,208	0,042*
	Individual-Sports	61	21,0656	3,01036		
	No Sport	112	21,1071	4,35240		
Monthly Income	3000-5000₺	143	20,7343	4,56248	0,274	0,761
	5001-10000₺	130	20,5077	3,73387		
	10001-15000₺	8	19,7500	2,71241		
Total		281	100			

In Table 4, there is a significant difference between the Perceived Stress Level of the teachers and the year of service according to analysis of the One-Way Variance (ANOVA) performed to compare the Perceived Stress Scale mean scores in terms of the service year variable of the teachers participating in the study (F: 3.942, $p < 0.05$). As a result of the Bonferroni test, one of the Post-Hock Tests performed to determine from which group this difference originates, it was determined that the perceived Stress Scale mean scores of teachers who have been working for 1-9 years ($\bar{X}=21.20$) and who have been working for 10-17 years ($\bar{X}=20.75$) are higher than those who have been working for 18 years or more ($\bar{X}=19.47$). According to these results, it can be said that as the service year increases, the stress decreases. According to the results of the One-Way Variance Analysis performed to compare the perceived Stress Scale mean scores according to the sports branch variable of the teachers participating in the study, there is a significant difference between the teachers' Perceived Stress Level and the sports branch (F: 3.208, $p < 0.05$). As a result of the Dunnett T3 test, one of the Post-Hock Tests conducted for the determine from which group this difference originates, Perceived Stress Scale mean scores of the teachers whose sports branch are individual sports ($\bar{X}=21.06$) and those who don't have a sports branch ($\bar{X}=21.10$) are higher than those whose branch is team sport ($\bar{X}=19.81$). According to these results, it can be said that teachers who are engaged in team sports are less stressful than teachers who deal with individual sports or who do not have a sports branch. According to the results of Analysis of the One-Way Variance performed to compare the

Perceived Stress Scale mean scores in terms of the educational background variable of the teachers participating in the study, no statistically significant difference was found between the Perceived Stress Level of the teachers and their educational background. According to the results of Analysis of the One Way Variance performed to compare the Perceived Stress Scale mean scores in terms of the monthly income variable of the teachers participating in the research, a statistically significant-difference was not found between the Perceived Stress Level of the teachers and their monthly income.

Table 5: Comparison of State-Trait Anxiety Level based on Some selectedVariables

Variables		N	Mean	SD	Test Value	p
Gender	Female	150	42,2867	8,01118	3,459	0,001*
	Male	131	38,9466	8,14703		
Age	23-34	105	41,3143	7,89391	,920	0,359
	≥35	176	40,3807	8,42903		
Marital status	Married	206	40,9515	8,20634	,748	0,455
	Single	75	40,1200	8,32443		
Teaching Branch	Physical Education	155	37,1935	7,73598	-9,073	0,000*
	Other	126	45,0794	6,59285		
Total		281	100			

According to Table 5, and based on the results of the Independent T Test, which was conducted to compare the STAI mean scores in terms of the gender variable, the State-Trait Anxiety Inventory mean scores of female teachers (42,28) was found to be higher than the State-Trait Anxiety Inventory mean scores of male teachers (38,94). This difference is significant (T:3,4 5 p< 0,05) statistically. According to this study, it can be said that female teachers are more anxious than male teachers. According to the T Test results in Independent Groups, which was conducted to compare the State-Trait Anxiety Inventory (STAI) mean scores in terms of the teaching branch, other branch teachers' State-Trait Anxiety Inventory mean scores (45.07) were higher than the State-Trait Anxiety Inventory mean scores (37.19) of physical education teachers. This difference is statistically significant (T:-9,07, p<0,05). According to this study, it can be said that other branch teachers are more anxious than physical education teachers. When the State-Trait Anxiety Inventory mean scores are analyzed according to marital status and age variables, there is no statistically significant difference and the state-trait anxiety levels of the groups are similar.

Table 6: Comparison of State-trait Anxiety Level According to Some Variables

Variables		N	Mean	SD	Test Value	p
Educational Background	Undergraduate	234	41,3034	8,22940	3,518	0,031*
	Master's Degree	44	37,9773	7,91081		
	PhD degree	3	36,3333	4,04145		
Years of Service	1-9	105	41,0762	7,65066	,954	0,386
	10-17	102	41,1961	8,09601		
	≥18	73	39,5890	9,22984		
Sport Branch	Team-Sport	108	38,2130	7,92966	41,507	0,000*
	Individual-Sport	61	36,4262	7,74265		
	No Branch	112	45,5000	6,21245		
Monthly Income	3000-5000₺	143	39,6993	8,39772	3,116	0,046*
	5001-10000₺	130	42,0154	7,88285		
	10001-15000₺	8	38,2500	8,66438		
Total		281	100			

There is a statistically significant difference between the State-trait Anxiety Level of the teachers and their Educational Background according to the results of the One-Way Analysis of Variance, which was conducted to compare the State-Trait Anxiety Inventory mean scores in terms of the educational status variable of the teachers participating in the study (F:3,518, p<0,05). As a result of the Bonferroni test, one of the Post-Hock Tests, which was conducted to determine from which group this difference originates, State-Trait Anxiety Inventory mean scores of the undergraduate teachers (\bar{X} =41,30) and master's graduate teachers (\bar{X} = 37.97) were found to be higher than those of doctoral teachers (\bar{X} =36,33). According to these results, it can be said that doctoral teachers are less anxious than teachers with undergraduate and graduate degrees or that anxiety decreases as the level of education increases. There is a statistically significant difference between the State-trait Anxiety Level of the teachers and the sports branch according to the results of the One-Way Variance Analysis performed to compare the State-Trait Anxiety Inventory mean scores in terms of the sports branch variable of the teachers participating

in the study ($F:41,507$, $p<0.05$). As a result of the Dunnett T3 test, one of the Post-Hock Tests conducted in order to determine the group that caused this difference, it was determined that the State-Trait Anxiety Inventory mean scores of the teachers who do not have any sports branches ($\bar{X}=45,50$) were higher than the teachers whose sports branch is individual sports ($\bar{X}=36,42$) and the teachers whose branch is team sports ($\bar{X}=38,21$). According to these results, it can be said that teachers who do not have any sports branches are more anxious than teachers whose sports branches are individual and team sports.

There is a statistically large distinction among the State-trait Anxiety Level of the academics and their month-to-month popularity in step with the effects of the One-Way Variance Analysis accomplished to evaluate the State-Trait Anxiety Inventory imply ratings in phrases of the month-to-month profits variable of the academics collaborating with inside the study ($F:3, 116$; $p< 0.05$). As a result of the Bonferroni test, one of the Post-Hock Tests, which was conducted to determine which group caused this difference, it was found that the State-Trait Anxiety Inventory mean scores of teachers with a monthly income of 3000-5000₺ ($\bar{X}=39,69$) and teachers with a monthly income of 5001-10000₺ ($\bar{X}=42,01$) are higher than teachers with the monthly income of 10001-15000₺ ($\bar{X} = 38.25$). According to these results, it can be said that teachers with high monthly income have a lower level of state-trait anxiety than teachers with lower monthly income. According to the results of the One-Way Analysis of Variance, which was conducted to compare the State-Trait Anxiety Inventory mean scores in terms of the professional seniority variable of the teachers participating in the study, there is no statistically significant difference between the State-trait Anxiety Level of the teachers and their professional seniority.

Table 7: Comparison Between Perceived Stress and State-trait Anxiety Levels

		State-trait Anxiety	Perceived Stress
State-trait Anxiety	R	1	0,73
	P		0,225
Perceived Stress	R	0,73	1
	P	0,225	

According to Table 6, due to the Pearson correlation analysis ($p<0,05$) carried out to decide whether or not there may be a huge courting among perceived pressure and state-trait anxiety, it became determined that there has been a robust superb courting among them in step with the importance level ($r=-0.73$, $p<0.05$). According to this study, as stress increases, anxiety also increases.

DISCUSSION AND CONCLUSION

Within the aim of the research, it changed into aimed to look at the connection among bodily training and different department teachers' pressure and tension ranges withinside the Covid 19 priod.

According to gender, a significant difference was found between the stress levels of male and female teachers ($P< 0.05$). It was found that female teachers' Perceived Stress Scale mean score (21.17) is higher than the male teachers' Perceived Stress Scale mean score (19,94). This difference is statistically significant. According to this study, it can be said that female teachers are more stressful than male teachers. Ergin and Çevik (2018); Dalbudak (2012); Cantürk (2014) stated in their studies that the perceived stress scale mean scores of women were higher than the stress experienced by men. The stress rate of women is higher than that of men because women show their reactions more openly and comfortably than men. They are introverted and keep their troubles inside them. We can state that as women are in the background compared to men, they always remain silent and it is also due to family structure. Findings to support our study have been reached.

When the Perceived Stress Scale is examined, according to the age variable, there is a significant-difference ($P<0.05$). The perceived stress scale mean scores of teachers in the age institution of 23-34 are better than the perceived pressure scale imply ratings of instructors with inside the age institution of 35 and over. Stress decreases as age will increase. In examine of Jorm (2000), it became suggested that the pressure of the humans reduced because the age increased. It helps for examine of we've done. It may be defined that because the age will increase, the individual's lifestyles enjoy will increase and the mind-set closer to lifestyles changes, and the pressure decreases because the age will increase, as humans can manage their feelings and examine occasions differently. When the stress levels of single and married teachers are examined according to marital status, there is no statistically significant difference ($P> 0.05$). In the study of Şanlı (2017), it was reported that there was no significant difference according to marital status. This overlaps with the study we have done. We can say that the fact that individuals are single or married does not have effect on stress.

According to the coaching department, there may be no statistically good sized distinction among bodily training and different department instructors' pressure levels ($P>0,05$). Şanlı (2017) suggested that there has been no good sized distinction in step with the coaching department withinside the take a look at. This is just like the take a look at we've got done. We can say that pressure isn't powerful on bodily training and different department instructors. There is a statistically good sized distinction among the pressure degree and provider 12 months of the lecturers in step with the provider 12 months variable ($P<0.05$). It has been decided that the Perceived Stress Scale suggest

ratings of instructors who've been operating for 1-nine years ($\bar{X} = 21.20$) and who've been operating for 10-17 years ($\bar{X}=20.75$) are better than the ones who've been operating for 18 years or more ($\bar{X}=19.47$). According to those results, because the provider 12 months increases, pressure decreases. Şanlı (2017) suggested that because the provider 12 months increases, the pressure of people decreases. This helps our take a look at. We can provide an explanation for that the pressure decreases due to the growth withinside the length of operating with inside the group with the reviews won at school. We can say that the pressure decreases because the experience, know-how and attitude on lifestyles differ.

There is a tremendous distinction among the Stress Level and the sports activities department of the teachers ($P<0.05$). It was determined that the stress scale mean scores of the teachers whose sports branch are individual sports ($\bar{X}=21.06$) and the teachers who do not have sports branches ($\bar{X}=21,10$) are higher than the teachers whose branch is team sports ($\bar{X}=19,81$). According to these results, it can be said that teachers who are engaged in team sports are less stressful than teachers who deal with individual sports or who do not have a sports branch. In the study of Arsan (2007) and Özbekçi (1989), they found that the teachers who are engaged in team sports are less stressful than those who are engaged in individual sports. We can say that it is the result that athletes engaged in individual sports face more stress as a result of being alone during the competition and assuming the responsibility alone. We can say that the individuals being alone in the environment that they live in cause them to have a stressful life because they cannot share their feelings and thoughts. If individuals have a group of friends, if they can express their feelings and thoughts, they will be able to get rid of stress on themselves. We can say that the more people share their responsibilities, the less stress they have. Findings that support our study have been reached.

No statistically sizable distinction turned into observed among the Perceived Stress Level of the academics and their instructional background ($P>0.05$). It is concluded that pressure does now no longer have an impact on schooling degrees. In the take a look at carried out with the aid of using Nurkan (2020), no sizable distinction turned into observed among the schooling degree and pressure degrees of the individuals. We can say that one of a kind conditions can cause pressure.

No statistically sizable distinction turned into observed among the Stress Level of the academics and their month-to-month profits ($P>0.05$). It is concluded that pressure does now no longer have an effect on profits degrees. In the take a look at carried out with the aid of using Nurkan (2020), no sizable distinction turned into observed among the profits degrees and pressure degrees of individuals. We can point out that pressure has an impact on each individual.

According to gender, a statistically good sized distinction become observed among the state-trait tension tiers of male and woman instructors ($P<0.05$). It become observed that the State-Trait Anxiety Inventory suggest rankings of woman instructors (42,28) have been better than the State-Trait Anxiety Inventory suggest rankings of male instructors (38,94). According to this have a look at, it could be stated that woman instructors are greater stressful than male instructors. In the research carried out with the aid of using Dönmez (2013); Alyaprak (2006); Hatunoğlu (1997) and Kısa (1996), state-trait tension tiers of girls have been observed to be better than guys. It helps the have a look at we've got done. We can say that girls have greater obligation than guys in society and feature better tiers of state-trait tension because of cultural characteristics.

According to the branch of teaching, the State-Trait Anxiety Inventory mean score of other branch teachers (45,07) was found to be higher than the State-Trait Anxiety Inventory mean score of physical education teachers (37,19). This difference is statistically significant ($P<0,05$). According to this study, other branch teachers have higher anxiety than physical education teachers. An athlete's personality state-traits, personal goals, self-confidence, motivation level, and stress-coping characteristics, anxiety, attention, concentration level, assertiveness, determination, are psychological factors that affect self-control performance (Arısoy et al., 2020). Besides the physical and physiological capacities of many top level athletes, they are thought to have excellent psychological abilities such as setting goals, motivating and concentrating, and managing anxiety (Koç, 2004). In the study conducted by Acar et al. (2017), it was concluded that the depression levels of those who do sports are slightly lower than those who do not do sports. Yiğit et al. (2019) stated that increase of weightlifting duration does not affect the levels of destructive aggression, assertiveness and passive aggression of weightlifting athletes. As in the explanations made, state-trait anxiety levels of physical education teachers are lower than other branch teachers due to their past experiences of sports and the department they have studied. We can say that physical education teachers with a sports background or sports experience control their anxiety levels.

When the State-Trait Anxiety Inventory suggest ratings are analyzed in step with marital popularity, there may be no statistically massive distinction ($P>0,05$). It is concluded that the continuity tension conditions of married or unmarried people are the same. In the research carried out through Turgay (2003); Erdoğan and Özkan (2007), it changed into determined that there may be a massive distinction among marital popularity and tension stage. In the research carried out, it changed into concluded that the tension stage of married people is better than that of unmarried people. The research which have been performed do now no longer coincide with our work. We can say that there may be no distinction in our study, and state-trait tension does now no longer have an impact on marital popularity.

When the State-Trait Anxiety Inventory imply ratings are analyzed in line with the age variable, there may be no statistically good sized distinction ($P>0,05$). In the research carried out with the aid of using Özgür (2018), Ferrous (2017), Erbaş and Küçük (2012) and Yücel (2003), it became determined that there may be no good sized distinction among age agencies and tension stage. We can say that the tension stage is in each age group. We can point out that despite the fact that the lecturers are at special ages, every individual's tension ranges are similar. In short, it's been concluded that low or excessive ranges of state-trait tension do now no longer rely upon their age. These research helps our study.

There is a statistically substantial distinction among the State-trait Anxiety Level of instructors and their training stage ($P<0,05$). It become decided that the academics who've undergraduate diploma ($\bar{X}=41,30$) and people who've master's diploma ($\bar{X}=37,97$) have better State-Trait Anxiety Inventory suggest ratings than the ones who've doctoral diploma ($\bar{X}=36,33$). According to those results, it could be stated that instructors with doctoral diploma are much less disturbing than instructors with undergraduate and master's degrees, or that tension decreases as the extent of training increases. In the research carried out with the aid of using Ergülen (1999) and Usca (2013), they reached the realization that there may be a substantial distinction among state-trait tension stage and training stage. It is found that because the training stage of people increases, their tension degrees lower. We can say that because the training stage of people increases, their tension degrees lower because of the extrade of their mindset closer to life. Findings to guide our examine had been reached.

There is a statistically significant difference between the State-trait Anxiety Level of the teachers and their sports branches ($P<0,05$). It was determined that The State-Trait Anxiety Inventory mean scores of the teachers who do not have a branch ($\bar{X}=45,50$) are higher than the teachers whose sports branch is individual sports ($\bar{X}=36,42$) and the teachers whose branch is team sports ($\bar{X}=38,21$). According to these results, it can be said that teachers who do not have sports branches are more anxious than teachers whose sports branch are individual and team sports. The low state-trait anxiety score of team athletes compared to individual athletes may be due to the fact that these athletes carry the responsibility of the competition with their teammates rather than alone. In addition, the fact that team athletes' level of state-trait anxiety is low compared to individual athletes, may be due to the fact that they can be in good communication with their teammates, and they can eliminate a mistake by controlling their game mates immediately and it may be an advantage in coping with constant anxiety due to team unity or team spirit. Individual athletes are alone in the match. They should not make easy mistakes. Otherwise, they cannot compensate. There are no playmates to support in the match. State-trait anxiety level is higher than team sports. Anxiety is very important to athletes. Considering the intense level of anxiety and stress experienced by some athletes before the competition, this uncontrollable anxiety situation may negatively affect the performances of the athletes and cause failures. For this reason, it is clear that knowing the causes and levels of anxiety faced by athletes is very important for athletes and trainers (Başaran et al., 2009, Pepe 2020). We can say that the high state-trait anxiety level of those who do not do sports is due to the inability to control anxiety. We can mention that athletes can control anxiety due to their past sports life.

There is a statistically sizeable distinction among the State-trait Anxiety Level of the lecturers and their month-to-month status ($P<0,05$). It changed into decided that the State-Trait Anxiety Inventory imply ratings of the lecturers with a month-to-month earnings of 3000-5000₺ ($\bar{X}=39,69$) and instructors with a month-to-month earnings of 5001-10000₺ ($\bar{X}=42,01$) have been better than people with a month-to-month earnings of 10001-15000₺ ($\bar{X}=38,25$). According to those effects, it may be stated that instructors with excessive month-to-month earnings have a decrease degree of state-trait tension than instructors with decrease month-to-month earnings. In the research performed with the aid of using Yel (2000), Özyürek (1989) and Kozacıoğlu (1982), it changed into determined that there may be a sizeable distinction among earnings degree and tension degree. According to the effects of the take a look at, the tension price of people with low monetary earnings changed into better than people with excessive monetary earnings. We can say that the extent of earnings is powerful on tension. It helps the take a look at we've done.

There isn't anyt any statistically extensive distinction among instructors' State-trait Anxiety Level and expert seniority ($P>0,05$). In this take a look at, a extensive dating became now no longer discovered among the period of operating withinside the group, that is, expert seniority, in phrases of state-trait tension. In the research performed through Özçelik (2009), İlhan et al. (2015), Karakoç (2008) and Erenler (2007), there's no extensive distinction among tension and expert seniority. It is located that there's no distinction in phrases of state-trait tension whether or not people begin their process now or have retirement duration on the group or area of work. Findings to help our take a look at had been reached.

It became discovered that there's a sturdy and nice dating among strain and state-trait tension stages ($P<0,05$). According to this take a look at, as strain will increase, tension will increase. In the research performed through Karaman (2020), Atılğan (2017), Apostolo et al. (2011), a nice extensive dating became discovered among tension and strain. These research help the studies that we've done.

Considering the tension and strain skilled at some stage in the COVID-19 epidemic priod, it'll adversely have an effect on college students as it is able to negatively have an effect on the favored overall performance stages of instructors in schooling because of the tension and strain of instructors. This may also negatively have an effect

on schooling. It may be very vital for instructors to realize their tension and strain stages. For this reason, it's miles proven how tension and strain have an effect on instructors at the same time as the consequences of Covid 19 duration continue. In Covid 19 duration, recreation has a nice impact on strain and tension and will increase the overall performance of people. It is usually recommended to inspire instructors to do sports activities and to offer instructors with in-carrier schooling to address strain and tension.

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