



# UNDERSTANDING SPORT TEACHER'S RELATIONSHIP TO CONTINUOUS PROFESSIONAL TRAINING: THE CASE OF FRENCH JUDO EDUCATORS

---






Philippe GABRIEL, Céline AVENEL & Sylvie PEREZ  
LIRDEF (EA 3749, Université de Montpellier & Université Paul-Valéry  
de Montpellier)

ECER 2019, September 3<sup>rd</sup>-6<sup>th</sup>, Hamburg, Germany

18. Research in Sports Pedagogy



## Introductory words

- Judo in France   is the fourth sport in terms of number of licensees
  - 546,954 (2018, Fr. Min. of Sport.)
- France   is the second nation on the Olympic charts with 51 medals behind Japan 



# Sport instructor in Judo

sport  
coaches

volunteers

teachers

trainers

- How would you professionally define these educators?



## A complex and diverse professional identify

- High technicality
- Values
- Commitment to education
- Ability to manage contrasting teaching conditions, administrative, economic and social requirements, communication activity and existential constraints...
- “Career-long learners” (Armour, 2006)

# In an Era of Risk?

- High technicality
- Values
- Commitment to education
- Ability to manage contrasting teaching conditions, administrative, economic and social requirements, communication activity and existential constraints...
- "Career-long learners" (Armour, 2006)

## Routine work

- Ignoring to follow up a development of Judo

- Parents/learners coming into conflict with

- To be injured on the tatami
- To have a learner injured
- Not having enough learners
- Failing to combine family life with working life...

## Training and risk



An educator identity  
and a diversity of  
personal and  
contextual issues

- Adequacy and suitability?
  - Wide needs and partial coverage?
  - Specific requirement and general answer?



# 1. Background

- Professional identity and relation to activity
  - A two years research project
- Continuous training
  - A specific enquiry
  - Needs and expectations

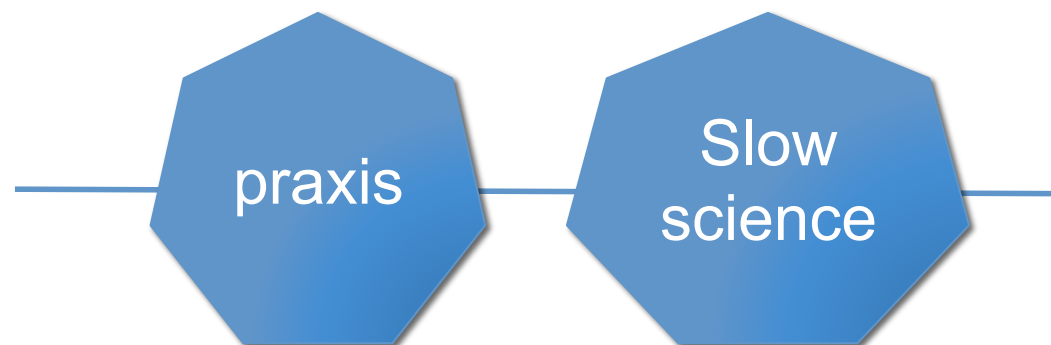


Thérèse Perez-Roux, Sylvie Perez, Philippe Gabriel, Jacqueline Papet et Florence Cassagnol, « Rapport au travail des enseignants de judo en France : entre valeurs défendues et tensions inhérentes à l'activité », *Activités* [En ligne], 16-1 | 2019, mis en ligne le 15 avril 2019, consulté le 01 septembre 2019. URL : <http://journals.openedition.org/activites/3741> ; DOI : 10.4000/activites.3741



## A praxeological approach

“The purpose (...) is to establish a general and organized knowledge of behaviour, individual conduct and situations, all dynamic and dialectical, temporal, that is, existential and historical elements of a praxis.” (Ardoino, 1980 : 18, free translation)







## Research draws attention to

- **Socialisation and training** (Cushion, Armour & Jones 2003 ; Monfette, Grenier & Gosselin, 2015)
- **Working environment** (Marsault, Pichot, & Pierre, 2016 ; Slimani, 2014 ; Chifflet & Rundstadler, 2002)
- **Personal dispositions** (Falcoz & Walter, 2009 ; Julhe & Haschar-Noé, 2010)



## 2. Methodology

- Mixed / interpretative
- Online survey at country-level
  - 188 items
    - Self-preparation perceived (SPP)
- 665 Judo teachers (ages 20-66)





### 3. Results

- SPP and overall level of satisfaction are highly connected:
  - those who do not feel prepared are less satisfied (1.5%) and the most prepared are also the most satisfied (20.3%)
- Main shortfalls: didactics (89.2% never or rarely), pedagogy (89.2%), relationships with colleagues (88.1%), federation (82.1%) or elected people (83%), working conditions (71.4%), context (67.4%), administration of a club (65.6%) or evolution of Judo (45.6%)
- A problem of initial (89.6%) and continuing (79.9%) training

## 3.a. Personal dispositions

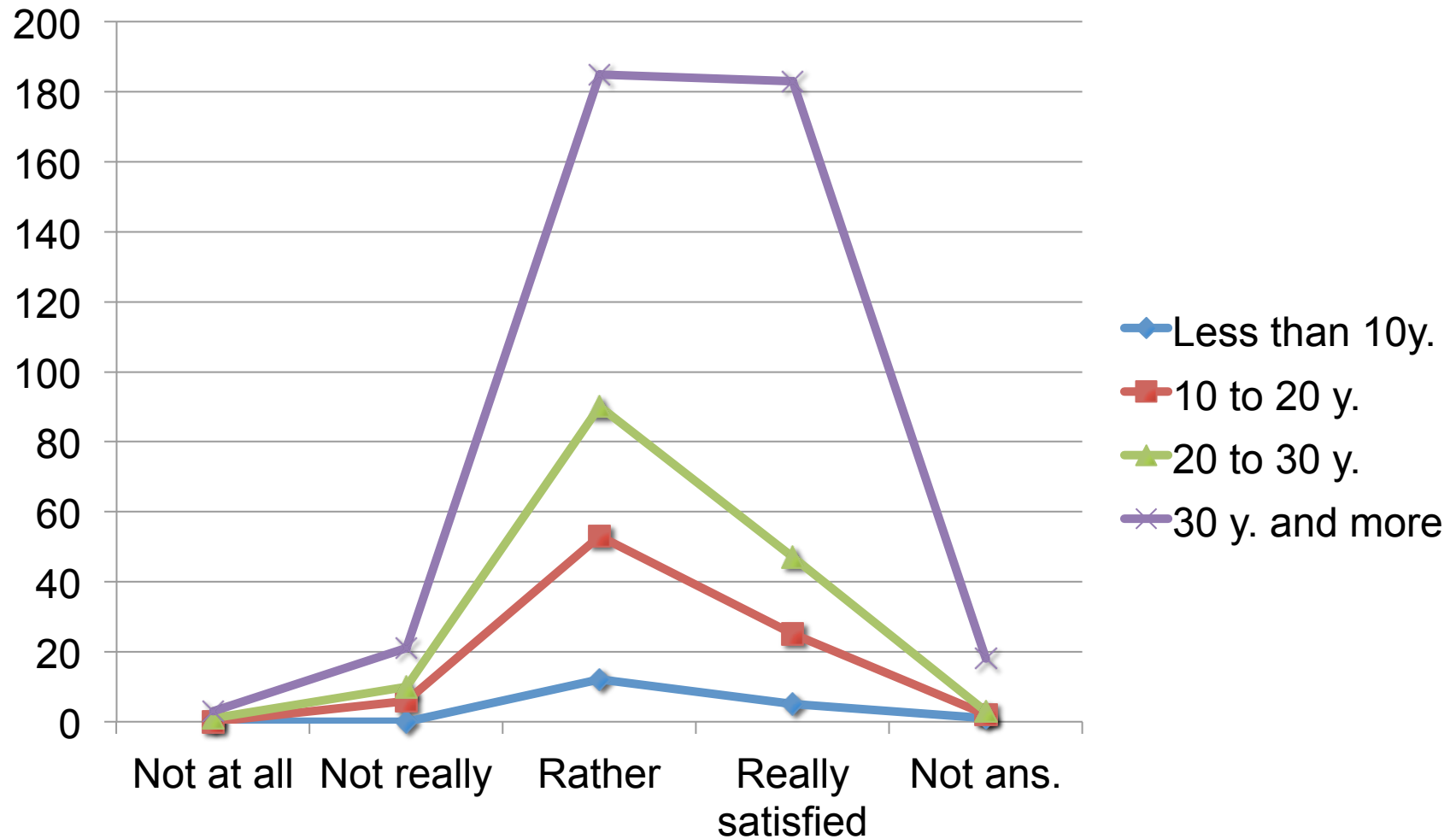
Sentiment_preparation	Pas du tout	Plutôt pas	Plutôt	Tout à fait	Non prononcé	TOTAL
<b>sexe</b>						
Un homme	0,7%	5,4%	49,6%	41,0%	3,3%	100%
Une femme	0,0%	6,5%	60,9%	27,2%	5,4%	100%
<b>TOTAL</b>	<b>0,6%</b>	<b>5,6%</b>	<b>51,1%</b>	<b>39,1%</b>	<b>3,6%</b>	<b>100%</b>

Sentiment_preparation	Pas du tout	Plutôt pas	Plutôt	Tout à fait	Non prononcé	TOTAL
<b>age</b>						
20 ± 25 ans	0,0%	61,8%	35,3%	2,9%		100%
26 ± 35 ans	9,9%	63,4%	24,8%	2,0%		100%
36 ± 45 ans	8,8%	52,1%	36,8%	2,3%		100%
46 ± 55 ans	7,5%	50,8%	39,6%	2,1%		100%
56 ± 65 ans	0,0%	45,9%	48,6%	5,5%		100%
66 ans et plus	3,2%	33,3%	52,4%	11,1%		100%
<b>TOTAL</b>	<b>6,2%</b>	<b>51,1%</b>	<b>39,1%</b>	<b>3,6%</b>		<b>100%</b>

SPP: not connected to gender and diploma but to age and duration of activity



# SPP X duration of activity





## 3.b. Socialisation and training

- Impact of judo on **social life: help 77.9%** (obstacle 10.4% & no direct relationship 11.8%)
- Completion training internships : 77.9% (not connect to SPP)
- Participation is higher for local training activities
- Federal offer
  - Broad enough, but I lack of time: 52.2%
  - Financial commitment is too high: 42.1%
  - Broad enough: 28.6%
  - Poorly targeted on my needs: 15.2%
  - Insufficient offer: 10.2%



## 3.b. Socialisation and training

- SPP not connected to
  - Primary or secondary activity
  - Size of the club
  - Number of (certified) assistants
- SPP connected to the administrative status : full-time employee and independent educators feeling less prepared than volunteers and part-time educators



## 3.c. Working environment

- Impact of judo on **family life: obstacle 50.8%** (help 32.8% & no direct relationship 16.4%)
  - regardless of practice setting (rural, urban or peri-urban), of institutional context (school, local community, single or multisport club...), number of teachers in the club...
  - connected (highly) to the number of hours worked per week and to the income from activity





# Other expectations

- Knowledge of sport outside Judo, other disciplines
- Cultural differences (veiling) and radicalisation, relationship with elected politicians
- Club administration and management, finance, ICT, management of travel, sponsorship...
- Educational approach and pedagogy, disabled sports
- First help, diet and nutrition



## To conclude

- Self-preparation perceived (SPP)
- An educator identity and a diversity of personal and contextual issues
- A shared training design?



---

[philippe.gabriel@univ-avignon.fr](mailto:philippe.gabriel@univ-avignon.fr)