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

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.

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

Murat & Simonis-Sueur, 2015

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

Laboratoire Cultures, Education, Sociétés
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
Introduction
Definitions
Research object
Method
Results
Discussion
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 traineeship.
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
## Tableau 2 : Comparaison entre les deux échantillons

### Statistiques de groupe

<table>
<thead>
<tr>
<th>Variable de comparaison continuité</th>
<th>European Social Survey</th>
<th>M1 MEEF-EPS Rennes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dépassement de soi</td>
<td>1918</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>.806386932</td>
<td>.4901050703</td>
</tr>
<tr>
<td></td>
<td>.07</td>
<td>.068</td>
</tr>
<tr>
<td></td>
<td>,5944466796</td>
<td>,4428539509</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>.0135733986</td>
<td>.0432181203</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>05</td>
</tr>
<tr>
<td>Affirmation de soi</td>
<td>1918</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>1.039465962</td>
<td>1.034551523</td>
</tr>
<tr>
<td></td>
<td>441</td>
<td>038</td>
</tr>
<tr>
<td></td>
<td>,7558907468</td>
<td>,7473769082</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>.0172597590</td>
<td>.0729365179</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Ouverture au changement</td>
<td>1918</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>.0027766910</td>
<td>.4266955632</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>,6168874642</td>
<td>,3969684322</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>.0140858040</td>
<td>.0387401522</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>02</td>
</tr>
<tr>
<td>Continuité</td>
<td>1918</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>.1978731959</td>
<td>.1369324754</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>,5760575570</td>
<td>,2868142940</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>.0131535075</td>
<td>.0279902090</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>48</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Balance</th>
<th>Universalisé</th>
<th>ouvert au chgt</th>
<th>dépass de soi</th>
<th>continuité</th>
<th>aff de soi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation of Pearson</td>
<td>1</td>
<td>.716**</td>
<td>-0.057</td>
<td>.601**</td>
<td>-0.149</td>
<td>-0.17</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td></td>
<td>0</td>
<td>0.565</td>
<td>0</td>
<td>0.134</td>
<td>0.086</td>
</tr>
<tr>
<td>N</td>
<td>104</td>
<td>103</td>
<td>103</td>
<td>103</td>
<td>103</td>
<td>103</td>
</tr>
</tbody>
</table>

**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

Balanced vs Depassement

- Somme de ouvert au chgt
- Somme de dépass de soi
- Somme de continuité
- Somme de aff de soi

Graphique de dispersion et courbes de tendance.
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...