

04/10/2017

Well-being in education's colloquy

Paris

Question on the relationship between the values' profile
of PE teachers' and their desire for well-being at work
Clément Llena, Isabelle Joing & Jacques Mikulovic

Introduction

Definitions

Research objective

Method

Results

Discussion

Issue of values' dissemination

A value is what is worth teaching

Reboul, 1992, p.3.

In addition to the transmission of knowledge, the first mission of the school is to share the values of the Republic, an essential mission for living together.

Article 2, Loi d'orientation, 2005

They constitute School identity and professional ethics

Prairat, 2009

We can not inculcate in schools other values than those of society itself.

Prost, 1985, p. 56



A teacher discontent

A teacher discontent

Lantheaume, 2008.

More for beginner teachers

Rayou & Van Zanten, 2004 ; Maroy, 2008 ; Rascle & Bergugnat, 2013

The school climate : expression of a global approach and systemic "being" at school, well-being as well as ill-being

The working climate : the teacher's "being" in his or her professional environment.

Murat & Simonis-Sueur, 2015

→ Contributes to a collective improvement (pupils and teachers) in a virtuous circle

Debarbieux & al, 2012



Discontent's proportion

50% feel they are doing it professionally

47% of teachers suffer from emotional exhaustion

**10 to 15% of teachers do not suffer
when they enter the profession**

10% burn-out

-> which directly affects the quality of their teaching

Jeffrey and Sun, 2006

Shed light on this matter ?

Values are learned during a process of socialization

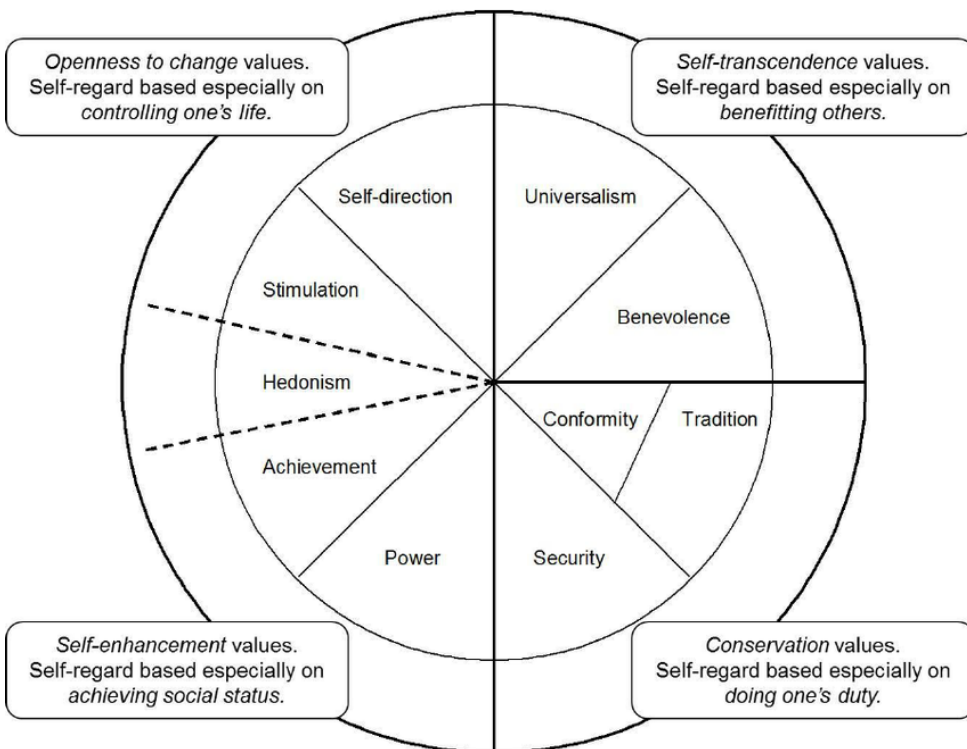
*Piaget, 1932 ; Rokeach, 1973 ; Williams, 1979 ; Feather, 1979 ; Grussec, 1999 ;
Rohan & Zanna, 1996*

Measuring the value priorities of PE students in the teaching profession is a powerful indicator to limit this discontent

Associations between values priorities and affective components of subjective well-being

Sagiv & Schwartz 2000





LES VALEURS DE BASE DE LA PERSONNE : THÉORIE, MESURES ET APPLICATIONS

Shalom H. Schwartz

Presses de Sciences Po | *Revue française de sociologie*

2006/4 - Vol. 47
pages 929 à 968

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Survey in three parts :

1. « **Portrait Values Questionnaire** » (*PVQ*) (Schwartz, 2006).
2. « Scale of Positive and Negative Experience » (SPANE) to access the subjective well-being (SWB) at the thraineeship
3. Sociological data and specific experiences..

104 students (M : 22,81 ; 45/59)

(Master 1 MEEF-EPS (CAPEPS at the end of the school year) of Rennes 2 University / European Social Survey (6th edition, 2014). Stage d'Observation et de Pratique Accompagnée (SOPA).

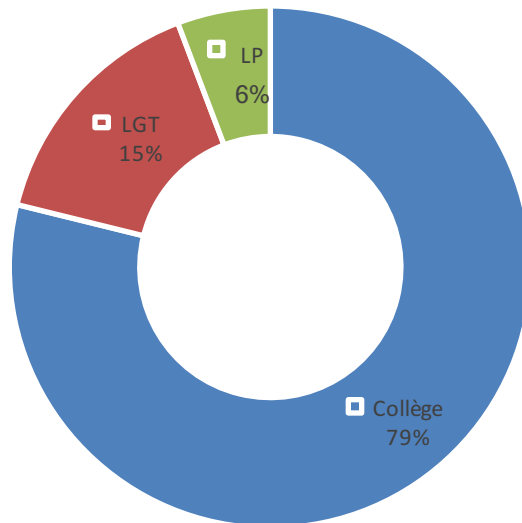
104 students

82 SOPA in middle school

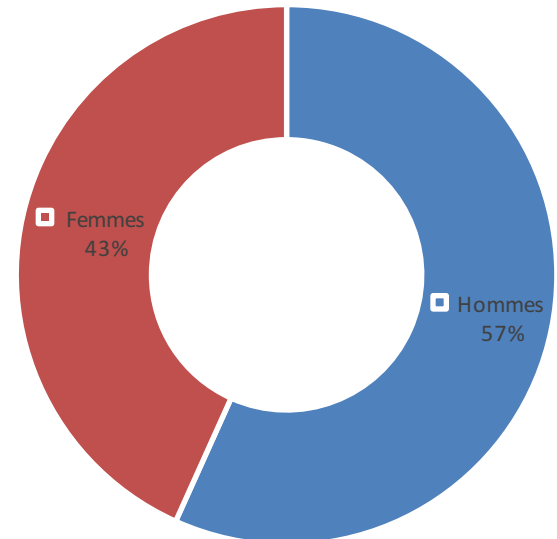
16 in high school

6 in technical high school

Stage site



Gender



PVQ results

Tableau 2 : Comparaison entre les deux échantillons

Statistiques de groupe

| | Variable de comparaison continuité | N | Moyenne | Écart type | Moyenne erreur standard |
|----------------------------|---------------------------------------|------|------------------------|-------------------|-------------------------------|
| Dépassement de soi | European Social Survey | 1918 | ,8063869327 67 | ,5944466796 48 | ,0135733986 40 |
| | M1 MEEF-EPS Rennes | 105 | - ,4901050703 68 | ,4428539509 68 | ,0432181203 05 |
| Affirmation de soi | European Social Survey | 1918 | 1,039465962 441 | ,7558907468 59 | ,0172597590 11 |
| | M1 MEEF-EPS Rennes | 105 | 1,034551523 038 | ,7473769082 29 | ,0729365179 26 |
| Ouverture au changement | European Social Survey | 1918 | ,0027766910 10 | ,6168874642 93 | ,0140858040 85 |
| | M1 MEEF-EPS Rennes | 105 | ,4266955632 08 | ,3969684322 83 | ,0387401522 02 |
| Continuité | European Social Survey | 1918 | ,1978731959 65 | ,5760575570 62 | ,0131535075 04 |
| | M1 MEEF-EPS Rennes | 105 | ,1369324754 19 | ,2868142940 45 | ,0279902090 48 |

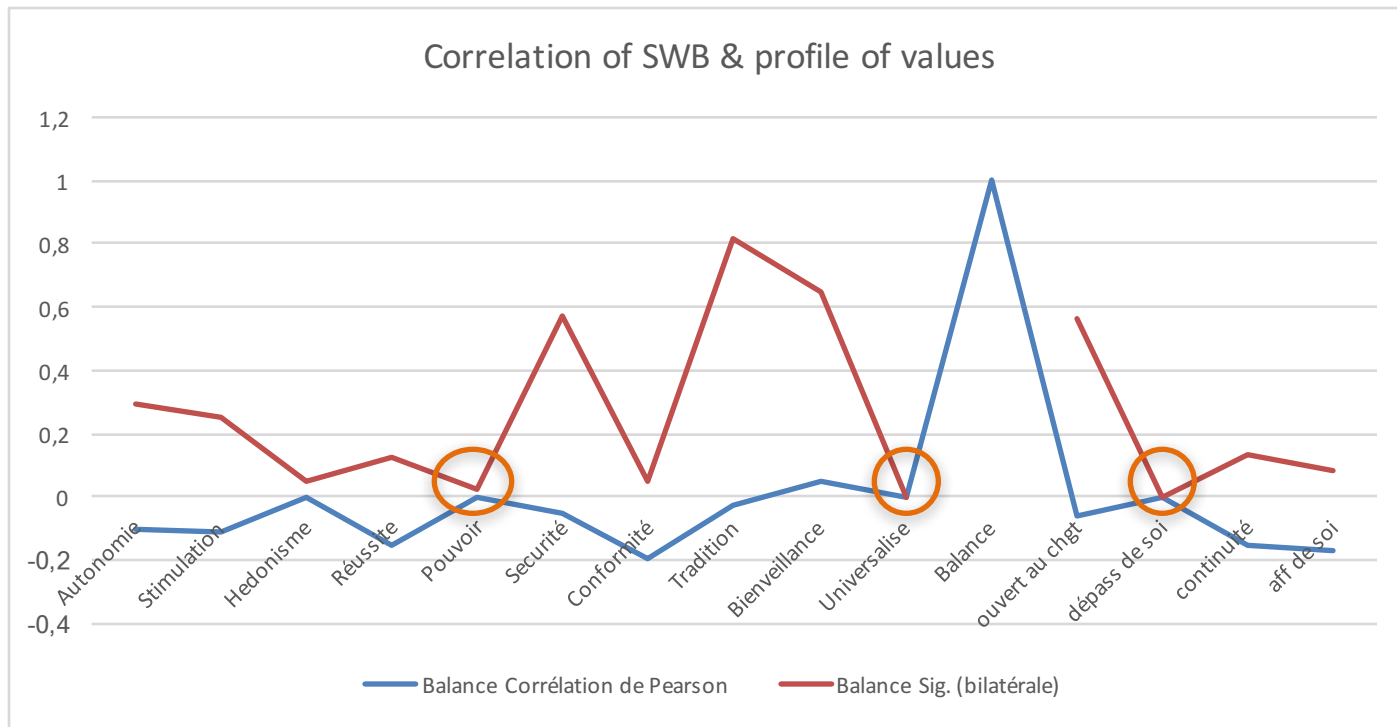


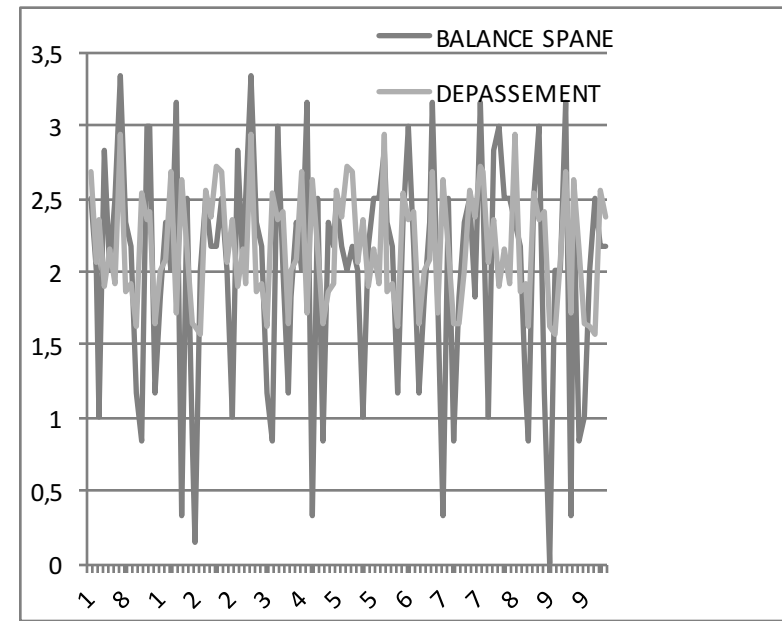
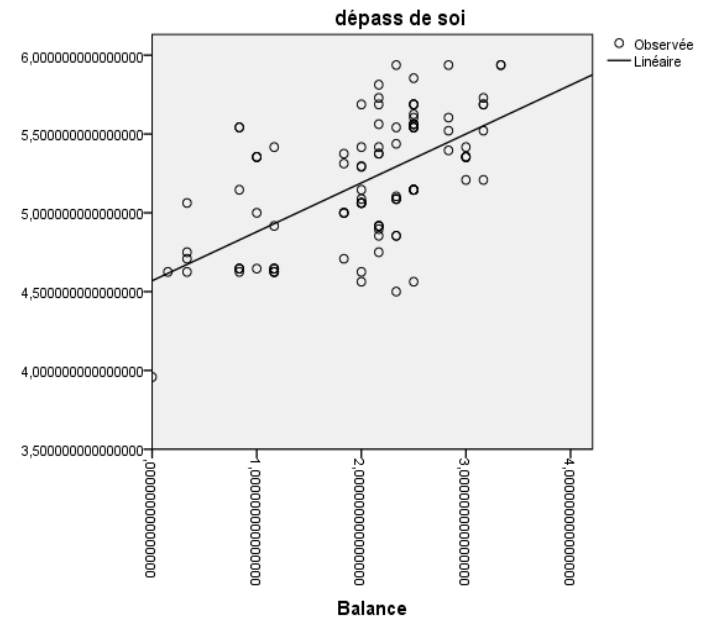
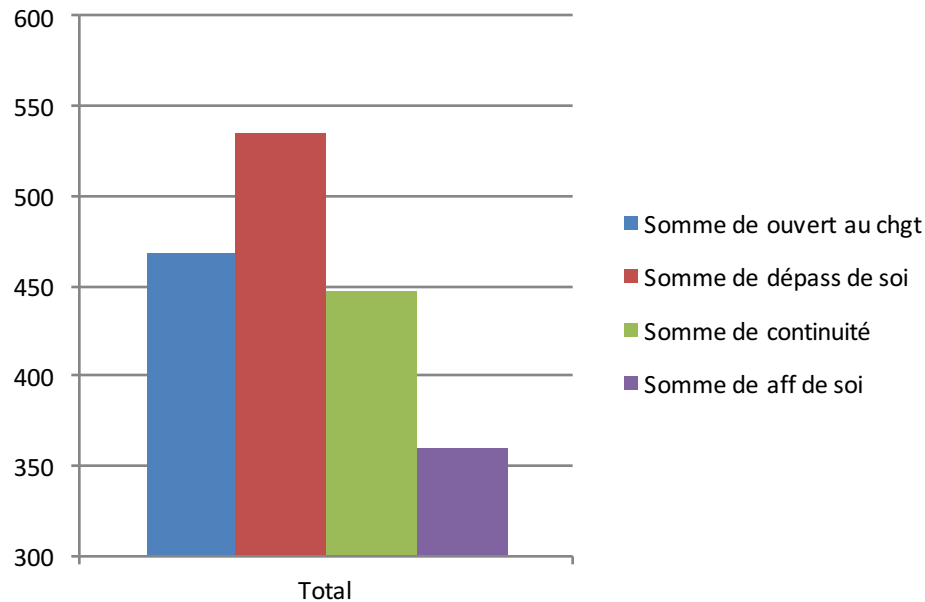
Figure 1: Subjective Well-Being Comparison Curve (SPANE) for each dimension of the PVQ-RR for our sample

- *Sagiv & Schwartz (2000)* highlighted the relationship between values priorities and perceived subjective well-being.
- Self-passing values are positively correlated to the emotional components of subjective well-being. On the contrary, the values of tradition, compliance and safety are negatively correlated.
- The congruence between personal values and those of the environment induce a feeling of superior subjective well-being.

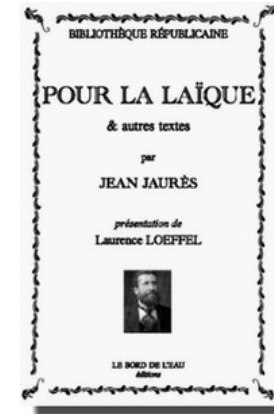
| Corrélations | | | | | | | |
|--------------|------------------------|---------|--------------|----------------|---------------|------------|------------|
| | | Balance | Universalise | ouvert au chgt | dépass de soi | continuité | aff de soi |
| Balance | Corrélation de Pearson | 1 | ,716** | -0,057 | ,601** | -0,149 | -0,17 |
| | Sig. (bilatérale) | | 0 | 0,565 | 0 | 0,134 | 0,086 |
| | N | 104 | 103 | 103 | 103 | 103 | 103 |

Table 1: Correlation between subjective well-being (SPANE) and the value of universalism (PVQ-RR) for our sample. ** The correlation is significant at 0.01

Self transcendance



Discussion



Teacher values guide pedagogical decisions and actions in the classroom, but also how they interact with students and manage their group of students (Fang, 1996)

1. The prescription issued by vocational training institutes is particularly important for beginners (Goigoux, 2007)



2. Schwartz & al. (2012) attest to a predictive power thanks to this model, which can be an interesting added value in the framework of the construction of a model for initial training.

Conclusions, limitations and prospects

Develay (1994), « *to train a teacher is to help him find his form, his envelope, it is to make him understand who he is...* ».

The main objective of a teacher training institute is to prepare for an entrance exam or to develop a quality teacher ?

The universalism's roots and the wings of these movements are anchor points for a humanist oasis ...



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Clément Llana

Isabelle JOING

Jacques Mikulovic

clement.llana@univ-lille2.fr

isabelle.joining@univ-lille2.fr

jacques.mikulovic@u-bordeaux.fr