this regard two self-efficacy dimensions seem important “boosters” – the teachers’ belief that they can successfully apply scientific knowledge in teaching PE and the belief that they can successfully face the challenges imposed by students with special educational needs, for example hyperactivity, touched by behavioural disturbances etc. To our surprise no other self-efficacies loaded the model, but on the other hand it may reflect the balanced preparation, or rather, looking at the low overall mean of the subscale, the unpreparedness of PE teachers, which is the reason why their within group diversification of results is low.

**Conclusions**

Therefore, even considering the fact that the amount of variance explained by all the models tested was relatively small, we consider strengthening efficacy perceptions of PE teachers as one of the goals in a broader set of strategies to prevent them from burning out in the teaching profession. The main problem that should be addressed is the sense of personal accomplishments, which was low in most of our respondents.

**References**


