

## **Teachers Stress Factors: Psychosocial Analysis in Training in Classroom Situations**

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**Abstract:** There are many stress factors inherent to the training and profession of primary school teacher in France, which impact both the personal well-being of future teachers and their professional investment. As a result, we developed a questionnaire assessing stress in classroom situations based on the work of Doise (1980) and Etienne and Fumat (2014). We then set up explanatory interviews inspired by Vermersch (2019) research with teachers in training in order to better understand the stress factors in situ. It appears that student safety, the management of "unruly" students and those with "special profiles" and taking into account "unforeseen events" are the main sources of stress for novice primary school teachers. The psychosocial analysis of these results allowed us to observe that poor mastery of professional gestures can be a source of stress.

**Keywords:** Inclusive, Vocational, Orientation, Website Research, Ministries of Education.

### **INTRODUCTION**

At a time when France is questioning the growing shortage of teachers in its education system, it seems necessary to question the causes of the lack of attractiveness of this profession and to worry about the harmful consequences of this situation on the education of our future young citizens. The recruitment of teachers is proving to be increasingly complex and often linked to a questioning of the quality of training. Indeed, these future professionals "feel very alone and have little support in the event of difficulties: this is the primary reason for their abandonment. They consider the training to be insufficient, unsuitable, disconnected from school realities" (Bucheton, 2021, p.24). In addition, there are many stress factors inherent in the training and profession of school teacher, which impact both the personal well-being of future teachers and their professional investment. The anxiety among these young professionals seems to be palpable and does not only appear in connection with the duty to transmit didactic knowledge but more related to the environmental factors to which they are subjected in their workplace.

This article positions itself in favor of an education that does not focus only on the transmission of knowledge but takes into account, in a much more psychosocial approach, the understanding of the singularity of each individual accompanying the child and the student in their social and academic construction.

Therefore, starting from the principle that the different sources of stress will not diminish in the years to come, how can we think about supporting these young professionals?

In order to answer this question, the article proposes a reflection based on the Etienne and Fumat work (2014) and on the concept of pedagogical arena with the intention of carrying out an inventory of the stress factors of primary school teachers in initial training. The aim is above all to support these future professionals in order to generate new vocations and encourage students to invest in "the most beautiful job in the world", a term first mentioned by Charles Péguy (1913) and since taken up by the French minister of National Education during his speech on July 20, (Attal, 2023).

## THEORETICAL FOUNDATIONS

The use of the psychosocial approach to think about stress factors among teachers in training.

Gintrac (2011, p.90) states that stress at work is defined as "an imbalance between a person's perception of the constraints of their work environment and their perception of their own resources to cope with them". Jégo & Guillo (2016, p.91) state that the overall index of exposure to psychosocial risk factors shows that "teachers, except those in higher education, have a significantly higher average exposure than other populations, especially in primary education."

"A teacher is a teacher... but they are also a little bit of a social worker... a little bit of an educator... a little bit of a psychologist..." testifies a teacher in the documentary "School is over" published in June 2023<sup>1</sup>. From these words emerges the underlying idea that being a primary school teacher is not limited to this social status alone. Nevertheless, it would seem that the role of teacher is often socially reduced to the pedagogical triangle Teacher-Student-Knowledge defined by Houssaye (1988). This triangle highlights the existence of three relationships. The first, the didactic knowledge/teacher relationship, corresponds to the disciplinary knowledge available to the teacher (teaching). The second shows the learning relationship knowledge/student constituting the relationship that the student will build with knowledge (learning). Finally, the last one relates to the teacher/student pedagogical relationship corresponding to all the strategies put in place by the teacher to allow the student to enter into learning (train).

This pedagogical triangle was subsequently completed by Etienne and Fumat work (2014). These authors conceptualized the notion of pedagogical arena by constructing a model for analyzing educational situations. Starting from this pedagogical triangle, Etienne and Fumat (2014) modeled the existence of different tiers.

The first tier corresponds to the relationship between people. To define this first tier, the authors develop three aspects of the relationship: the personal relationship between the Adult and the Child, the personal relationship of the Adult to Knowledge and finally the personal relationship of the Child to Knowledge. The first notes the importance of relying on the teacher as a singular person and the student as a child in their own right. "It is certain that the pedagogical relationship is first and foremost a face-to-face relationship between two people who each have their own history, their own style, their own passions, their own way of reacting" (Etienne and Fumat, 2014, p.10). The second highlights that the teacher's knowledge and skills in their discipline are sometimes far removed from their students' desire to learn. Indeed, this means that the teaching project is an interpersonal dynamic between the teacher and the child linked by the sharing of knowledge. We also refer to Bergugnat and Rascle work (2008) who highlighted that the work of engaging students is a significant source of stress for the teacher. The third is identified by the Child's personal relationship with Knowledge. Like the previous relationship, it is necessary to take into account the child's subjectivity. Indeed, their personality, social and family environment, his life experiences will necessarily impact his appetite for acquiring knowledge. Thus, a parallel can be drawn with the work of Doise (1980). In social psychology, he proposes a holistic approach to human activity. He conceptualized four levels of analysis to understand social situations. He defines this concept as "models that are constructed to grasp aspects of reality" (Doise, 1982, p.28). Through his conception of levels of analysis, he focuses on a systemic aspect while also focusing on specific aspects. Each level is inseparable from another; the levels are nested within each other. The first level refers to the intra-individual. It describes the way in which "the individual organizes his perception, his evaluation of the social environment and his behavior with regard to this environment" (Doise, 1982, p.28). Here, we are referring to the terms of personal values, personality traits, and the internal construction of the individual. In addition, these intra-individual characteristics will then necessarily have an impact on the ability of the primary school teacher in training to manage a classroom situation assessed as stressful. We can note different factors, namely the age

of the teacher, their personal situation, their personal and professional experiences, but also their sense of personal effectiveness (self-esteem) or their sense of legitimacy (imposter syndrome). In addition, at the beginning of their career, the teacher in training will be confronted with classroom situations that they will not be able to cope with due to a lack of acquisition of certain professional postures and will then be confronted with classroom situations deemed stressful. If they must master the disciplines and theoretical knowledge (know-how), they must also master all aspects related to professional gestures (interpersonal skills). Indeed, Buhot and Cosnefroy (2011, p.31) point out that "classroom management is not limited to the implementation of algorithms of professional practices worked on in training but combines two distinct logics: one concerns the management of the class group, the students' work and involves the teacher as a public figure but also at the level of his personal sphere, the other concerns the didactic management of the content to be taught". The teacher-student pedagogical relationship therefore plays an important role in the development of the child. "This therefore means that taking this relationship into account must have an essential place in initial and continuing teacher training programs, with particular emphasis on the acquisition of appropriate psychosocial skills with a view to adopting appropriate postures (teacher-care), or on raising awareness of the consequences of burnout on student well-being" (Rasclé and Bergugnat, 2016, p.37). All teachers must meet the skills framework defined by the National Education (Reference BO July 25, 2013). Buhot and Cosnefroy (2011) took the ten categories of skills notified in the framework and listed twenty-eight skills. Many of them refer to the following two categories: "design and implement teaching" and "manage the class". Consequently, if we were to rely on the skills framework, it would then be consistent that during their training, future school teachers could acquire knowledge and skills concerning these two areas mentioned. And yet in practice this is not the case. Indeed, "from initial training, all skills involving a relational and personal dimension (supporting the student, classroom management, relationships with parents) are reduced to a secondary role" (Buhot & Cosnefroy, 2011, p.28). Classroom management or conflict management, for example, with all the uniqueness of individuals, is a new element that does not seem to be taken into account or is taken into account too little during training. Similarly, teacher training pays little attention to the transmission of professional didactics and professional gestures to students. The objective of professional didactics is "to analyze work with a view to training professional skills" (Huard, 2012, p.137). It aims to be "a study of the processes of transmission and appropriation of knowledge [...] simply, it focuses much more on the activity than on knowledge" (Pastré, 2006, p.146). We then find two dimensions: a theoretical dimension (the contribution of tools and knowledge) and an operational dimension (conceptualization in action). This conceptualization in action can be linked to the work of Lachaux (2006) conceptualizing the notion of PIM. Perception (P), Intention (I) and Manner of acting (M) refer to the different mental actions that an individual mobilizes in a situation. He uses them for children at school. We propose to use them for teachers in training. What do we perceive? What is our conscious or unconscious intention? How do we act? This triptych allows us to understand how the individual acts in situ. As already mentioned, taking the environment into account is then essential: "competence can no longer be summed up as knowing what to do, or even knowing where and how to do it: you also need to know when to do it, because a relevant action taken at an inopportune time can have the opposite effect to that which is intended" (Pastré, 2006, p.148). In addition, Pastré repeatedly states that the teacher would be more competent if he had "a repertoire of alternative resources that would allow him to adapt his behavior to the different scenarios that may arise" and if he "was less helpless when faced with a new situation, never encountered before" (Pastré, 2006, p.151). These resources would then allow the teacher to react more calmly to a situation deemed problematic and therefore potentially stressful.

The second tier defined by Etienne and Fumat (2014) characterizes relationships in the group. First, we can cite group phenomena in the classroom referring to the different communication networks. The teacher does not address a student but a group of students.

In addition, during their training, no teaching mentions the characteristics of entering into a relationship with students. Indeed, we understand the relationship differently when it is carried out with a PS or CM2 student. The constitution of the group by the characteristics of each constitutes the classroom climate. It therefore refers to the quality of life at school. It concerns "the norms, goals, values, interpersonal relationships, teaching, learning, management practices and the organizational structure included in the life of the school." (Eduscol, 2003). If the relationship between the different protagonists is healthy, then it is a safe bet that the classroom climate will be as well. On the other hand, a hostile classroom climate leads to "more anxiety, discomfort and compromises the personal and intellectual development of many at-risk students" (Cossette, 2001, p.13). Rascle and Janot-Bergugnat (2008) have also identified the classroom climate as one of the ten factors linked to stress among school teachers. In addition, the constitution of this group often takes place upstream or in parallel with the institution. Etienne and Fumat (2014, p.12) speak of "parallel socialization". They emphasize that the class group is mainly formed during recess, where institutional knowledge has very little place and is not assessed: "We must not forget that at school there are recesses: the relationships that are formed there can be very strong and disrupt the classroom climate. The peer group, in a class, has its clans, its codes, its leaders, permanent or fluctuating" (Etienne and Fumat, 2014, p.12). Nevertheless, these times are too often put aside by teachers who use them as a time to exchange with their counterparts, to relax after a class session or to organize material for the rest of their day. However, the importance of this time of collective meeting leads the student to confront the norms of certain groups. There are far more relational issues at play during recess than in a classroom. It is during these times that the child will identify himself, will assert or not his position within the group and will try to integrate a group of belonging. We refer here to the work of Bruner, cited by Pojé-Crétien (1985) which lists the different group phenomena and the impact of the group on the identity construction of the child. In addition, vigilance also seems to be required because it would seem that it is during these times that the child can be confronted with abusive situations, which can negatively impact his self-esteem. Indeed: "the court is a jungle where the law of the strongest reigns, where archaic forms of organization are established: clan, vendetta, thug and his protégés, non-mixing, devaluation of the weakest" (Etienne and Fumat, 2014, p.14). The main studies discussing the sources of stress among young teachers mainly focus on the impact of violence within educational institutions. Research has shown that one of the main causes of the deterioration of quality of life and in particular of teacher burnout is linked to the "disruptive" or "aggressive" behavior of students (Pepe & Addimando, 2013). In addition, the goal of the school is to gradually lead the child towards becoming a student. This student/child ambivalence nevertheless sometimes seems difficult to understand for the child and for the teacher. As soon as he enters the school grounds, it is the student's hat that the establishment gives to the child. The latter must now adapt to what the institution and the codes attached to it ask of him. One of the final objectives of the institution is to acquire the "profession of student" (Perrenoud, 2003, p.15) within the entire enclosure of the establishment in order to make the child acquire the psycho-social skills which are defined as "the capacity of a person to respond effectively to the demands and challenges of daily life" (WHO, 1997). The energy required for this social recognition goes beyond school learning for the child. We then find children in the class doing everything possible to "make people laugh" by sometimes acting like clowns in order to "exist" socially. The support of classmates comes through their laughter, which then fuels the opposite attitude desired by the teacher. The child here no longer gives any place to learning, sometimes abandoning it for a social recognition that is much more important to him. These behaviors can then negatively influence the classroom climate. Secondly, the authors focus on the different methods of group work. We find the notion no longer of communication as such but of teaching. The teacher wants to be able to control the exchanges that take place in the classroom, unlike in the playground. For the teacher, Communication between students often only appears in a negative way and

disrupts the proper functioning of learning, by disturbing the established order. If the teacher accepts a communication, it is often because it is controlled by him/herself, either by speaking time or by group work. We are then dealing with a very specific communication that respects a framework that he/she himself has set for a specific objective. A parallel can then be established with the second level of analysis mentioned by Doise. This level, called the interindividual or situational level of analysis, is interested in the relational processes between individuals of a similar hierarchical level. It is the "dynamics of the relationships that can be established, at a given moment, between given individuals, in a given situation" (Doise, 1982, p.30). It is the modalities of relationships between individuals that are present here. Analyzing relationships between others also means looking at the intra-individual level.

The third tier conceptualized by Etienne and Fumat (2014) refers to institutional determinants. Therefore, human relations in establishments are at the very heart of this third tier. The establishment is to be understood as whole where different stakeholders gravitate with their own statuses (director, accompanying students with disabilities, territorial officer specialized in schools, civic service, etc.). These exchanges then take place between individuals who do not necessarily have the same rank, the same hierarchical level or even do not have the same employer (national education, local authorities, etc.). The institutional conditions of teaching mentioned by Etienne and Fumat (2014) refer to "a system where people, things, technical objects and administrative and legal rules intervene" (Etienne and Fumat 2014, p. 14). Everyone interacts with others through very specific roles. A parallel can be made here with Doise's third level of analysis, namely, the positional level. This level takes into account the social differences between individuals prior to the interaction that may exist between different categories of subjects. We are no longer simply in a "simple" interaction here but in a hierarchical interaction.

In addition, the directives or top-down reforms of the ministries impact the "think-say-do" of the teacher, the relationship of parents to school and the investment of children in classes. However, in these numerous reforms, it is a social aspect that is changing. All these ministerial changes have a history and are based on an entire educational system in place for more than a century with "its rules of the game, declared but above all implicit, it constrains and supports all the actors" (Etienne and Fumat, 2014, p.13). This institutional "power" highlights Doise's fourth level. This last level encompassing the other three refers to the ideological level. It highlights societal norms, belief and representation systems, evaluation and makes the link with the development of ideologies. Institutional decisions have an enormous impact on the life of an establishment. Each individual through their intra-individual aspect will or will not be able to cope with it. The various changes in educational policies do not always allow stability in a continuum that can bring room for serenity. The different doctrines imposed by the public authorities influence and influence our way of thinking and therefore, of functioning.

Finally, the multitudes of tasks that teachers are faced with do not always allow them to be efficient. The possible conflicting relationships between the different protagonists often make the work of teachers too complicated. The lack of consideration (Tait, 2017) but also the lack of human and financial resources from which they can suffer does not always lead to good working conditions (Jerrim, & Sims, 1018). The representation that we can have of teachers comes partly from the regular political changes initially made by the different political parties in place. Research has shown that "the first five or seven years of the profession constitute a critical period during which professional activity is accompanied by strong and often negative emotions" (Visioli, Petiot & Ria, 2015, p.207). Also, it seems that other factors, other than those listed above, can be highlighted such as and in particular the mastery of gestures and professional posture resulting from professional didactics. The representation that we can have of teachers comes in part from the regular political changes initially made by the different political parties in place. Research has shown "that the first five or seven years of the profession constitute a critical period during which professional activity is accompanied by strong and often negative emotions" (Visioli, Petiot & Ria, 2015, p.207).

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### **Research Question**

Thus, in view of the elements cited above, it seemed relevant to us to first list, with the implementation of a questionnaire, the stress factors to which teachers in training may be subjected in their professional practice. Secondly, the objective is to deepen, through explanatory interviews, the perception that these teachers have of the stress factors that they face in their professional practice. The challenge will then be to better understand these stress factors in order to rethink the training systems.

### **Methodological Choices**

#### **Population**

Our study is based on a cohort of 71 individuals, 88% of whom are women and 12% are men. The age of the participants varies between 23 and 50 years old with an average age of 27 years old. The different students participating in this study are trained in the INSPE of Angoulême, Poitiers, Tours-Fondettes, Bourges and Châteauroux. We found 43% of full-time T0 (PES 100%), 24% of part-time T0 (PES 50%), 17% of Master 2 under work-study contract and 15% of contractual Master 2.

The results of the questionnaire allowed us to select 7 students who obtained scores categorizing them as being "not at all stressed" or conversely "very stressed". We then took the time to meet each of these students in order to carry out an explanatory interview with them based on the work of Vermersch (2019).

#### **Material our study is based on different tools**

First of all, it is based on the creation of a questionnaire assessing the intensity of stress perceived during different classroom situations. This questionnaire complies with GDPR constraints, all data is therefore anonymous. The administration of this questionnaire lasted on average ten minutes. The latter was developed from the research cited above. It thus includes a first part which lists the participant's personal data such as: age, family situation, life experiences (experiences in supervision or teaching). The second part of the questionnaire uses the Psychological Stress Measurement Scale (MSP-9) conceptualized by Lemyre and Tessier (1988) assessing the feeling of stress on a Lickert scale from 1 (not at all stressed) to 9 (enormously stressed). In the last part, the teacher was asked to position himself with regard to the assessment of the classroom climate, the socio-demographic qualities of his establishment, relationships with his students, colleagues or even his hierarchy. This part composed of 17 items is also based on a Lickert scale ranging from 1 to 9. The analysis of the questionnaire will be carried out quantitatively with the creation of a dendrogram that will allow us to assess the proximities between the responses to the different items and thus identify different stress factors observable in a classroom situation.

Finally, our study is also based on the implementation of explanation interviews. We were inspired to carry out these on the method developed by Vermersch (2019). The interest of this method is to offer both a time of recollection, evocation, of a situation previously experienced before proposing a time of analysis of the latter. The objective is to explain the implicit by helping the teacher to become aware of his perceptions, his intentions and his ways of acting. We then analyzed each interview (verbatim) in order to extract the professional gestures that resulted from each classroom situation experienced. To do this, we relied on the work of Lachaux, explained previously. Our objective was then to bring out

the Perceptions, Intentions and Ways of acting of each classroom situation experienced by the teacher while verbalizing the different professional gestures (Bucheton 2021) that they mobilize. The use of a mixed method: a questionnaire combined with the conduct of explanatory interviews, seemed relevant to us because it was complementary in the context of our study. Indeed, this method allows us to collect both quantitative and qualitative data and "reflects an attempt to obtain an in-depth understanding of the phenomenon in question" (Denzin, 2012, p.82).

### **Procedure**

First of all, this questionnaire was sent to the students and the analysis of the results allowed us to select seven students: four students with a "not or slightly high / not stressed" stress level and three others describing their stress level as "very high / very or extremely stressed" who were met individually. Each interview was conducted in person and lasted an average of one hour. It was conducted in a location that allowed confidentiality to be respected. The objective was first to get to know the teacher by reviewing her professional career in particular. In order to avoid taking notes and thus promote the fluidity of the speech, the interview was recorded. This interview then focused on highlighting situations perceived as potentially stressful or not. It was based on the answers given previously in the questionnaire. The teacher was asked to review five classroom situations. The underlying idea was to encourage teachers to verbalize around their experiences, their affects, their perceptions, their intentions and their ways of acting.

### **Results**

#### **Dendrogram Analysis**

The questionnaire administered to the participants allowed us to assess the intensity of stress perceived by the teachers in training in specific classroom situations experienced daily. The teachers were asked to position themselves for the 17 items notified in the dendrogram on a Lickert scale ranging from 1 (Not at all stressed) to 9 (Enormously stressed). The ANOVA analysis of group comparison does not show any significant differences. Indeed, the level and the number of students per class do not explain the intensity of the perceived stress. Thus, a use of a factorial analysis in principal components was then chosen. In order to arrive at a grouping of the items to categorize the different stress factors that the teachers face in-situ, we resorted to the creation of a dendrogram. Indeed, this graphic representation allows us to understand the proximities that exist between the responses to the different items. The dendrogram is read as follows: the participants who say they are stressed about "teaching in front of students" are the same ones who say they are stressed "during a team meeting". Indeed, on the graphic representation, these two items are linked. To go further, we also note proximity between these two items and those concerning "recess time" and "teaching motor skills / PE". We also note a similarity between the items concerning "setting up students in the workshop" with "managing unexpected responses" and proximity with the items concerning "managing distractions", "welcoming students" and "not having finished what was planned". In the same vein, we also observe a similarity between the items concerning "social" and "environmental" unforeseen events with the proximity of the item corresponding to "parents' approach". Finally, we note a similarity between the items corresponding to "management of unruly students" and "with a particular profile", another similarity between the items corresponding to "the presence of an adult in the class" and "overall do you feel stressed". These items also have proximity with the item "before starting your internship". Finally, the analysis of the final subdivision shows the presence of four main groups that can categorize the four major stress factors faced by teachers in on-site training, namely:

- Stress factors related to the management of motor skills and extracurricular activities
- Stress factors related to the management of school activities
- Stress factors related to the management of the internship context
- Stress factors related to the management of relationships

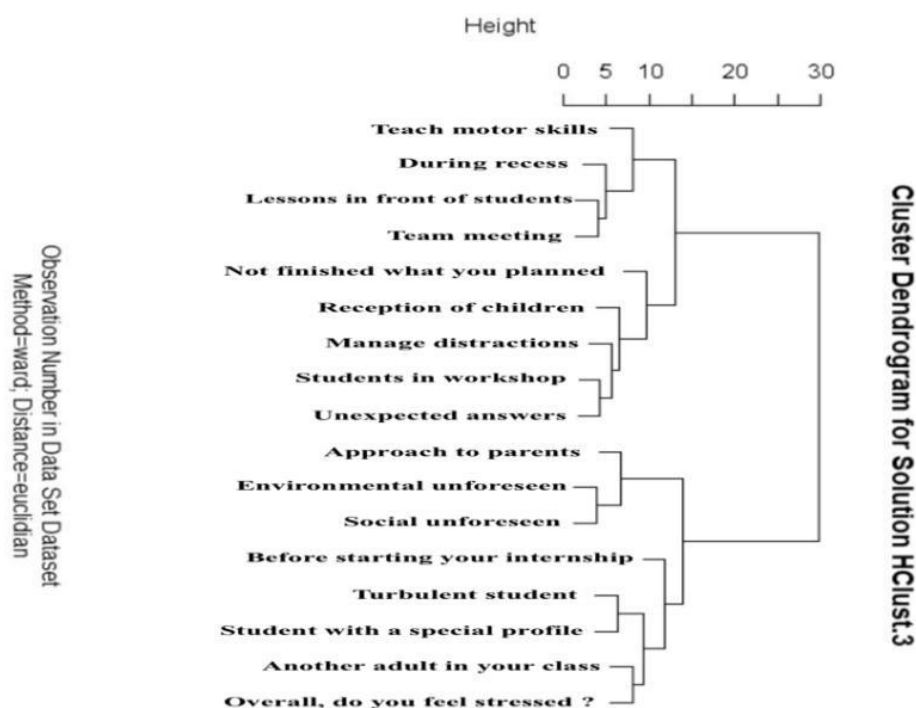


Figure 1. Dendrogram about stress factors at school.

### Analysis of the Explanatory Interviews

To deepen the results of the dendrogram and better categorize and understand the stress factors in the situation, it seemed relevant to us to carry out explanatory interviews inspired by the work of Vermersch (2019). In the case of our research, the explanatory interviews made it possible to both highlight certain contradictions between the responses given to the questionnaire and the situations experienced but also to evoke the precise characteristics of each category of stress factor highlighted by the dendrogram. Indeed, most of the participants mention, thanks to the memory of the classroom situation, being ultimately more stressed than what they let on in the questionnaire and thus note the richness of these interviews which allowed them to put into words both their difficulties and their resources and this in a question of improving their professional practice.

Regarding the analysis of classroom situations, we decided to focus on the factors that emerged among all the participants in order to refine our understanding of the stress factors. First, a link can be made between "Stress factors related to motor skills and extracurricular activities" noted in the dendrogram and the explanation interviews. Regarding the time spent teaching motor skills, it emerges through the various interviews conducted that the teachers in training invest little in this time in motor skills while the programs impose 3 hours per week or 45 minutes daily. We observe that some teachers prefer to divide their class into two groups in order to have additional time to learn fundamental knowledge and thus leave the teaching of motor skills to the ATSEM. In addition, during this time, the question of safety seems to worry the teachers who then prevent themselves from fully investing in the teaching of this disciplinary knowledge. Thus, management and more specifically student safety seem to generate more stress than teaching motor skills or PE themselves.

Perrine, MS/GS teacher: "I always divide my class into two, one group that does the activity and the other that observes, this allows me to monitor and better manage my class, I can intervene more quickly if the children put themselves in danger".

Julie, PS/MS teacher: "The only thing that interests me when I go to motor skills is that the students do not hurt themselves, the rest is secondary to me".

Clara, CP teacher: "I am not stressed by teaching PE but by having to leave the school and go to the gym. You have to manage the gate, crossing the road and the agitation of the



students who are happy to go to sports. That's when I felt that the stress was rising enormously. So we reduced the time of the session and it was not productive."

Agathe, MS/GS teacher: "During the motor skills session, I mainly pay attention to what doesn't hurt each other, avoiding fights, it's a lot of surveillance more than activity in the end, it's a "pre-recess" in a way."

As observed in the dendrogram, a link can also be made with recess time because proximity is observed between the two items and it is again the question of safety that seems to explain this proximity.

Perinne, MS/GS teacher: "During recess, I am often hyper vigilant, I always keep a special eye on certain students who are unruly and who tend to hit others."

Agathe, MS/GS teacher: "Here, we have an autistic student in the class and it's very stressful, he runs everywhere, he throws balls, plus the AESH's gaze stressed me out, I felt incompetent." "Security stresses me out, at the beginning of the year a student hit his head on a trunk, I told myself it was my fault, that I handled it badly. I feel a lot of pressure about that."

Secondly, a link can also be made between "Stress factors related to the management of school activities" noted in the dendrogram and the explanatory interviews. It would seem here that it is more the animation of the workshops that is experienced as a source of stress and not the implementation of the workshops as such. In the classes, teachers often tell us about the difficulty of managing distractions during group work and relationships between students. The link can also be made with poor mastery of professional gestures *in situ*.

Lola MS/GS teacher: "It is the management of the workshops that sometimes poses difficulties for me, I have to keep an eye on everything while trying to give the children as much autonomy as possible, I realize that sometimes I manage nothing".

Lola MS/GS teacher "I realize that autonomy is sometimes too complicated with nursery school children, I cannot manage all the students without it causing a lot of agitation and therefore a lot of stress for me".

Thirdly, a link can be made between "Stress factors related to relationship management" noted in the dendrogram and the explanatory interviews. During the meetings with the participants, it was unanimous that the teachers in training are helpless and tired when faced with the behavior of these students. We also note that the participants' responses are spontaneous and come to signify a real malaise of the teachers when faced with this behavior. During the interviews we also noted that teachers "confuse" "unruly" children with children with "special profiles". The latter are often cited as students with behavioral problems and it is the violence of these children that then causes the teachers' suffering.

Clémence, CE2 teacher "I am tired, I have regular back problems because I have a little one that I have to pick up regularly because she has tantrums, I have a black belt to help me".

Clémence, CE2 teacher: "It is very difficult, we are not prepared for this kind of situation, in training we often see "perfect" classes when the reality is completely different. I dread the morning when I have to deal with this student, I am immediately more vigilant about his behavior and the behavior of others because it can quickly escalate and I can quickly be caught off guard".

Agathe, MS/GS teacher: "I have twins who are very disruptive, I always have to watch where they are, they hit others".

Lola, PS/MS teacher: "I constantly isolate him so that he doesn't hit others; it has become my priority, the safety of the children with this student. The parents complain and I don't know how to manage him so I accept that he can do things that others are not allowed to do".

It should also be noted that the interviews show that the presence of a third party in the class, whether or not there is a question of hierarchical superiority, is a source of stress. On the dendrogram, we also note the existence of a strong proximity in the responses of the individuals between "the adult in the class" and "overall, do you feel stressed". During the interviews, all the participants admitted to us that they were much stressed as the inspections approached to validate their T0 year. Also, the constant presence of an adult in the classroom (AESH, ATSEM) will also be a point to highlight as a significant stress factor by novice teachers. They explain it by the fear of permanent "judgment" and the impression

of being "illegitimate" in front of professionals who sometimes have years of experience. Teachers in training then say they feel constantly evaluated.

## DISCUSSION

The mixed method used in this research highlighted the complexity of assessing stress factors among teachers in training and the importance of combining these two tools in order to propose a more in-depth psychosocial analysis of stress factors. The dendrogram allowed us to categorize stress factors and highlight the presence of four major stress factors: motor skills and extracurricular activities, school activities, the context of the internship and relationship management. In addition, the analysis of the verbatims showed us the importance of the part of subjectivity when the question of emotional feeling is raised. The interviews allowed us to verbalize what generates stress in a given situation. This is why, even if the different stress factors are found in all the teachers, the feeling and perception of the latter remains very personal. The same stress factor does not cause the same intensity of stress in some and others. The mixed method brought us this richness: that of allowing us to categorize the stress factors (questionnaire, dendrogram) while also proposing to analyze them in situation (verbatim). Overall, in order to understand the stress factors listed above in a psychosocial approach, we can again refer to the work of Doise.

We note in particular that many stress factors refer to the intra-individual level. Personality, shaped in particular by the social and cultural environment from a very young age described in the work of Vygotski (1934), allows one to acquire or not the psychosocial skills necessary for stress regulation. Previous experience is also a factor that helps minimize stress in situ. Indeed, one participant mentioned that her previous experiences in a leisure center allowed her to better understand the management of her class group and consequently, from the beginning of her internship year, to provide a framework already experienced in the past. This then reinforces the teacher's feeling of personal effectiveness. Conversely, participants who do not have these past experiences may feel more illegitimate and evoke an imposter syndrome. This feeling can then be reinforced in particular when they are confronted with the presence of a more experienced third person in the class (Specialized territorial nursery school officers (ATSEM), accompanying students with disabilities (AESH)).

In addition, certain stress factors can be linked to Doise level II, the interpersonal level. We can address several points here. On the one hand, the participants mention the relationship with parents and colleagues as a possible source of stress and a link is made by the participants with the lack of training. Indeed, the work of collaboration with parents in particular seems to be addressed too little in the Master's degree. These teachers then find themselves undermined by the remarks and questions of certain parents who do not know how to adopt the right posture. On the other hand, the question of professional posture and in particular of the mastery of professional gestures seems to come up regularly. We note a feeling of poor mastery of professional gestures often linked to the gap that exists between training and practice. These comments are consistent with the work of Chouinard (1999, p.503) mentioning in particular that expert teachers "have a wide range of typical and atypical situations. Thus, if they are faced with an atypical situation, the experts will try to understand what explains the anomaly and will act accordingly". Also, we note, according to the teacher's experience, that the perception, intention and manner of acting are different. Neophytes then seem to have difficulty focusing their attention on the factors necessary for establishing a classroom climate conducive to learning. As Chouinard (1999, p.502) mentions: "Experts interpret actions and events more quickly so that they are able to intervene more quickly without disrupting the teaching project". A parallel could also be made with the work of Bucheton and Soulé (2009, p.40) who mention the different postures inherent in the profession of school teacher. Indeed, these authors list six postures: the control posture ("It aims to establish a certain framework for the situation"), the counter-support posture ("The teacher, in order to move forward more quickly, if necessary, can go so far as to do things for the student"), the support posture ("The teacher provides

occasional help, partly individual, partly collective, depending on the progress of the task and the obstacles to be overcome"), the teaching posture ("The teacher formulates, structures knowledge, standards, and possibly demonstrates them"), the letting-go posture ("The teacher assigns students responsibility for their work and permission to experiment with the paths they choose") and finally the so-called magician posture ("Through games, theatrical gestures, and striking stories, the teacher momentarily captures the students' attention"). Thus, implicitly, what emerges from the speeches of the teachers in training is a poor mastery of these postures and therefore consequently of the professional gestures that result from them. During the workshop and their facilitation, for example, the teachers seem to experiment with these different postures and can thus find themselves undermined by the behaviors of the students that result from them. The management of the workshops requires a rapid and multiple sequences of different schemes, schemes that are sometimes poorly mastered by these teachers. Indeed, "preparing to act in the classroom means learning to combine the different variables of a teaching and education situation" (Bucheton&Soulé, 2009, p.30) but these situations are sometimes too rarely mentioned during the training. It should be noted that these observations will be noted by all the participants. However, "the understanding of the professional gestures of teachers to adjust to the great diversity of variables in any situation (managing time, interactions, knowledge, tasks, the relationship to knowledge, the attitudes of the students, the artifacts, etc.)" (Bucheton&Soulé, 2009, p.29) seems essential to the establishment of a classroom climate conducive to learning. In addition, the lack of supervision during this year of training did not allow an "evacuation" of the stress felt. One participant told us: "the training week arrived in February; it was much too late. Besides, it was at that time that I realized that I was not the only one experiencing certain stressful classroom situations. I would have liked to have been able to discuss it before; it would have allowed me not to feel incompetent in certain situations." We note that if the situations are always more or less identical, the teacher's feelings are not always the same. In addition to the personality of the individual, it is also his relationship to the situation that seems to be different. In addition, certain stress factors can be linked to Doise level III, the positional level. This is found with the impact of the presence of a third party and in particular a hierarchical member within the class. These results are found both in the responses to the questionnaire and in the verbatims and even represent the factor causing the highest intensity of stress.

Finally, a final analysis can be carried out by evoking the last level of Doise: the ideological level. The relationship to the teaching profession from a statutory point of view diverges according to individuals and in particular their own school experience and the image of the school sent back by society. Who was I at school? A "good student"? A good student does not necessarily make a good teacher. Indeed, it would seem from the participants' speeches that novice teachers rather rely on their personal experiences as students, having too little professional experience. We thus have a representation of the school influenced by our own school experience. When we are students, we have a relationship with knowledge that is ours, that belongs to us and that is sometimes far from that of the teacher who advocates knowledge and a love of school. However, we must not lose sight of the fact that the teacher can also find himself confronted with students who do not like school and with parents who do not adhere to the values of National Education. Indeed, as mentioned previously when discussing the teacher/student relationship, the teacher's desire to share his knowledge is sometimes far from the students' desire to learn. This duality is sometimes hard to live with and the teachers' incomprehension remains.

## CONCLUSION

The psychosocial analysis of stress factors allowed us to categorize and analyze the stress factors in situ of primary school teachers in training. This work highlights the complexity of teachers entering their profession. This is why, firstly, we carried out a state of the art of classroom situations considered stressful by school teachers using a questionnaire; situations transcribed in the form of a dendrogram. However, the analysis of

stress factors was only possible with the realization of explanatory interviews in a second phase. The latter allowed us to have the teachers verbalize in professional practice situations. This participatory proximity in the field between the researcher and the professional contributed both to knowing these neophytes in the exercise of their function but also to understanding them with a view to transforming and improving their professional practice. Four major stress factors were highlighted: the management of motor skills and extracurricular activities, the management of school activities, the management of the internship context as well as the management of relationships. These notions are defined by the protagonists as little addressed in the training of school teachers. They often refer to this profession as "magnificent" but deplore the lack of connection that sometimes exists between theory and reality. Also, beyond the pedagogical aspect often addressed in training, it is everything concerning professional didactics and particularly the fragile mastery of professional gestures by neophytes that seems to be an element promoting stress in a classroom context. This is why "teacher training is now obsolete. Rebuilding the profession, making it evolve, or even making radical changes in teaching gestures and postures requires a profound rethink" (Bucheton & al, 2015). These comments by Bucheton & al from 2015 are all the more relevant since training has been constantly changing "format" since 2013. The various ministers are trying as best they can to find the right formula to, on the one hand, compensate for the lack of attractiveness of the profession and, on the other hand, minimize the workload of Master's students. The place of the competition is evidence of this. Sometimes at the end of Master 1, sometimes at the end of Master 2, the question now arises of the place of the competition at the end of Bachelor 3 to compensate for the shortage of recruitment of school teachers. However, if school teachers in training are stressed and only "10 to 15% of teachers do not suffer from their return to the profession" (Rasclé and Bergugnat, 2008), what psychosocial resources will these young school teachers have at their disposal to manage their stress in the classroom from the first year of Master?

Finally, the observation of these results allows two main areas of research to emerge, namely: the contribution, within the training, of both a literacy of professional gestures but also the contribution of psychosocial skills for better emotional management. The analysis of stress factors was only possible with the implementation of explanatory interviews in a second phase. These allowed us to have the teachers verbalize in professional practice situations. This participatory proximity in the field between the researcher and the professional contributed both to knowing these neophytes in the exercise of their function but also to understanding them with a view to transforming and improving their professional practice.

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