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PSYCHOLOGICAL WELL-BEING OF TRAINEE TEACHERS OF INJEPS PROFESSIONAL MASTER'S DEGREE AT WORK

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ABSTRACT: This study aims to analyze the psychological well-being of trainee teachers in the professional master's program at INJEPS and the organizational factors that influence the Psychological Well-Being at Work (BEPT) of these trainee teachers. Specifically, it was a question of evaluating the psychological well-being of trainee teachers in the professional master's program at INJEPS.

In order to achieve these objectives, a study was conducted within our target population. Thus, 63 trainee teachers in the professional master's program at the National Institute of Youth, Physical Education and Sport responded to an electronic questionnaire. Data collection was done using an online questionnaire, developed using Google Docs. The results reveal that trainee teachers have a fairly satisfactory level of well-being but that one in five teachers has a low level of BEPT. The results of the linear regression analysis established that the managerial relationship, the availability of material resources, the school climate and professional skills have significant and positive effects on the psychological well-being at work of INJEPS professional master's trainee teachers, while the workload and travel constraints at work have a negative and significant impact. These variables constitute positive factors whose growth contributes to the BEPT.

In statistical terms, the variables, workload ($\beta = -0.063$; Sig = 0.032 < 0.05) and travel constraints at work ($\beta = -0.067$; Sig = 0.041 < 0.05) negatively and significantly affect psychological well-being at work.

KEYWORDS: Psychological well-being at work, trainee teachers, managerial relationship, decision-making autonomy, workload.

1 INTRODUCTION AND JUSTIFICATION OF THE SUBJECT

Well-being is an emotional state in which one feels good and where one considers oneself to have a balanced life. In 2000, Rolland in a study considered that two approaches should be distinguished. The first, of sociological inspiration, was interested in the living conditions that will lead individuals to make a positive evaluation of their life; the second, more psychological, considered that well-being refers to a person for whom positive emotions are more intense or more present than negative emotions.

In addition, much writing focuses on the catastrophic state of psychological health of workers. Staggering statistics on burnout and employee stress, huge economic costs of mental health problems at work, numerous calls for help from professional orders and workers' associations in the service or health sectors to preserve the psychological balance of the workforce are all manifestations that testify to the currently lively social concern for psychological health at work.

However, it is only more recently that occupational health psychology researchers have integrated a positive component to psychological health as an object of study. Indeed, in the wake of the emergence of positive psychology (Gable & Haidt, 2005; Seligman & Csikszentmihalyi, 2000; Seligman, Steen, Park, & Peterson, 2005), a substantial number of scientists have turned to more positive paradigms to understand human beings, and thus complete their conception of individuals by adding

a component of optimal functioning beyond the maladaptation and dysfunction traditionally studied. Since the declaration of the World Health Organization (1946), a growing number of authors recognize that psychological health is much more than the absence of disease. Thus, psychological health is now increasingly recognized as encompassing both the absence of psychological distress, reaching a clinical threshold or not, and the presence of psychological well-being (Achille, 2003; Dejours, 1995; Jahoda, 1958; Keyes, 2005; Massé, et al., 1998).

Indeed, very little effort has been devoted to exploring the construct from the workers' point of view, with a view to establishing the theoretical foundations of the psychological well-being of teachers at work. Returning to the INJEPS student interns, they are often confronted with stress at work, especially those who are often sent to areas far from their training center. Stress related to installation, to adaptation to the new work environment, in other words to the new environment. For example, a good adaptation to the organized set of references, standards and emblematic figures allows to have positive value, while a weak adaptation to the latter allows to obtain a more or less negative value.

Furthermore, the still predominant scientific focus in occupational health is on the poor psychological health of working teachers, a research tradition that neglects the other side of occupational health, namely good psychological health, psychological well-being at work. In this vein, research questions arise:

What are the factors that ensure the psychological well-being of INJEPS professional master's trainee teachers at work?

What are the factors that influence the psychological well-being of INJEPS professional master's trainee teachers at work?

This research aims to assess the psychological well-being of INEPS professional master's trainee teachers at work.

1.1 HYPOTHESES

H1: The INEPS professional master's student trainees have a fairly satisfactory level of well-being, with a significant proportion of trainee teachers having a low level of BEPT.

H2-a: The managerial relationship, decision-making autonomy, availability of material resources, improvement of the school climate and professional skills have a positive impact on the BEPT of INEPS trainee teachers.

H2-b: Travel constraints and workload have a negative impact on the BEPT of INEPS trainee teachers.

1.2 RESEARCH OBJECTIVES

1.2.1 GENERAL OBJECTIVE

To analyze the psychological well-being at work of INEPS professional master's student teachers.

1.2.2 SPECIFIC OBJECTIVES

SO1: To evaluate the psychological well-being of INEPS professional master's student teachers

SO2: To analyze the impact of organizational determinants on the psychological well-being of trainee teachers.

2 METHODOLOGICAL APPROACH

2.1 NATURE OF THE STUDY

This study is quantitative because it aims to analyze the organizational factors that influence the psychological well-being of INEPS professional master's trainee teachers at work using a Likert scale survey questionnaire that will be used to quantify the phenomena under study.

A quantitative study is an empirical method used to collect numerical data, used to measure variables. The data thus collected will be analyzed using a statistical method to draw general conclusions.

2.2 THE STUDY POPULATION

Our investigation focuses on Beninese INJEPS STAPS students made up of fifth-year students, sent on internships during the year 2023. The survey population is defined as all the subjects covered by a study. In this study, the survey population consists of fifth-year STAPS students at INJEPS.

2.3 SAMPLING

In this study, a non-probability sampling method was used. More precisely, voluntary participation sampling. The study population, which includes all trainee teachers in a professional master's degree at INJEPS, is 102. We sent the questionnaire link to all trainee teachers and followed up 5 days later. Out of the 102 teachers, 63 responded to the questionnaire, giving a response rate of 61.76%.

2.4 SAMPLE SIZE

The survey was conducted on a sample of 63 trainee teachers in a professional master's degree at INJEPS, comprising 77.8% men and 22.2% women. Most respondents are between 21 and 25 years old (60.3%). 57.1% are assigned to rural areas and 42.9% to urban areas. Participants work an average of 12 hours per week.

2.5 TOOLS AND COLLECTION TECHNIQUE

To obtain the data necessary for our study, we developed a survey questionnaire that was sent to professional Master's students at INEPS. This is a single questionnaire that has several parts. The first part questions sociodemographic variables (gender, age, etc.). The second part questions psychological well-being at work. The third part questions working conditions (managerial relationships, decision-making autonomy, availability of resources, school climate, workloads), professional demands (work skills), life outside of work, and after-work occupations of trainee teachers.

2.5.1 PSYCHOLOGICAL WELL-BEING AT WORK

In order to properly measure psychological well-being at work, we use the Index of Psychological Well-being at Work (IBEPT). The latter is a tool used to measure psychological well-being at work. It was validated by Dagenais-Desmarais and Savoie (2012) and is based on a solid theoretical foundation in the scientific literature (Loup, 2016). This tool measures five dimensions of well-being at work: interpersonal fit at work, fulfillment at work, feeling of competence at work, perceived recognition at work, and willingness to commit to work. These dimensions are assessed using 25 items. Although this five-dimensional model emphasizes the eudaimonic nature of well-being at work, some items question the hedonic dimension by addressing individuals' affective states, such as "I like my job". The approach used therefore combines both hedonic and eudaimonic well-being (Dagenais-Desmarais and Savoie, 2012). Each statement describes how individuals may feel at work, and participants are asked to rate their experience over the past four weeks using a 5-point Likert-type response scale, ranging from 1 ("Disagree") to 5 ("Strongly agree"). For example, for the dimension of "willingness to engage at work," statement 1 is: "I feel like taking initiative in my work." The psychological well-being at work score can be calculated for each dimension and/or a total score can be obtained by taking the average of the items corresponding to each indicator. The closer the result is to 5, the more satisfied the teacher is with this indicator of psychological well-being at work. In our study we use the total score to measure the BEPT.

2.5.2 WORKING CONDITIONS (ORGANIZATIONAL DETERMINANTS)

The questionnaire on working conditions (managerial relationship, decision-making autonomy, availability of resources, school climate, workloads), professional demands (work skills), external factors (life outside work, occupation after work) was developed based on the literature and especially on the questionnaire developed by Miryam de Courville (2018).

2.6 LOCATIONS AND CONDUCT OF THE SURVEY

The survey was conducted at INEPS. A link to an online questionnaire was sent to all subjects in our study sample.

2.7 QUESTIONNAIRE EXPLOITATION METHOD

The information collected using the questionnaire was processed using SPSS 26 software. To analyze the data from our survey, a score was calculated for each individual in the sample. This score represents the average of the points obtained for all items constituting a variable (e.g. IBEPT, availability of resources, etc.). We therefore calculated a score for the BEPT, managerial relationship, decision-making autonomy, availability of material resources, professional skills, school climate, workload, and travel constraints to work. A low score (≤ 3.5) is therefore synonymous with a poor perception of the variable measured by the individual and a high score (> 3.5), a good perception by the individual. The explanatory analysis method was used on these transformed data, to respond to our different hypotheses. This is multiple regression analysis.

Regression analysis focuses on the study of the relationship between a dependent variable (the BEPT in our study) and several explanatory variables (which are organizational and individual determinants). It therefore makes it possible to establish causality between the variables. This analysis method will allow us to clearly see the variables that positively or negatively influence the BEPT.

The regression line estimated for the validation of the hypotheses is of the type:

$BEPT$ = Q0 + Q1RM + Q2AD + Q3DRM + Q4CS + Q5HP + Q6Chge + Q7CDT

With β0 the constant; β1, β2, β3, β4, β5, β6, β7, the regression coefficients that will be used to validate the hypotheses.

RM: managerial relationship; AD: decision-making autonomy; DRM: availability of material resources; HP: professional skills; CS: school climate; Chge: workload; CDT: Travel constraint to work

2.8 DATA COLLECTION METHOD

Data collection was carried out using an online questionnaire, developed using GoogleForms. Responses were collected confidentially and anonymously without collecting personal data such as the respondent's email and name. The questionnaire remained open for a period of 10 days.

3 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

3.1 PRELIMINARY ANALYSIS

Table 1. Reliability analysis of the BEPT measurement scale

Reliability analysis	
Cronbach's alpha	Number of Items
0,945	25

Before any analysis, we carried out a reliability analysis of the psychological well-being at work scale used. Table 1 (in the literature review) shows the results of the Cronbach Alpha coefficient test. The latter allows us to gauge the reliability of the questionnaire.

According to the results, we can see that for all the items, the Cronbach alpha value is high: 0.945. This result is synonymous with good internal consistency of the measurement scale used (IBEPT) on our sample.

Table 2. BEPT score of INJEPS trainee teachers

	N	Minimum	Maximum	Average	Standard deviation
BEPT	63	2,50	5,00	3,999	0,6219

This table shows that the average index of psychological well-being at work (IBEPT) of INEPS trainee teachers is 3.999, or 4. Indeed, trainee teachers feel on average a state of well-being of 4/5. This average is substantially part of the "agree" category of our measurement scale. Which generally corresponds to a fairly satisfactory level of well-being. Trainee teachers with a low level of well-being (below 3.5/5) represent 20.63% of the sample, or one in five teachers who do not experience psychological well-being at work. Which nevertheless raises a problem in this profession.

3.2 MAIN ANALYSIS (MULTIPLE REGRESSION ANALYSIS)

In order to verify the impact of all these explanatory variables on the BEPT, we carried out multiple linear regression. The results of this analysis are as follows:

Table 3. Analysis of variance

Model		F	Sig.
1	Regression	**405,021**	**0,000**

According to the table above, the significance level of the Fischer test is 1% because the probability associated with the Fischer test is 0.000 (0.000 < 0.01). The model is therefore globally significant at the 1% threshold. This means that the explanatory variables of our model (Managerial relationship (RM), Decision-making autonomy (AD), Availability of material resources (DRM), School climate (CS), Professional skill (HP), Workload (chge), Work travel constraint (CDT)) contribute globally in a significant way to the explanation of the psychological well-being at work of trainee teachers. We can therefore retain this model and move on to the analysis of the second table.

Table 4. Summary of the model

Model	R	R-two	Adjusted R-two
1	0,884	**0,781**	0,778

According to the results from the table above, the R-squared (coefficient of determination or adjustment) is equal to 0.781. This means that the variability of psychological well-being at work of trainee teachers is explained at 78.1% by the explanatory variables. The managerial relationship (RM), decision-making autonomy (AD), availability of material resources (DRM), school climate (CS), professional skill (HP), workload (chge), travel constraints to work (CDT) explain 78.1% of the total variance of psychological well-being observed.

Table 5. Regression coefficients

Model		Coefficient(β)	Std. Error	T	Sig.
1	(Constant)	1,628	0,296	5,503	0,000
	RM	0,283	0,082	3,455	0,001
	AD	0,009	0,030	0,293	0,771
	DRM	0,135	0,061	2,201	0,032
	CS	0,135	0,080	1,686	0,097
	HP	0,158	0,043	3,727	0,000
	Chge	-0,064	0,028	-2,279	0,027
	CDT	-0,069	0,032	-2,164	0,035

Table 5 presents the results of the coefficients and significance of each explanatory variable of our study model. From the data in this table, the equation of the regression line that accounts for the predictive power of the explanatory variables on the psychological well-being of trainee teachers is written as follows:

$$IBPT = 1.628 + 0.283 * RM + 0.009 * AD + 0.135 * DRM + 0.135 * CS + 0.158 * HP - 0.064 * chge - 0.069 * CDT$$

Here, our analysis is essentially based on the sign of the coefficients and significance. Thus, the managerial relationship (β = 1.628; Sig = 0.001 < 0.01), the availability of material resources (β = 0.135; Sig = 0.032 < 0.05), professional skill (β = 0.158; Sig = 0.000 < 0.01) and the school climate (β = 0.135; Sig = 0.097 < 0.1) have a positive impact on the psychological well-being of trainee teachers at work. All these variables display positive coefficients. RM, DRM, HP are significant at 5% (Sig. < 0.05). The school climate is significant at 10% (Sig. < 0.1). The effect of the decision-making autonomy variable (β = 0.009; Sig = 0.771) was found to be insignificant on the psychological well-being of teachers even though this variable displays a positive coefficient.

On the other hand, the variables, workload (β = - 0.063; Sig = 0.032 < 0.05) and travel constraints to work (β = - 0.067; Sig = 0.041 < 0.05) negatively and significantly affect psychological well-being at work.

4 DISCUSSION

4.1 ACHIEVEMENT OF OBJECTIVES AND VALIDATION OF HYPOTHESES

The objective of this study was to analyze the psychological well-being at work of trainee teachers at INJEPS.

To achieve this objective, we first assessed the BEPT of these trainee teachers. The BEPT measurement tool used is that of Dagenais-Desmarais and Savoie (2012) called "Index of Psychological Well-Being at Work" (IBEPT). The reliability analysis of this measurement scale in our sample showed a satisfactory result for all items of the scale (Cronbach's Alpha coefficient = 0.945). Descriptive statistics revealed that the trainee teachers of the professional master's degree of INEPS have a fairly satisfactory average BEPT (IBEPT = 3.999 ≈ 4) with 20.63% of the sample having a low BEPT (IBEPT < 3.5) or one teacher in five. However, this proportion is not negligible and quite worrying. Thus our first hypothesis postulating that the trainee teachers of the professional master's degree of INJEPS have an average level of well-being is validated. We then analyzed the organizational factors that influence their BEPT. More specifically, the Managerial Relationship (MR), Decision-making Autonomy (DA), Availability of Material Resources (DRM), School Climate (SC), Professional Ability (HP), Workload (chge), Travel Constraints to Work (CDT) were linked to the BEPT in general, grouping the five dimensions of the conceptualization of Dagenais-Desmarais and Savoie (2012).

Hypothesis 2-a postulating that the managerial relationship, decision-making autonomy, availability of material resources, school climate and professional ability positively impact the BEPT of INEPS trainee teachers, was verified by multiple linear regression analysis. Indeed, the results reveal that all these variables have a positive effect on the psychological well-being at work of INEPS trainee teachers. Even if decision-making autonomy was shown to be non-significant.

In other words, the availability of material resources (equipment and teaching tools, furniture, suitable desks, etc.) promotes good teaching and allows the teacher to feel confident in his or her role. This increases his or her perception of safety in his or her physical working environment.

Since the trainee teacher is under the supervision of a certified teacher, the latter and the school's management can use their influence on the trainee teacher's psychological well-being. A good managerial relationship (good communication, recognition of efforts by the superior, support from the superior, integrity and honesty from the superior, etc.) allows the trainee to feel less stressed about achieving their goals. The support of the managers, the recognition that the trainee perceives at work increases their feeling of competence, which they express in return through a willingness to commit to work. A good managerial relationship thus helps the trainee teacher to cope with the demands of the job. It is therefore a factor in psychological well-being. This result confirms those of Hausser et al. (2010), when they state that: "social support is a resource that helps employees cope with the demands of the job and maintain their psychological well-being" and Grawitch et al. (2006) when they state that: "Employee participation in decision-making and the functioning of the organization is another characteristic of social relations that contributes to psychological well-being".

Also, a good school climate (a quality relationship with students, the availability of a good pedagogical supervision relationship without pressure on the teacher, a number of students in class without overload, pedagogical support, a demonstration of respect for the trainee teacher in the establishment, etc.) promotes the teacher's fulfillment at work. Feeling appreciated and respected by colleagues and students and their positive perception of educational inspections increase their feeling of integration into the establishment and their self-esteem, which contributes to improving their psychological well-being.

Furthermore, the professional skills of the trainee teacher (ability to manage discipline in the classroom, to establish a learning climate in the classroom, to plan and organize their work, to motivate and mobilize students, etc.) contribute to their fulfillment at work. The trainee teacher realizes in a practical way his advantages and limitations in the face of the demands of his future profession. When his skills are in phase with these, then his level of psychological well-being increases. This confirms the results of Bryne (1999) and Rudow (1999) when they demonstrated in their studies that professional skills constitute resources for employees, allowing them to improve their psychological well-being.

The non-significance of decision-making autonomy is contrary to the literature and can be explained by the fact that trainee teachers, still in the training phase, nevertheless need guidance and monitoring from their supervisors. Thus, even if decision-making autonomy has a positive impact on the BEPT, a very high level of autonomy can be negative. It is possible to suspect a measurement zone in which decision-making autonomy will have no significant effect on the BEPT of trainee teachers. Hence this result.

In general, an improvement in all of these factors mentioned above leads to an increase in the psychological well-being at work of trainee teachers.

Hypothesis 2-b postulated that travel constraints and workload negatively impact the BEPT of trainee teachers at INJEPS. The results obtained from the regression analysis (workload (β = - 0.063; Sig = 0.032 < 0.05); travel constraints at work (β = - 0.067; Sig = 0.041 < 0.05)) support this hypothesis. Indeed, an increase in workload and travel constraints at work leads to a decrease in the level of psychological well-being of trainee teachers at work. This result corroborates with the conclusions of Collie's work (2014), when he states that: "the complexity of tasks, the time allocated to accomplishing these tasks and also the workload outside of class is a source of reduction in the psychological well-being of teachers". The same is true for Fernet and his colleagues (2012), when they mention the workload, referring to the JDR model, among teachers, as one of the work demands negatively linked to BEPT.

The constraints of travel to work, which are manifested by the duration of the trip and the financial situation, also negatively affect the psychological well-being of trainee teachers. Trainee teachers who have to travel long distances with limited financial means are subject to a level of well-being that is negatively affected.

4.2 Reliability And Validity Of The Results Of The Study

In this quantitative study of an explanatory nature, we used the non-probability sampling method with voluntary participation to constitute the sample of trainees. The processing of the results is carried out with IBM SPSS 26 software. A normality test of the residuals from the regression was carried out to ensure the reliability of the results (see Appendix 2). This test revealed that the residuals were normally distributed. All these precautions made it possible to ensure the good quality and reliability of the data collected.

5 Conclusion

The subject of the psychological well-being of teachers at work, teachers and therefore trainee teachers, is, without a doubt, a subject of primary research. Providing a work environment that promotes the psychological well-being of trainee teachers at work appears to be a major asset in improving their performance and knowledge for their future teaching profession.

This research aimed to analyze the psychological well-being at work of trainee teachers of professional master's degrees at INJEPS. Thus, our first objective was to measure the level of psychological well-being of these trainee teachers. The second objective was to analyze the organizational factors that could have an impact on their psychological well-being at work. In order to achieve our objectives, the data used in this study come from a survey of a sample of 63 trainee teachers of professional master's degrees at INEPS investigated using an online questionnaire. The latter provides information on the biodemographic characteristics, psychological well-being at work and working conditions of the sample.

The results of this study therefore allow us to conclude that 20.63% of trainee teachers (that is to say one in five trainee teachers) experience low psychological well-being at work and that this prevalence should be considered worrying. From the results of the regression analysis, we were able to conclude on the existence of a causal relationship between the working conditions of trainee teachers and their BEPT. Indeed, the managerial relationship, the availability of material resources, the sunny climate and professional skill have a positive and significant impact on the BEPT of trainee teachers at INEPS. These variables constitute positive factors, the growth of which contributes to the BEPT. On the other hand, travel constraints to work and the workload have a negative impact on the BEPT of trainee teachers at INJEPS. The higher the workload and travel constraints to work, the lower the BEPT. To improve the psychological well-being of trainee teachers at work, we can act on these factors by taking into account the meaning of the relationships. Managers, supervisors and inspectors of the host institutions of the INJEPS trainee teachers and the administration of the latter will have to take these factors into account in order to contribute to the BEPT of the trainee teachers.

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