

TEACHER'S PERSONAL VALUES AND THEIR ATTITUDES TOWARD INCLUSIVE EDUCATION

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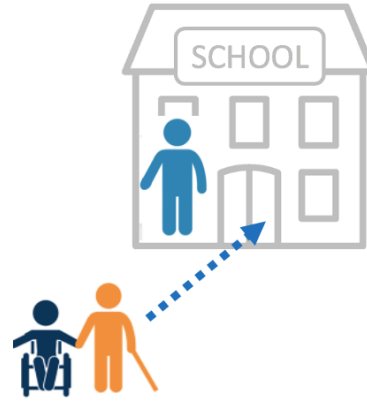
EARLI SIG 15 Special Educational Needs Conference 2020

“Learning difficulties and inclusion:
Challenges (and solutions) for the future”

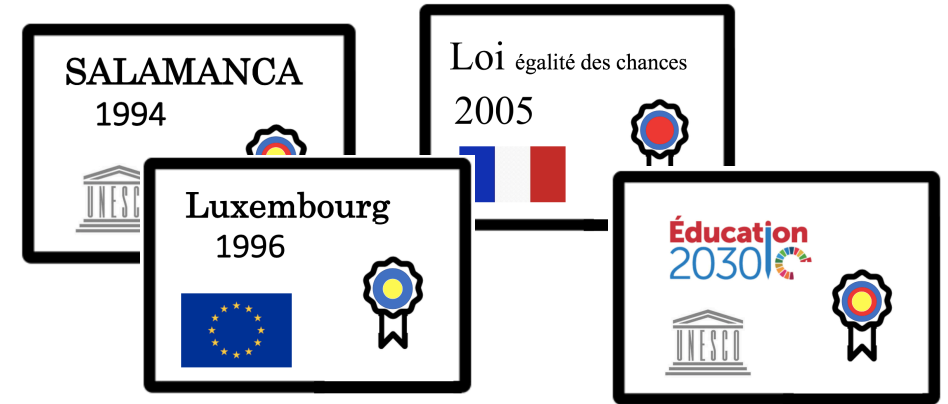


INTRODUCTION

- Changes in education



- International impulses, regularly reiterated



- But psychological **barriers** still remaining



- Teachers attitudes toward inclusive education as a key?



ATTITUDES

- Attitude: **evaluation** of a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993)
- 3 dimensions: affective, cognitive, behavioural (Rosenberg & Hovland, 1960)
- Positive, neutral or negative



TEACHERS' ATTITUDES TOWARD INCLUSIVE EDUCATION

- Neutral or negative

(de Boer, Pijl & Minnaert, 2011)

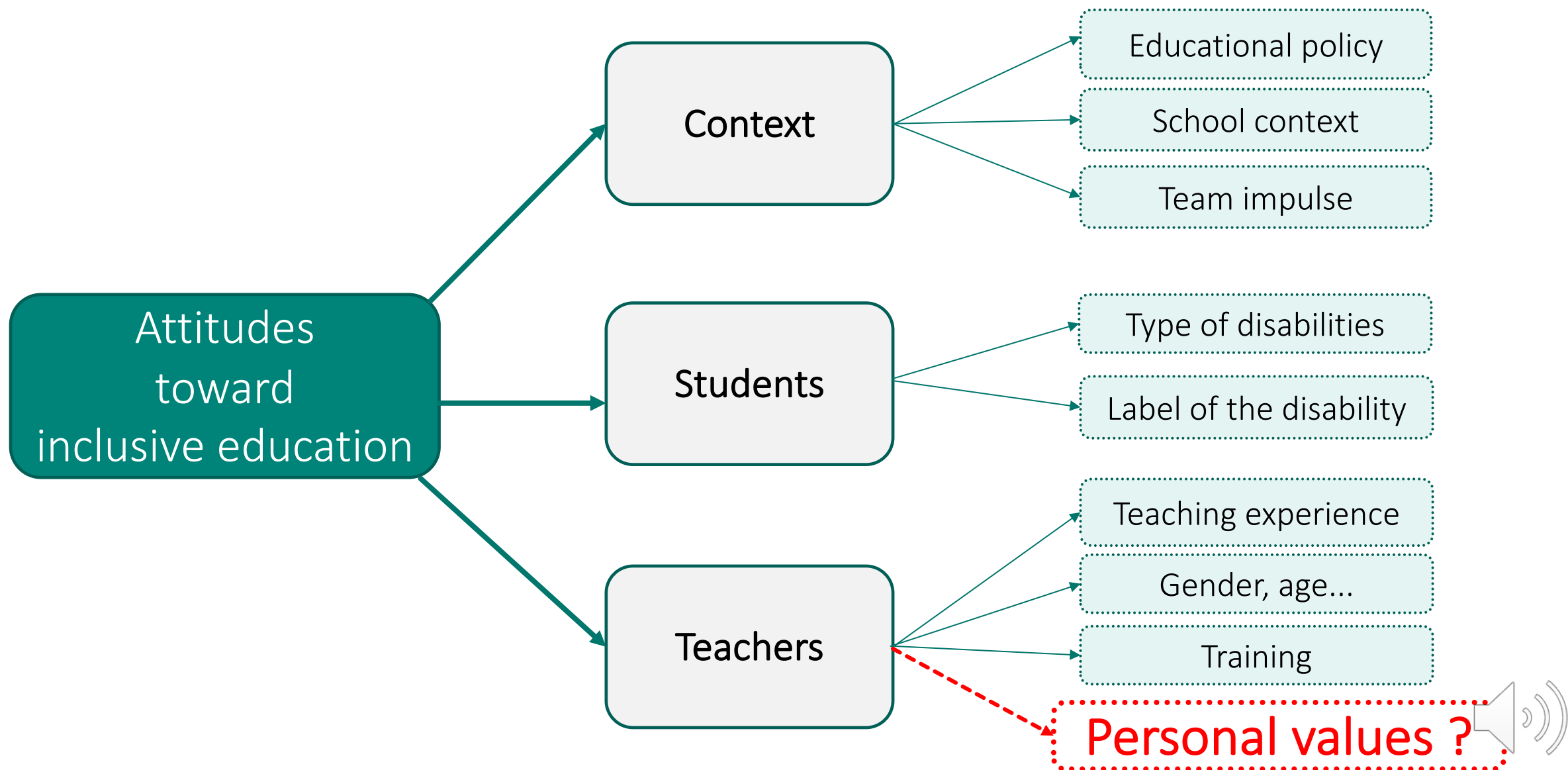


- Ambiguity

« It's a good idea, but not in my classroom... »



TEACHERS ATTITUDES TOWARD INCLUSIVE EDUCATION



VALUES IN EDUCATIONNAL SETTING

- Inclusive school conveys **values**
(Prud'homme et al., 2016)
- Teachers express **values** while teaching
(Dufour & Berkey, 1995)
- Effective **relationship** between personal **values** and **attitudes**
(Maio et al., 2003; Schwartz, 2006...)



SCHWARTZ PERSONAL VALUES THEORY (1992)

Well-being,
care for others

Independence of
thought, willingness to
change, action

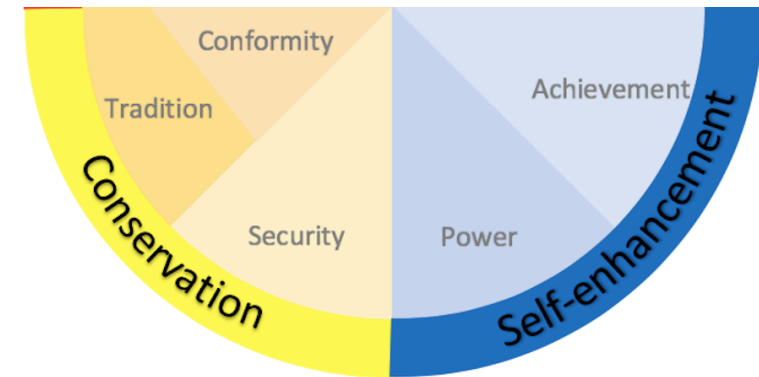
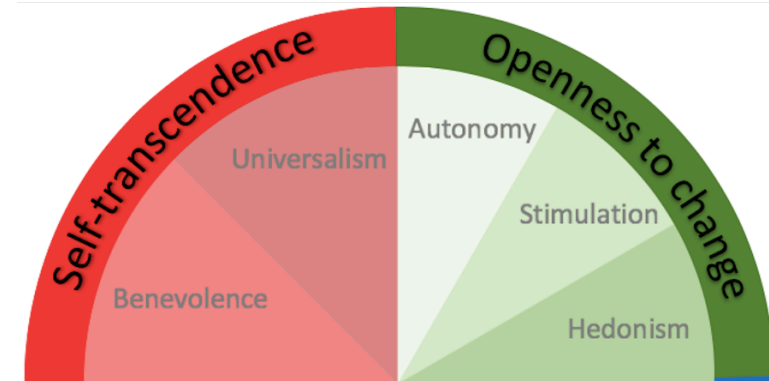
Order,
Self-restriction,
Statu-quo
maintenance

Personal interest



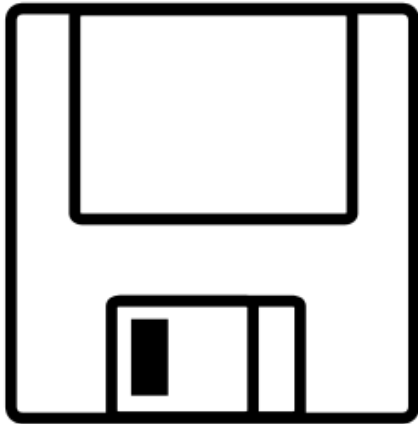
HYPOTHESES

- Self-transcendence and Openness to change values should be positively correlated with teachers' attitudes toward inclusion
- Conservation and Self-enhancement values should be negatively correlated with teacher's attitudes toward inclusion

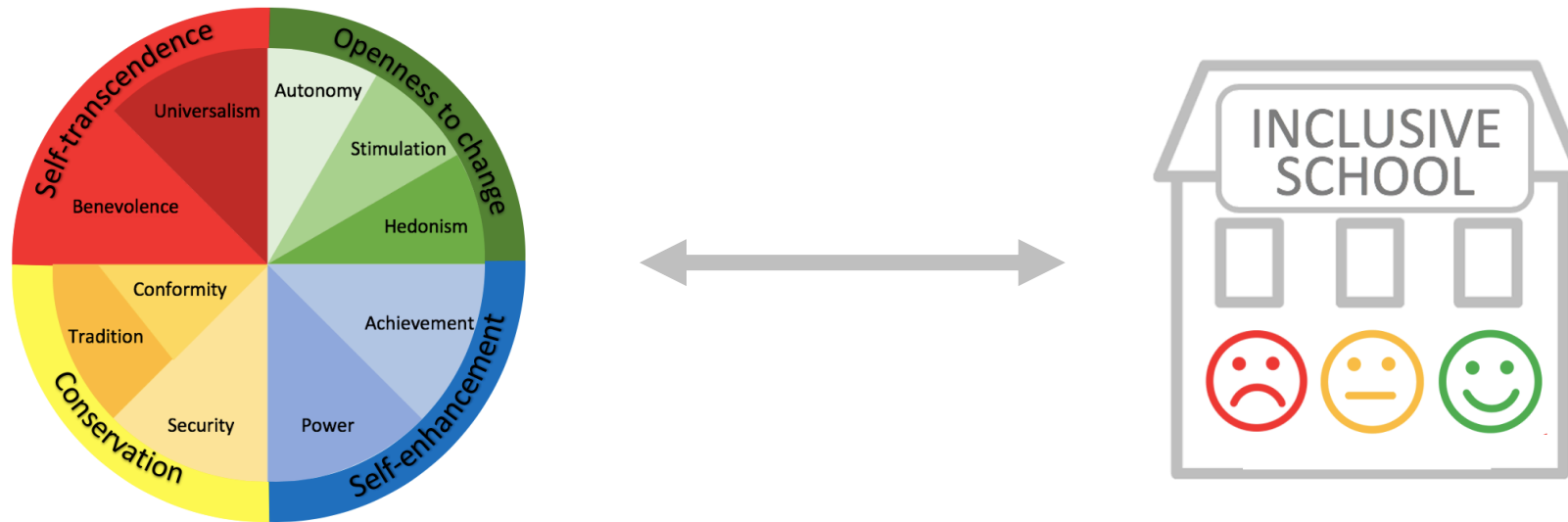


RESEARCH PRACTICES

- Pre-registered studies
- *a-priori* sample sizing
- Publicity of the datas



STUDY 1 - INVESTIGATING RELATIONSHIP



- Corelationnal study
- Online Survey
- 326 Teachers – Preservice and students teachers



METHOD

■ **Attitudes** (Multidimensional Attitudes Toward Inclusive School: MATIES, Mahat, 2008)

18 items

I am uncomfortable including students with a disability in a regular classroom with other students without a disability.

$\alpha = .91, M = 4.41, SD = 0.81$

1-Not agree at all

6- Totally agree

■ **Values** (Portrait Values Questionnaire: PVQ-RR Schwartz et al., 2012)

- 57 items

It is important to him/her to be tolerant toward all kinds of people and groups.

- **Self-enhancement** $\alpha = .84, M = 3.42, SD = 0.79$
- **Conservation** $\alpha = .86, M = 4.32, SD = 0.74$
- **Self-transcendence** $\alpha = .84, M = 5.04, SD = 0.51$
- **Openness to change** $\alpha = .83, M = 4.87, SD = 0.63$

1- Not like me at all

6- Very much like me

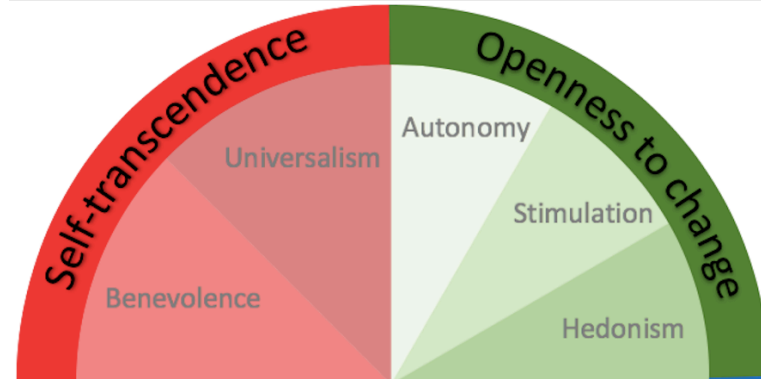


RESULTS – MAIN ANALYSIS



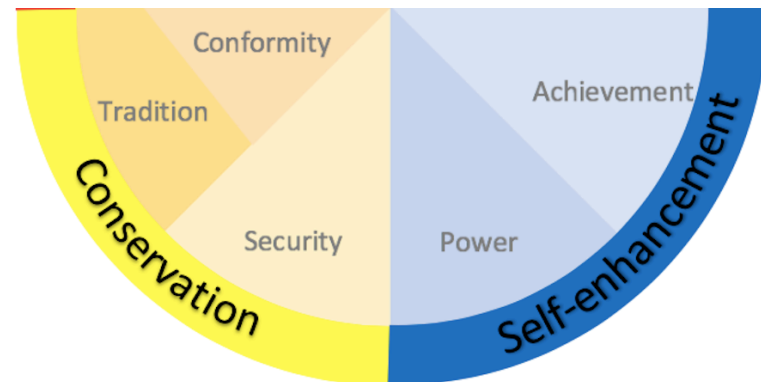
Self-Transcendence

$B = 0.61, 95\% \text{ CI } [0.42, 0.80]$



Openness to change

$B = 0.19, 95\% \text{ CI } [0.03, 0.35]$



Conservation

$B = -0.02, 95\% \text{ CI } [-0.15, 0.11]$

Self-enhancement

$B = -0.20, 95\% \text{ CI } [-0.34, -0.07]$



STUDY 2 - CLOSE REPLICATION AND SOCIAL DESIRABILITY BIAS



- Corelationnal study
- Online Survey
- 527 Teachers – Preservice and students teachers



■ Attitudes

inspired from the MATIES
(Mahat, 2008)
3 items

*I am willing to adapt my sessions to
meet the needs of all students regardless
of their abilities.*

1- totally disagree

5- totally agree

$\alpha = .68$ $M = 3.48$, $SD = 0.93$

■ Values

TIVI
(Sandy et al., 2016)
10 items

*S/he thinks it is important that every
person in the world be treated equally...*

1- Not like me at all

6- Totally like me

Self-transcendence (2 items)

$\alpha = .53$ $M = 5.30$, $SD = 0.70$

Openness to change (3 items)

$\alpha = .54$ $M = 4.27$ $SD = 0.86$

Self-enhancement (2 items)

$\alpha = .56$ $M = 2.60$, $SD = 1.10$

Conservation (2 items)

$\alpha = .59$ $M = 3.97$, $SD = 1.06$

■ Social Desirability

KSE-G
(Nießen et al., 2019)
6 items

*Sometimes I only help people if I hope
to get something in exchange*

1- doesn't apply at all

5- applies completely

Exaggerating Positive Qualities (PQ+)

$\alpha = .55$ $M = 3.78$, $SD = 0.59$

Minoring Negative Qualities (NQ-)

$\alpha = .57$ $M = 1.64$ $SD = 0.62$

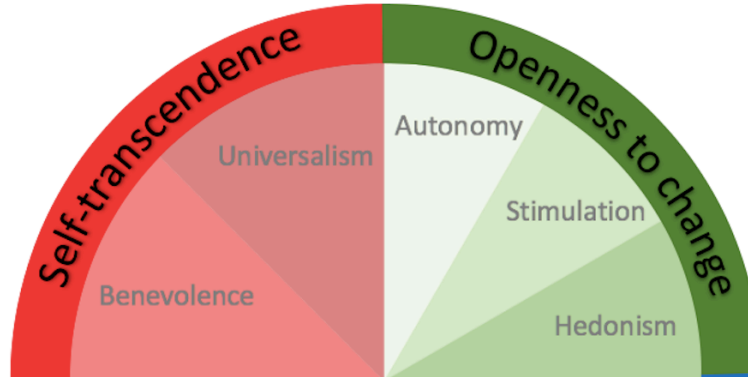


RESULTS – MAIN ANALYSIS



Self-Transcendence

$B = 0.19$, 95% CI [0.07, 0.31]



Openness to change

$B = 0.14$, 95% CI [0.04, 0.24]

Conservation

$B = -0.05$, 95% CI [-0.13, 0.02]



Self-enhancement

$B = -0.00$, 95% CI [-0.07, 0.07]



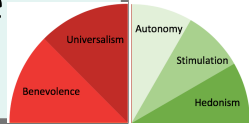
Social Desirability (PQ+) $B = 0.13$, 95% CI [-0.00, 0.26]



DISCUSSION

Positive relationship

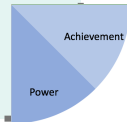
Equity – Well-being
Stimulation - Change
Mastery- Control



Congruency between these values and inclusive school

Mixed relationship

Success - Performance
Domination - Prestige

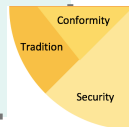


Inclusive school
= new challenges
= threat ?

Shorter Scales
for study 2?

No relationship

Stability –
Statu-quo maintenance



Inclusive school
= changes
= threat ?

Socially-valued changes
Normative-pressure?



LIMITS AND PERSPECTIVES

- Corelationnal studies
- Replication with shorter scales but...
- Investigation with context aside

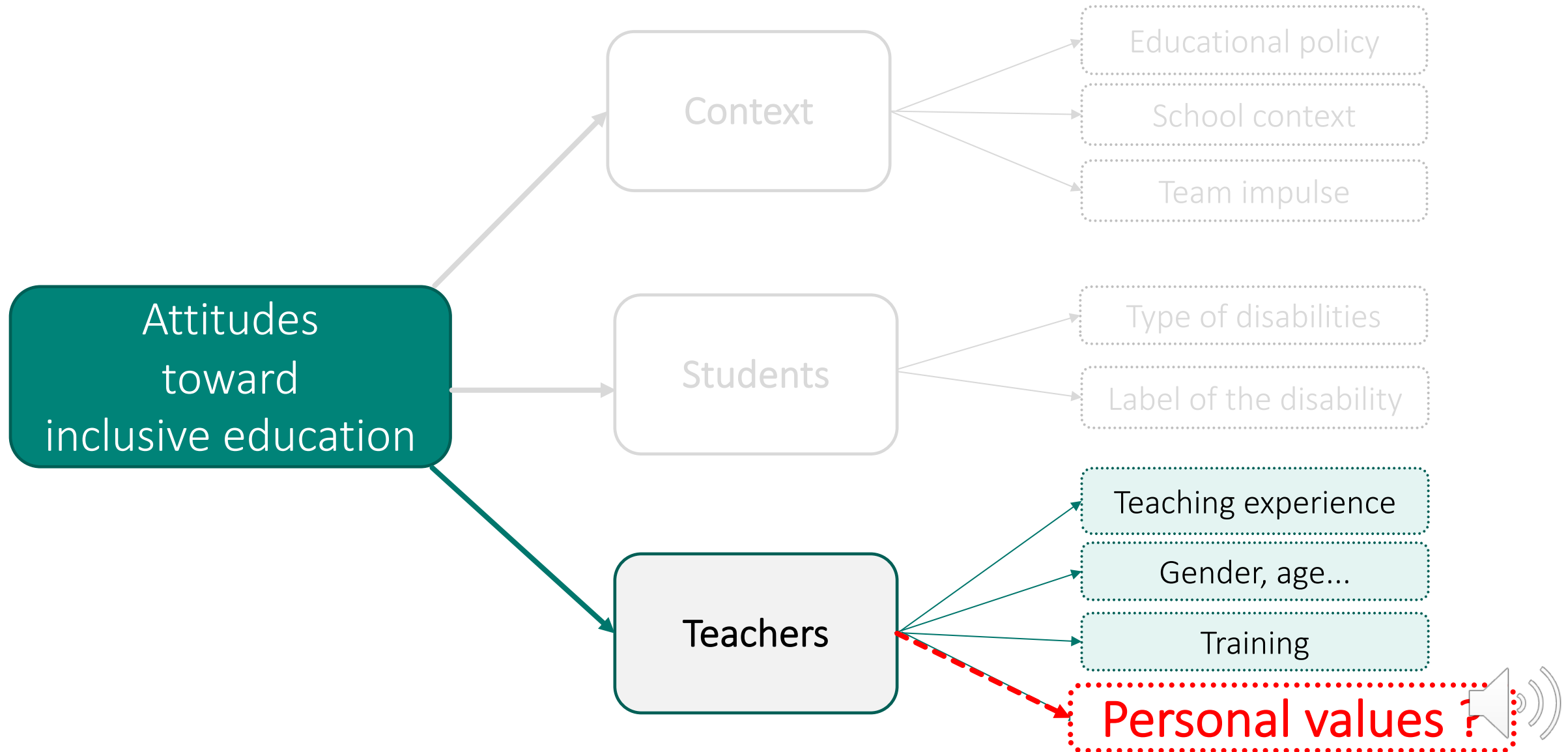
Test for causality

- **Values activation** (Arieli et al., 2013)
Effects of putting forth some particulars values?
- Taking the **context** into account
Congruency between personal values and educational systems' values ?

...



CONCLUSION



THANK YOU

