



Teacher's Personal Values and their Attitudes Toward Inclusive Education

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SYMPOSIUM : APPORTS DE LA PSYCHOLOGIE SOCIALE
À LA COMPRÉHENSION DES ATTITUDES ET JUGEMENTS NÉGATIFS
À L'ÉGARD DES ÉLÈVES À BESOINS ÉDUCATIFS PARTICULIERS
EN CONTEXTE D'ÉCOLE INCLUSIVE

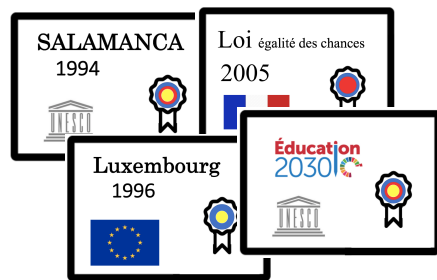
TEACHERS' PERSONAL VALUES
AND ATTITUDES TOWARD INCLUSIVE SCHOOL

Anne-Laure PERRIN – Mickaël JURY – Caroline DESOMBRE



INTRODUCTION

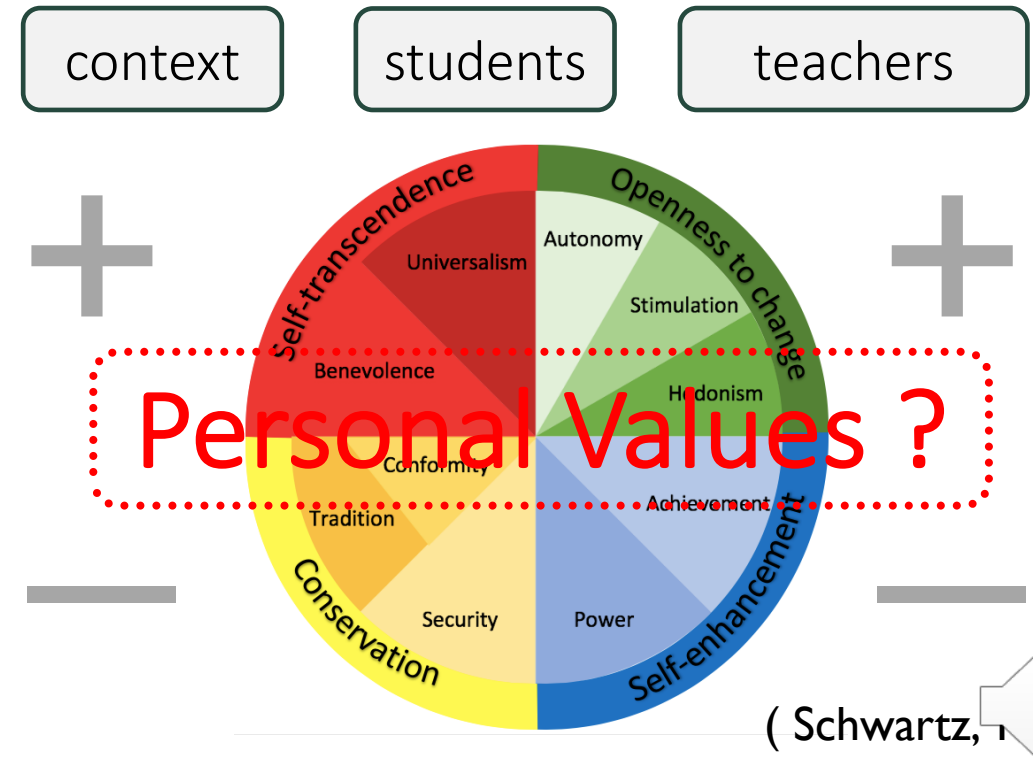
- Inclusive education in process



- Teacher attitudes toward inclusive education as a barrier (Elliott, 2008; Leatherman & Niemeyer, 2005).

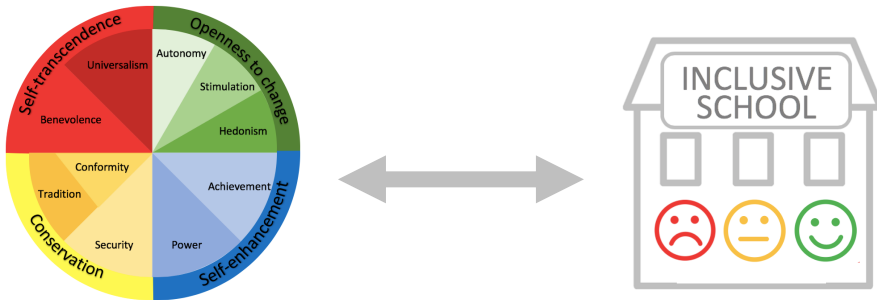


- Attitudes are influenced by various factors related to:



METHOD

■ Study 1 – Seeking for relationships



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

■ Study 2 – Replication and SDB



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

■ **Attitudes** (Multidimensionnal Attitudes Toward Inclusive School : MATIES, Mahat, 2008) - 18 items

■ **Values** (Portrait Values Questionnaire :PVQ-RR Schwartz et al., 2012) - 57 items

■ **Attitudes** (inspired by the MATIES, Mahat, 2008) - 3 items

■ **Values** (TIVI, Ten items Values inventory Sandy et al., 2016)- 10 items

■ **Social Desirability** (KSE-G, Nießen et al., 2019) – 6 items

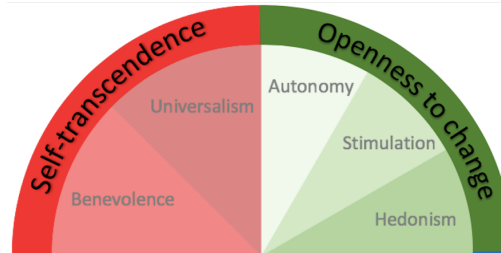


RESULTS

Self-Transcendence

Study 1 $B = 0.61$, 95% CI [0.42, 0.80] ✓

Study 2 $B = 0.19$, 95% CI [0.07, 0.31] ✓



Openness to change

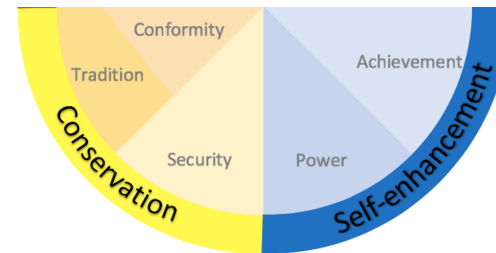
Study 1 $B = 0.19$, 95% CI [0.03, 0.35] ✓

Study 2 $B = 0.14$, 95% CI [0.04, 0.24] ✓

Conservation

Study 1 $B = -0.02$, 95% CI [-0.15, 0.11] ✗

Study 2 $B = -0.05$, 95% CI [-0.13, 0.02] ✗



Self-enhancement

Study 1 $B = -0.20$, 95% CI [-0.34, -0.07] ✓

Study 2 $B = -0.00$, 95% CI [-0.07, 0.07] ✗

Study 1 Status $B = -0.24$, 95% CI [-0.40, -0.08]

Study 2 Gender $B = 0.27$, 95% CI [0.09, 0.44]

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



CONCLUSION

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?

No relationship

Stability –
Statu-quo maintenance

Inclusive school
= changes = threat

Normative pressure?

■ Limits

- Correlationnal studies
- Shorter scales but ...
- Context?

■ Perspectives - Test for causality

- Values activation
- Personal values and system values : *taking the context into account*

