VALUES IN ACTION. A QUALY-QUANTITATIVE RESEARCH ON IN-SERVICE SUPPORT TEACHERS TO PROMOTE INCLUSIVE EDUCATION

VALORI IN AZIONE. UNA RICERCA QUALI-QUANTITATIVA SUGLI INSEGNANTI DI SOSTEGNO IN SERVIZIO PER PROMUOVERE L'EDUCAZIONE INCLUSIVA

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ABSTRACT

Values guide behaviour (Schwartz, 2021). They guide the educational action of teachers, also towards the design of inclusive teaching practices (Perrin et. al, 2021). In this regard, the present study aims to detect the value priorities of support teachers and investigate their opinions on the concept of "values" and "values education". The research involved a sample of 842 participants (M=289/F=553) serving at higher education institutions in Campania. To meet the objectives of the study, qualitative and quantitative research methods were used.

I valori guidano il comportamento (Schwartz, 2021). In tal senso, orientano l'agire educativo dei docenti, anche verso la progettazione di pratiche didattiche inclusive (Perrin et. al, 2021). A tal proposito, il presente studio si pone lo scopo di rilevare le priorità valoriali degli insegnanti di sostegno e indagarne le opinioni sul concetto di "valori" ed "educazione ai valori". La ricerca ha coinvolto un campione di 842 partecipanti (M=289/F=553) in servizio presso gli istituti d'istruzione superiore campani. Per rispondere agli obiettivi dello studio, sono stati utilizzati i metodi di ricerca quali-quantitativa.

1. What are Values? A Research Framework, Systematic Review and Meta-analysis.

An answer to the meaning of "*value*" has been sought since the beginning of human existence. Values have been the subject of research in various fields of social sciences. In this sense, in scientific literature there are multiple definitions relating to different branches of knowledge. For the psychological perspective, values are ethical, social, or aesthetic principles that individuals or society accept as desirable, important in determining life orientation. According to sociology, however, values are "shared criteria" or "ideas" capable of determining desirable social behaviours (Boer & Fischer, 2013). Interest in values in education has emerged since the 21st century. They constitute the backbone of each pedagogical theory: the topos in which both its contents, its epistemological system and its practical-directive legitimacy are decided (Colicchi, 2021).

In the most general sense, we can define values as a reflection of desires, preferences, and beliefs: they define what individuals consider important, functional for personal and social well-being (Joshanloo & Ghaedi, 2009). In other words, values can be operationally conceived as guiding principles that lead to one's physical and mental health, as well as well-being and social adaptation, in tune with one's culture and worldview. They are defined by Rokeach (1973) as "enduring beliefs", deeply rooted "abstract motivators", which guide people's thoughts, attitudes, and behaviours. They influence the selection of goals, shape choices and decisions, giving - in short - meaning to life (Sagiv, 2002).

Individuals organize their lives based on their value systems. Values constitute a source of basic perception, of inspiration, precisely because they convey the idea of what is "right", "important" and "positive" for them (Yıldız et. al, 2013). It is no coincidence that for Ramji (2003) values can be defined as evaluation criteria, used by people also to justify the actions they perform (Doğan et. al., 2016). Values therefore convey desirable attitudes, which act as principles that guide people as social actors, helping them to evaluate events and people, to select the choice of a particular behaviour instead of another.

Cattel (1965) states that value refers to the social, moral, artistic, and other standards that the individual would like others and himself to follow. For Hurlock (1964), values are concepts of the desirable, which influence the selection between available methods, means and ends of actions, even highly emotionally charged ones. In other words, values would involve three components: knowledge, emotion, and behaviour. In this sense, Güngör (1998) argues that individuals focus emotionally on their value priorities by developing a positive attitude, guided towards a particular direction by those values to which they value most.

Veugelers & Vedder (2003) suggest that values can be defined as systematic and precise ideas, which influence an individual's interaction with the environment. They are moral principles or beliefs that reflect thoughts, goals and interests shared by most members. They represent a basis of common consensus, related to standards of conduct, which regulates the functioning of society (Bhatia & Narang, 2002). In this sense, they are defined as verbal representations of basic motivations approved by society (Schwartz & Butenko, 2014). Values are influenced by society and, at the same time, influence society itself. Traditions, customs, the form of government, the social structure are composed of a system of values, the formation of which is based on a long process. In this sense, a dimension of the relativity of values is highlighted, which is formed according to the culture and geography of the territory, because they depend on a specific space/time. At the same time, values also have a universal dimension, an important factor in guaranteeing social stability since, by defining the ideal behaviours desired by society, they direct people's actions (Rokeach, 1973).

In any case, for values are abstract concepts that cannot be thought of as passing feelings or extemporaneous choices. It is safe to argue that values are permanent because they take time to change, but not immutable. They also involve understanding, but it is possible to act on your values without being aware of them (Hodgkinson, 1996).

Values - therefore - are reflected in action. A value that is not acted upon is practically impossible to detect.

To identify and make explicit the different types of values, various paradigms have been outlined which over time have led to the preparation of many classifications drawn up by authoritative experts. The classification most used in national and international scientific literature refers to the Theory of the Universal Structure of Human Values by S. H. Schwartz (2012), professor emeritus at the Hebrew University of Jerusalem (Israel). The author will identify ten types of values defined as Original Values (2012), subsequently divided/refined for a total of 19 overall values, all contained in the 4 value dimensions defined as Higher Order Values (Fig. 1). These values relate to each other in a dynamic circular structure, which opposes like dissimilar values based on the motivational purpose characterizing the specificity of the single value (Fig. 2). The motivational content of a value refers to the direction in which the value directs people's perceptions and decisions. Therefore, we should expect that as we move away (in either direction) from the value dimension under consideration, the strength of the relationship between the variable and the value dimension will gradually decrease. By way of example, the value Tradition, contained in the value dimension of Conservatism, has a stronger

relationship with the value Conformity, and a weaker one with the value Self-Direction, pertaining to the value dimension of Openness to Change. In this sense, Schwartz in his theory argues that value dimensions show motivational continuity and the closest value dimensions in this structure would have similar relationships with external variables (attitudes, behaviours, etc.).

Values	Conceptual definitions in terms of motivational goals
Self-direction-tought	Freedom to cultivate one's own ideas and abilities
Self-direction-action	Freedom to determine one's own actions
Stimulation	Excitement, novelty, and change
Hedonism	Pleasure and sensous gratification
Achievement	Success according to social standards
Power-dominance	Power through exercising control over people
Power-resources	Power through control of material and social resources
Face	Security and power through maintaining one's public image and avoiding humiliation
Security-personal	Safety in one's immediate environment
Security-societal	Safety and stability in the wider society
Tradition	Maintaining and preserving cultural, family, or religious traditions
Conformity-rules	Compliance with rules, laws, and formal obligations
Conformity-interpersonal	Avoidance of upsetting or harming other people
Humilty	Recognizing one's insignificance in the larger scheme of things
Benevolence-dependability	Being a reliable and trustworthy member of the ingroup
Benevolence-caring	Devotion to the welfare of ingroup members
Universalism-concern	Commitment to equality, justice, and protection for all people
Universalism-nature	Preservation of the natural environment
Universalism-tolerance	Acceptance and understanding of those who are different from oneself

Fig.1 The 19 Values in the Refined Theory, each defined in terms of its Motivational Goal (Schwartz et.al, 2012).
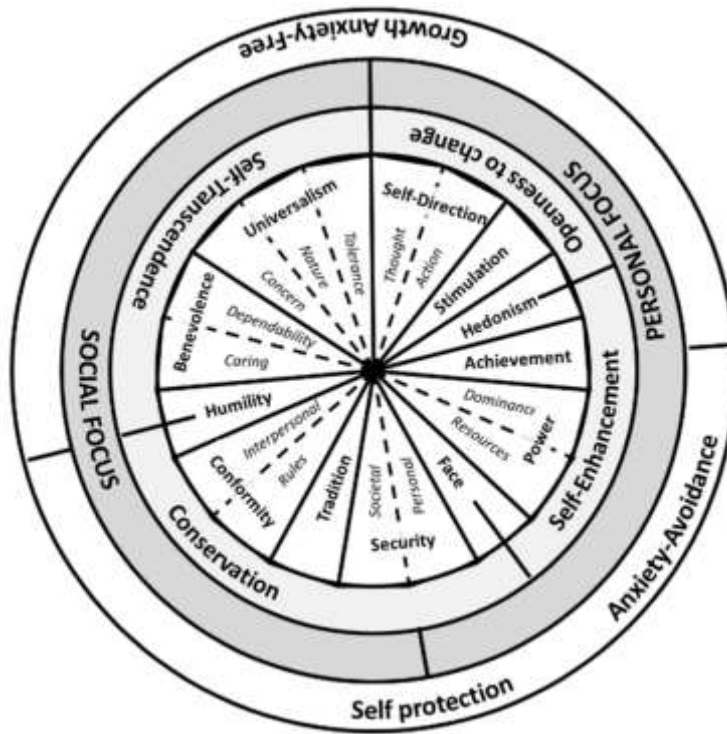
Fig. 2 Proposed circular motivational continuum of 19 values with sources that underlie their order (Schwartz et.al, 2012).

1.2. Towards Inclusion. Values and Educational Action of Support Teachers and Reflections on Values Education: An Overview.

Teaching is not only a process that involves the transmission of knowledge, but also has the objective of educating young generations in values (Brady, 2011; Shein & Chiou, 2011).

Teachers are the most important component of an educational system because they are more capable of influencing students than other actors involved in the educational process (Bakioğlu & Tokmak, 2009). At the same time, they are the

main bearers of values (Schwartz, 1992) as they transmit their values to future generations through a hidden curriculum.

Teachers consciously or unconsciously reflect their value priorities, which they use as criteria when planning and conducting teaching activities (Veugeler, 2000; Raths et. al, 1987). Therefore, teachers' values not only influence their students, but also have implications on educational processes.

Teachers' value priorities influence teaching and classroom management styles, relevant to sustaining interest and establishing high academic standards. They influence the future results, attitudes, knowledge, and skills of learners (Lovat & Clement, 2008; Behets & Verqauwen, 2004). They influence learning, involvement, motivation, and future educational prospects (Pudelko & Boon, 2014; Gamage et al., 2021). It is important, therefore, that teachers are positive role models to make a difference in the lives of students by orienting values aimed at Benevolence and Self-transcendence, in the definition of Shalom H. Schwartz (Schwartz, 2012). These value priorities, connected to actions, perceptions, which positively impact the sense of life satisfaction, are well suited to the establishment of inclusive processes, to giving everyone equal opportunities (equity), because they express attention and concern for the well-being of others (Ianniello et. al, 2022a).

Recent scientific research reports that many pre-service teachers come to the profession with values that reflect those necessary to ensure inclusive quality education (Oğuz, 2012). Inclusive education practices, aimed at satisfying the educational needs of learners (Unesco, 1994), while respecting the different needs of *each and every one* (Corona, 2014; Sibilio, 2023), are increasingly widespread throughout the world (Emmer & Stough, 2001). Several studies indicate that pre-service support teachers are committed to strengthening those values that align with inclusive education, making students more aware of their needs, abilities and goals, training, supporting and caring care for them (Oğuz, 2012; Manuel & Hughes, 2006). But while pre-service teachers may indicate values that align with these ideas, in-service support teachers have indicated opposite or conflicting results in previous studies. From the scientific literature, it emerges that these same teachers generally feel unprepared to teach students with special educational needs and have sometimes negative attitudes towards inclusion (Hemmings & Woodcock, 2011; Sadioğlu et al., 2013).

In studies conducted on the acquisition of values by students, it has been seen that values are also taught by integrating them into curricula (Ornstein and Hunkins, 2017). In this sense, the construct of "values education" refers to all the educational efforts made by teachers to nourish and develop awareness of positive values, for progress in line with the potential of each student (Unesco, 2020). The main

purpose of values education is to make values permanent behaviors in students (Mishra et. al., 2023). Values education helps learners understand what is valuable to them; it significantly affects the development of a sense of responsibility, tolerance, respect for different ideas and beliefs. In this sense, for Taylor & Halstead (1995) values education is an inclusive concept made up of terms such as moral education, civic education, and citizenship education. Values education prepares learners to become individuals equipped to inhabit society, in line with the formation of citizens of the world. It plays an active role in the transfer of values in society (Brownlee et.al, 2016).

According to Kale (2007) values education contributes: 1. To raise individuals' awareness of universal (ethical), cultural values, and their importance; 2. To relate democratic attitudes and tolerance to multiculturalism; 3. To evaluate all values with the criteria of improving people's living conditions and facilities; 4. To turn life into knowledge and/or knowledge into life considering concrete problems related to ethical values. Considering that the role of experiences in values education is also essential, if teachers support their students by giving them the opportunity to practice about values in daily life, values can be internalized by students (Şahin, 2019).

It is very important that the attitudes of teachers, who are the implementers of values education in the field, are positive towards values education (Ianniello, 2022). Furthermore, it has been revealed in previous studies that values can also be promoted in the curriculum through family participation (Karabacak, 2021).

2. Materials and Methods

The aim of the study is to detect the personal value priorities of support teachers and investigate their opinions on the concept of "values" and "values education".

The research involved a sample of 842 participants in service (M=289/F=553) in Italian high schools, aged between 21 and 60 years and older. To ensure compliance with the ethical standards of the research, the participants' informed consent was acquired through an information form and formal and bureaucratic signature and consent to the processing of their personal data. Each participant provided socio-demographic information: gender, age, marital status, province of origin, school order and education level. The sample's demographic characteristics are shown below (Fig.3).

Given the objectives, qualitative-quantitative research methods were used.

Qualitative research is defined as the study of the nature of phenomena, including their quality, different manifestations, the context in which they appear or the

perspectives from which they can be perceived, but excluding their range, frequency, and place in an objectively determined chain of cause and effect. This formal definition can be complemented with a more pragmatic rule of thumb: qualitative research generally includes data in the form of words rather than numbers (Busetto, Wick & Gumbinger, 2020, p.1). Specifically, to investigate the opinions of support teachers on the concept of "values" and "values education", a qualitative analysis of data collected with semi-structured interviews with the help of the NVivo program was carried out. Acronym for Nud*IstVivo (Non-numerical Unstructured Data*Indexing, Searching and Theorizing Vivo), the NVivo software allows to classify, sort and arrange information; examine relationships in the data and combine analysis with linking, shaping, searching and modeling.

In the present study, rather than confining the research to one single method (Hunter & Brewer, 2015), the qualitative method was combined with the quantitative method for: 1) corroboration of findings; 2) complementarity for illustration and clarification of results; 3) expansion to extend the breadth and range of the study; 4) explanation of results (Busetto, Wick & Gumbinger, 2020, p.1). The quantitative research deals with quantifying and analyzing variables to obtain results. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010).

In this sense, the quantitative research method was used to respond to the second research objective and detect the value priorities of the participants. In this regard, the Portrait Values Questionnaire (PVQ-RR) (Schwartz, 2012) was administered, and the SPSS (Statistical Package for Social Science) statistical software platform was used for the quantitative analysis of the data collected. SPSS offers a user-friendly interface and a robust set of features that lets you quickly extract actionable insights from data.

Variable	Subcategory	Percentage	N.
Gender	Male	34.32%	289
	Female	65.68%	553

Age group	21-29	7.48%	63
	30-39	16.39%	138
	40-49	29.93%	252
	50-59	34.20%	288
	60 and over	12.00%	101
Marital Status	Married	72.80%	613
	Single	27.20%	229
Province	Napoli	23.52%	198
	Salerno	25.42%	214
	Avellino	16.63%	140
	Caserta	22.21%	187
	Benevento	12.23%	103
Educational Stage/ Grade Level	Lower Secondary School	39.07%	329
	Upper Secondary School	60.93%	513
Education Level	Bachelor's/ master's degree	98.93%	833
	PhD	1.07%	9

Fig. 3. Demographic Characteristics of the Sample.

2.1 Tools – Semi-structured interviews/PVQ-RR

To respond to the objectives of the study, semi-structured interviews were used, and the Portrait Values Questionnaire (PVQ-RR) was administered.

Semi-structured interviews are characterized by open-ended questions and the use of an interview guide (or topic guide/list) in which the broad areas of interest, sometimes including sub-questions, are defined. Interviews are used to gain insights into a person's subjective experiences, opinions, and motivations – as opposed to facts or behaviours (Hak, 2007). To set the questions included in the semi-structured interviews, some preparatory steps were followed (Karabacak, 2021, p.4).

1. Following in-depth analysis of the scientific literature relating to the topic, pilot questions were prepared.
2. The opinions of 4 experts from 4 different Italian universities were acquired, with published studies on the topics of inclusive teaching, special pedagogy and values education. Taking into account the feedback obtained from the experts, the interviews were rearranged and clarified with four questions. In

this way we attempted to guarantee the content and face validity of the questions.

3. With the aim of determining the clarity and comprehensibility of the interview questions, a pilot interview was conducted with 70 support teachers working in 10 different secondary schools in the Campania region.
4. After the pilot interview, the interview questions were rearranged with respect to format, content validity, clarity, and understandability.
5. Expert opinions were again acquired to give definitive shape to the questions used for the semi-structured interviews.

The semi-structured interviews were conducted between November 2021 and June 2023, outside of duty hours, each lasting approximately 50 minutes. The individual interviews were audio recorded and supported by note taking. The questions, reported below, followed the structure of some studies already present in the literature (Karabacak, 2021 p. 3).

1. What are the contributions of values education to students and to building an inclusive school?
2. Which values should be included in values education?
3. How should the values curriculum be implemented, including to promote inclusion?
4. Which factors, such as family, school, peer groups, media, are more effective in values education?

For the detection of value priorities, however, the Portrait Values Questionnaire (PVQ-RR) was administered, currently validated on 49 cultural groups and present in 32 linguistic versions, designed by S.H. Schwartz based on the Theory of the Universal Structure of Human Values. The Portrait Values Questionnaire (PVQ-RR) is made up of 57 multiple choice items, each of which provides a brief description (portrait) of a typical person and their objectives, aspirations, or desires, to describe the 19 theorized value profiles by the author. In the general instructions provided on the frontispiece of the questionnaire, the participant was asked to indicate how much each statement (item) describes a person similar or not like himself, by placing a cross on a 6-degree Likert scale (1= not at all similar to me /6= very similar to me). The response scale is asymmetric, with two dissimilarity and four similarity options. The estimated administration time was approximately 20 minutes. The questionnaires were administered remotely in the female and male versions, as foreseen by the instrument's indications, using Google Forms, an app for creating surveys included in the Google Drive office suite, as an alternative to the projective paper and pencil technique.

3. Scoring and Data Analysis – NVivo/ SPSS

For the qualitative analysis, the responses from the semi-structured interviews were analysed. By way of example, some of them are reported in full, provided by the participants involved: - Participant no. 135 "education in values is fundamental because it contributes to the formation of democratic and honest citizens"; Participant no. 76 "education in values is very important, especially in today's society, because it contributes to educating fair and just people". - Participant no. 341 "In my opinion, values must be taught at school, in lesson hours dedicated to the promotion and awareness of the importance of values, through cooperative approaches"; Participant no. 18 "Values, before school, must be learned in the family, the first educational agency. The family should participate in values education programs carried out at school". The Word files used to collect the data were imported into the NVivo software. Subsequently, the main auto-code features were used to automatically generate the coding by creating and defining: 1) Codes, let you gather related material; 2) Nodes, i.e., themes or topics (descriptive and analytical) ("values" and "values education") of the imported Word files; 3) Cases, represent the 'units of analysis' of research studies to which demographic attributes are assigned. Subsequently, different Queries were used to explore the data, such as Text Search (to find all occurrences of a word, phrase, or concept) and Word Frequency (to find the most frequently occurring words or concepts).

Furthermore, to analyse the data obtained from the administration of the Portrait Values Questionnaire (PVQ-RR) and detect the teachers' value priorities, the collected data were imported from Excel into the SPSS data mining and statistical analysis software platform. The 59 items of the questionnaire were grouped based on the scoring indications into 19 universal values, each of which results from the average of 3 items in the questionnaire (e.g.: Universalism-Tolerance results from the average of items 14,34,57) (Schwartz, 2012). In turn, the results thus obtained were processed to obtain the scores relating to the 10 Original Values (Self-Direction, Security, Stimulation, Conformity, Hedonism, Tradition, Achievement, Benevolence, Power, Universalism). The frequencies were calculated for each of the 10 Original Values (Fig. 4).

Original Values	Mean	Median	Minimum	Maximum	Standard Deviation	Range	Coefficient of Variation
Self-Direction	4,53	4,4	2,59	6	0,46	2,29	0,10

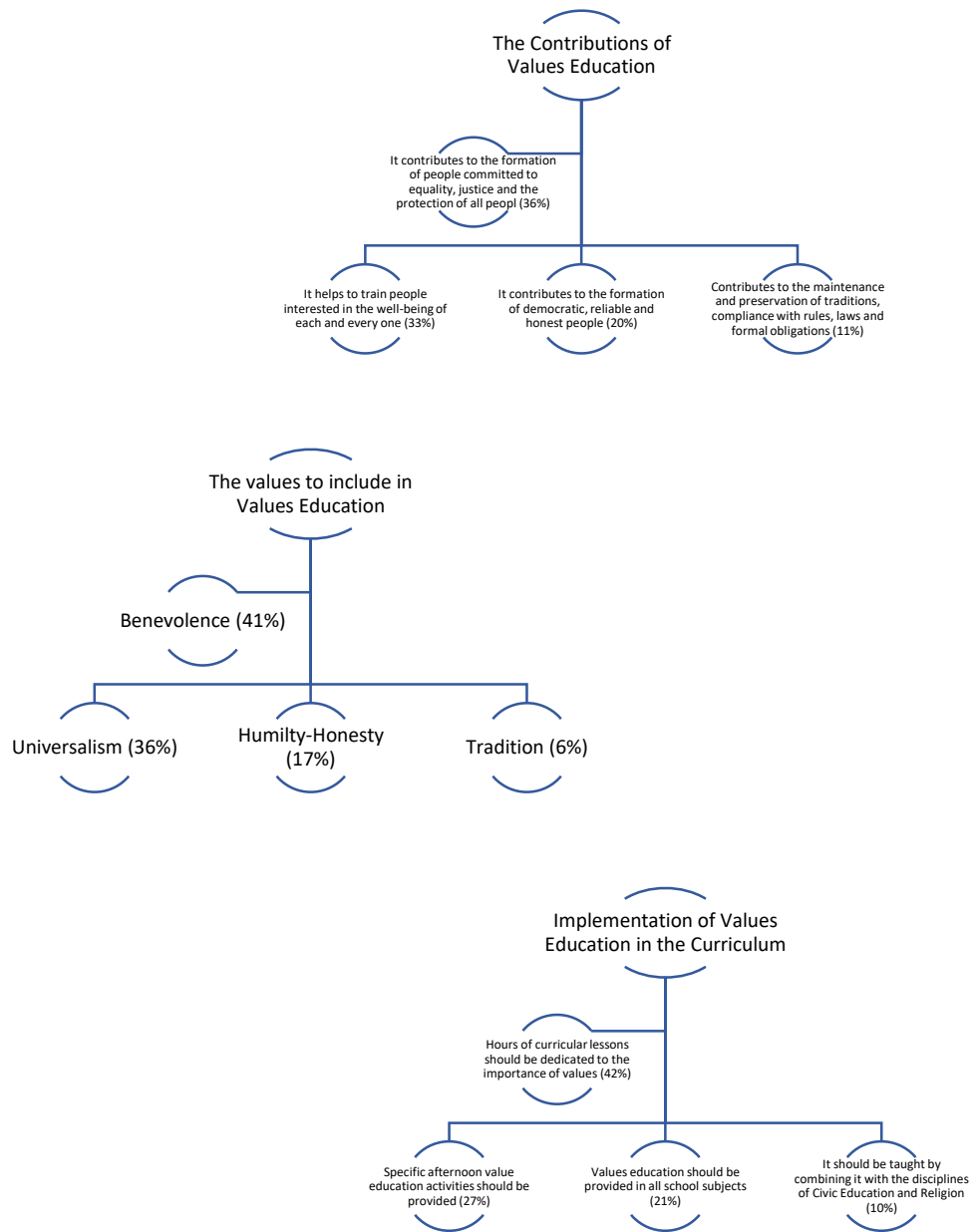|							
Stimulation	4,64	2,2	3,01	6	0,43	2,01	0,10
Hedonism	4,01	4,01	2,02	6	0,61	3,02	0,06
Achievement	4,02	4,02	2,01	6	0,60	3,01	0,06
Power	2,56	2,71	1,35	6	0,68	3,65	0,03
Security	4,48	4,72	2,34	6	0,47	2,65	0,09
Conformity	4,38	4,71	2,65	6	0,48	2,33	0,09
Tradition	3,76	3,80	2,02	6	0,59	3,00	0,06
Benevolence	4,92	4,82	3,03	6	0,33	2,01	0,14
Universalism	4,76	4,76	3,01	6	0,36	2,01	0,13

Fig. 4 Data analysis of the 10 Original Values.

4. Results and Discussion

This study was conducted with the aim of filling gaps and conflicting results present in the scientific literature, also considering the results obtained from the examination of previous studies (Ianniello et. al, 2022). The following graph summarizes the results of the analysis of the semi-structured interviews.

The Contributions of Values Education

It contributes to the formation of people committed to equality, justice and the protection of all peopl (36%)

It helps to train people interested in the well-being of each and every one (33%)

It contributes to the formation of democratic, reliable and honest people (20%)

Contributes to the maintenance and preservation of traditions, compliance with rules, laws and formal obligations (11%)

The values to include in Values Education

Benevolence (41%)

Universalism (36%)

Humilty-Honesty (17%)

Tradition (6%)

Implementation of Values Education in the Curriculum

Hours of curricular lessons should be dedicated to the importance of values (42%)

Specific afternoon value education activities should be provided (27%)

Values education should be provided in all school subjects (21%)

It should be taught by combining it with the disciplines of Civic Education and Religion (10%)
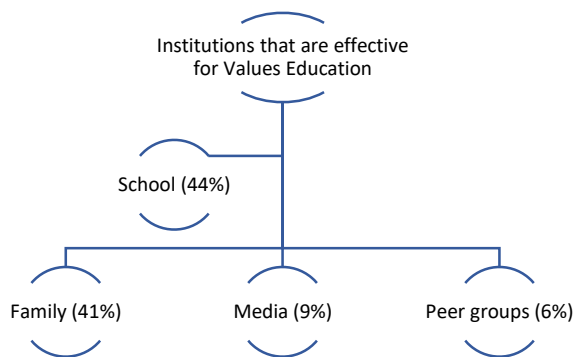
Fig. 5 Summary of the results of the semi-structured interviews.

As outlined above, the results of the study indicate that most participants, approximately 36% of the total (=842), indicate that value education is important to contribute to the formation of fair and just people aimed at protecting all people, as well as for their well-being (=33%). Other answers provided by participants regarding the first question of the interview were oriented towards the contribution that values have for the formation of democratic and honest citizens (=20%), capable of respecting the rules and preserving the cultural traditions (=11%). Furthermore, the values that had to be acquired by the students, recognized as priorities by the group of in-service support teachers, were, in decreasing order: benevolence (=41%), universalism (=36%), honesty /humility (=17%) and tradition (=6%). Many of the values expressed by participants as important to them are among those necessary for inclusion (Booth, 2011) and promoting quality teaching (Lovat, 2010). To the third interview question, regarding the implementation of values education in the curriculum, the methods expressed varied from providing it as an integral part of lessons in all subjects (=21) to integrating it into the curriculum as a specific discipline (=42%). For some participants, values education must be strengthened as part of afternoon supplementary activities (= 27), while for others, in a small percentage, it must be strengthened as part of some disciplines, such as civic education and religion (=10). With much surprise, given the indication of the institution responsible for value education, the school was indeed the main training agency for the construction of value orientations (=44%), but with a minimum percentage gap compared to the family (=41), primary associative nucleus. Followed, with a great distance, by the media (=9%) and the peer group (=6%). These results are in line with other studies in which the school is in first place for values education (Akpınar & Özdaş, 2013)

and in antithesis with other research in which the family holds a central position (Karabacak, 2021). In fact, one would have expected that more participants would consider school to be the most effective institution for values education. In any case, the responses of the interviewees agree to the participation of the family in the value education programs carried out at school (=51%). It must be designed with the support and integration of all the institutions involved, family first and foremost, media and peer groups included, determining, and sharing (at every level) the activities aimed at acquiring values (Scully et al., 2018). For the results of the quantitative research, the analysis of the data from the Portrait Values Questionnaire (PVQ-RR) highlighted the trend observed in the group of participants towards the value dimension of Self-Transcendence (=4.84), with a significant incidence towards the Benevolence value (=4.92). Already defined by scientific literature as "healthy value" (Schwartz, 2018; Ianniello et.al., 2022b), the Benevolence value orients participants to actions of care for others, to the promotion of the well-being of *each and every one*, functional for the establishment of inclusive processes. Based on these results and the influence that value priorities have on the teacher's educational and didactic action, it is assumed that the interviewees will tend to promote these values in their classroom activities (Ianniello et., 2022a). In agreement with the results of previous studies (Ianniello, 2022), this area was marked with respect to the value dimension of Self-Enhancement (= 3.53) (including the values of Power, Success, Hedonism). Likewise, the value dimension of Openness to Change (=4.33) (including the values of Hedonism, Stimulation, Self-Direction) was slightly marked, but substantially balanced, compared to the value dimension of Conservation (=4.20) (including the values of Conformity, Tradition and Security). In this sense, it is assumed that the substantial balance that emerged between the value dimensions of Openness to Change and Conservation reflects the idea that teachers are available to change, but that they appreciate the maintenance of the status quo and order. These results indicate that the group of in-service support teachers come to the profession with values that reflect and align with inclusive quality education, despite the difficulties related to the profession (Aiello & Sharma, 2018). For greater readability, the data relating to the two axes (Self-Transcendence / Self-Enhancement; Conservation / Openness to Change) are, below, represented separately, and not combined with the radial representation provided by the tool.
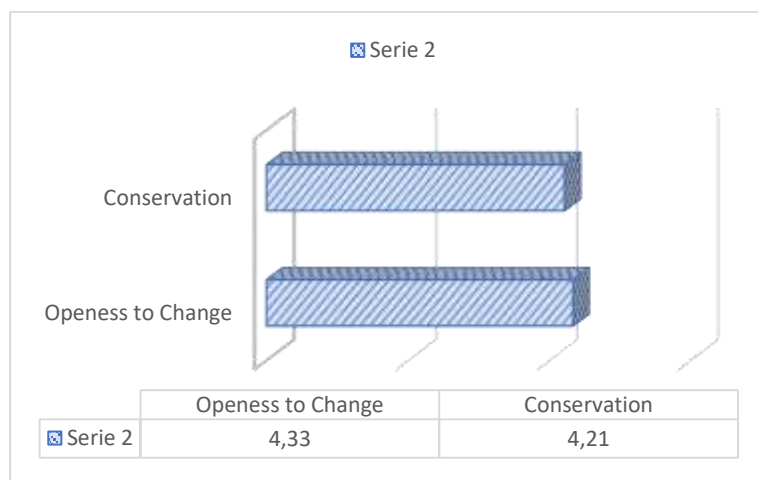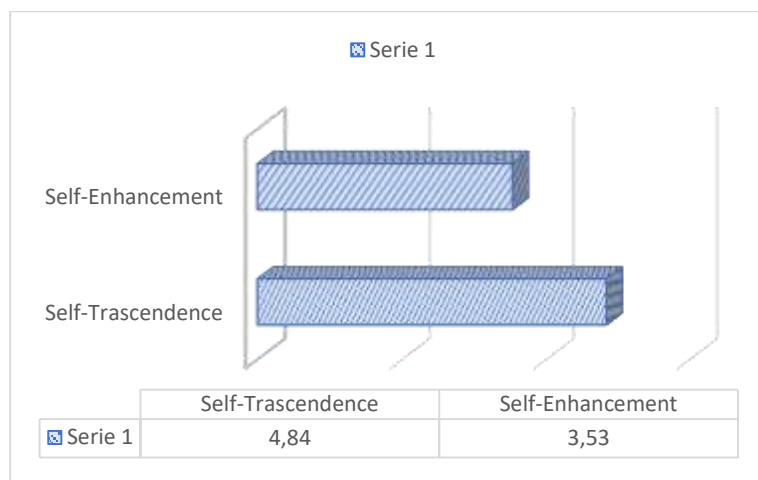
Fig. 6 Results Higher Order Values.

5. Conclusion and Recommendations: Implications for Teacher Education Programs.

Values are reflected in action: they condition and shape the thinking, attitudes, and perceptions of individuals. In this sense, the value priorities of teachers guide their educational and didactic action, also towards the promotion of inclusive quality education, influencing the behaviour of students (Schwartz, 2021). For this reason,

the empirical survey of the value priorities of in-service teachers, as well as their opinions on values education, has gained considerable importance.

The results of the quantitative study, carried out with a group of 842 in-service support teachers from Campania, showed that the value priorities of the participants are oriented towards the values of Benevolence, which support the establishment of inclusive processes. The opinions of the sample converge on the importance of value education provided within scholastic institutions, for the construction of fair, just and inclusive citizens, through active and cooperative learning methods, with the involvement of family units and informal institutions. For the teachers interviewed, values education should be integrated into the curriculum as a specific discipline and/or enhanced as part of integrative afternoon activities, to enhance the formation of tables of values (Heidegger, 1927) oriented towards Self-transcendence.

These opinions are the result of the points of view and experiences of secondary school support teachers. They refer to a group of participants that does not constitute a representative sample of the population of Italian or regional teachers. However, the number of observations (=842) is such as to reduce potential bias and consider the data obtained significant. It would be interesting to replicate the study with teachers belonging to nursery and primary schools, where the foundations of personality are laid, to highlight the presence of any and/or significant differences. In countries such as the United States, Australia, Finland, France, and the United Kingdom, the responsibility for promoting values is shared among education stakeholders, specifying the roles of teachers, administrators, and families (Karabacak, 2021). In Italy, values education is implicitly carried out through school disciplines, specifically in social studies and civic education. However, given its importance, specific value education programs should be provided. In this regard, within these paths, we suggest the use of the innovative model of participatory teaching Flipped Inclusion (Corona et. al., 2020), aimed at promoting recognition and agency awareness of value priorities, whose data corroborates the transformative impact on styles of life, cognitive and attribution. It is also suggested to consider the values also in the context of in-service training programs for teachers, to also improve the implementation of inclusive education policies. It is essential that teacher trainers support specialized teachers assigned to the class of the pupil with disabilities to facilitate the inclusion process (Giaconi, 2015; Corona & De Giuseppe, 2020), stimulating awareness processes relating to the values they hold (as individuals and education professionals), to draw connections between the declared values and the educational and didactic choices they make.

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She is the author of the sections: 1. What are Values? A Research Framework, Systematic Review and Meta-analysis; 1.2. Towards Inclusion. Values and Educational Action of Support Teachers and Reflections on Values Education: An Overview; 2. Materials and Methods; 2.1 Tools – Semi-structured interviews/PVQ-RR; 3. Scoring and Data Analysis – NVivo/ SPSS; 4. Results and Discussion.

Prof. Felice Corona is the Scientific Coordinator of the research. He is the author of Conclusion and Recommendations: Implications for Teacher Education Programs.