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## **Relation between portrait of value congruence and psychological well-being: the case of French professional preparation for physical education's trainee teachers**

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### **Background**

Well-being is recognized as a key parameter in education. Literature showed that subjective well-being of students and teachers were strongly correlated. The purpose of this study was to examine the congruence between general and contextual "portraits of values" in a group of physical education (PE) trainee teachers. This congruence is considered in the literature as an important indicator of their psychological well-being. Exploring these key variables could improve professional preparation for sports, physical activities and PE educators.

This research hypothesized that PE's trainee teachers successful at implementing their personal values in their teaching exhibit higher levels of well-being. Otherwise, we identified the profiles and the value priority that strongly impact psychological well-being for trainee PE teachers.

### **Methods**

Participants (N=194; 81 females, 126 males, age = 24,87) were recruited in 28 French graduate schools for teaching and education. All participants were invited to complete validated surveys concerning their personal portrait of value, portrait of value in PE context, work motivation, psychological well-being at work and sociological variables. The responses were organised in quantitative and ordinal data. Correlation analysis and multiple logistic regressions were performed with R software. Level of confidence was fixed at .05.

### **Results**

High values of "Self-transcendence" and "Openness-to-change" correlate with higher levels of psychological well-being at work. More generally, our result confirm that the congruence between trainees teachers' personal values and those taught in classrooms induced a feeling of superior psychological well-being.

### **Conclusions and implications**

This study suggests that examining the congruence between general and contextual portraits of values is a fertile ground for questioning emancipation, intrinsic motivation and psychological well-being in professional preparation for physical education trainees teachers, which could be generalized to other educators in sports and physical activity.