

TRAINING INCLUSIVE TEACHERS, THE FOCUS ON "MISSING DIMENSIONS". AN EXPLORATORY SURVEY IN HIGHER EDUCATION

FORMARE DOCENTI INCLUSIVI, IL FOCUS SULLE "MISSING DIMENSIONS". UN'IDAGINE ESPLORATIVA NELL'HIGHER EDUCATION

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Abstract

The research investigate the foundational dimensions of the three constructs (Self-efficacy, Empathy, Self-Compassion) and possible correlations, in order to detect the level of development of these dimensions in a population of future educators and teachers specializing in support activities, attending two different academic training courses (24 CFU and Specialization Course), and to identify any differences. It is assumed that theoretical preparation may not be sufficient for the development of the three constructs. In particular, in relation to the characteristics of the training and recruitment paths explained above.

La ricerca intende indagare le dimensioni fondative dei tre costrutti (Autoefficacia, Empatia, Self-Compassion) e le possibili correlazioni, al fine di rilevare il livello di sviluppo di tali dimensioni in una popolazione di futuri educatori e di docenti specializzandi per le attività di sostegno, frequentanti due diversi percorsi formativi accademici (24 CFU e Corso di Specializzazione), e di individuare le eventuali differenze. Si suppone che la preparazione teorica possa non essere sufficiente allo sviluppo dei tre costrutti. In particolare, in relazione alle caratteristiche dei percorsi formativi e di reclutamento sopra esplicitate.

Key-words

Empathy; Self-compassion; Self-efficacy; Students/professionals in training; Enabling courses

Empatia; Self-Compassione; Autoefficacia; Studenti/professionisti in formazione; Corsi Abilitanti

Introduction: Supporting inclusion: "new" skills and new training models for teachers and educators of the third millennium. Although aware of the cultural, political and structural complexity of the current scenario - and of the different responsibilities to which this framework refers - the literature converges in the recognition of the central role of teachers for the development of inclusive school contexts. "The didactic action of teachers remains central in the activation of inclusive processes, presupposing a continuous action of updating and formative qualification" (Mura, Zurro, 2019, p. 44).

As Aiello, Sharma, and Sibilio (2016) point out, the recognition of teachers as "levers of change" for school and social inclusion processes (Ainscow, 2005) has stimulated scientific reflection on the

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mechanisms that underlie teaching actions "and that impart an educational and inclusive directionality, leading teachers to make choices characterized by the need for a conscious alignment of teaching to the educational needs of the learner (Sibilio, 2016)" (Aiello, Sharma, Sibilio, *ib.*, p.). Consistent with the biopsychosocial paradigm (Engel, 1977; WHO, 2001), learners' needs must relate to global relational functioning and contemplate different personal and environmental dimensions. Teachers are an essential part of this complex and multidimensional relational dynamic as contextual factors. "The teacher is personally involved in the global growth of students. In this perspective, he has the opportunity to configure himself as an accelerator of the developmental potential of learners by raising their level of self-determination (Pavone, 2014; Cottini, 2016; Murdaca, 2008) and therefore of self-esteem and self-efficacy" (Murdaca Oliva, Panarello, 2016, p. 278). Therefore, it is also necessary to reflect on what are the personal characteristics of the inclusive teacher (*ib.*, p. 279) and what are the training paths provided to detect, enhance (and evaluate?) these characteristics.

Aiello et al. (2016), pursuing the line of research on the implicit dimensions that contribute to the realization of teaching action, with particular reference to the role of the perception-action connection (Berthoz,), and in the awareness that implicit beliefs and values have a stronger impact on teaching action than explicit theories (Perla, 2010), highlight the role of perceptions of teachers' level of efficacy on their attitudes towards inclusion.

The construct of self-efficacy, as a fundamental construct of agentivity (Bandura, 1977) and teacher professional development (Bandura, 2000; Tschannen-Moran and Woolfolk Hoy, 2001), is identified as one of the factors that foster self-determination in learners, with or without disabilities (Carbonneau, et al., 2008). "In fact, teacher self-efficacy can affect instructional choices and the ability to create a good climate within the classroom and establish functional relationships with colleagues, managers, and family. Research has shown how teacher satisfaction with their work is a powerful predictor of pupils' behavior in the learning stages (Carbonneau et al, 2008; Caprara et al., 2003; 2006; Santisi et al., 2013)" (Murdaca, Oliva, Panarello, *op. cit.*, p. 279). In the relationship with learners with special educational needs, the level of perceived self-efficacy, related to the ability to choose effective practices, is influenced by teachers' ideas about the nature of the disability and the role that is attributed to these learners within the classroom (Jordan et al, 2009); confused ideas and poor understanding of functioning and relational dynamics generate a sense of inadequacy, concern, and "barrier attitudes" that actually hinder the role of "leverage for change" and support for inclusive development (Forlin and Chambers, 2011) that we expect in each teacher.

It is therefore crucial to clarify what levels of personal and collective efficacy a social system can rely on (Caprara, 2014), however, despite numerous studies on the topic, the nature of self-efficacy and its possible role in teacher education and professional development remain an open question and resources dedicated to exploring and enhancing this role in the school system remain scarce (Oddone, 2015).

Among the other personal dimensions that play a relevant role in the decision-making processes and in the inclusive action of the professionals of the educational and teaching relationship, the literature, also in the national context (Bertolini, Franta, Colasanti, 1991; Contini, 1992; Blandino, 2002; Damiani, 2011; Balconi,), and, more recently, the ministerial provisions (D.M. 2010; Indicazioni Nazionali, 2012; and, more recently, ministerial provisions (D.M. 2010; Indicazioni Nazionali, 2012; Recommendations for European Key Competencies 2009; 2018) highlight the key-role of emotions and empathy. The documents addressed to teachers consistently call for the ability to empathize and listen deeply to each student. In the description of the profiles contained in the notices and in the presentations of the selection and training paths for the recruitment of specialized teachers for support activities, explicit reference is made to emotional and empathic skills as an "object of knowledge" and an essential professional requirement on which teachers and future specialists are invited to discuss. Also with regard to educators, empathy and reflexivity are considered essential for the development of communicative and relational competence in educational work with vulnerable families (Bobbo, 2020). As noted for self-efficacy, understanding, training, and evaluating these competencies also require sound knowledge and systematic research, supervision, and monitoring practices. The ability to listen

requires a habitus that cannot be taken for granted and that is not easy to acquire during traditional training paths; empathic listening presupposes affective and implicit relational dimensions. We cannot but recall the "negative capacity" that Wilfred Bion (...), borrowing from Keats (1817), places at the basis of the ability to pause in situations of uncertainty, without "defensive" attribution of interpretations and judgments, necessary to authentically accept the limit and the pain inherent in relational fatigue. Nor can we assume that all teachers have benefited from adequate and systematic formative-transformative opportunities; the risk of trivialization and/or improper use ("falsely formative") of such constructs helps to explain the distance between what is declared and what is practiced in school and training systems (post-graduate academic), in terms of actual skills (knowledge, know-how, knowing and wanting to be) of teachers in the face of the complexity and the daily struggles of the relationship with the other (student, parent or professional) and with oneself (awareness of one's limits, reflexivity, ability to put oneself on the line...).).

In the last three years, the Covid-19 pandemic has made even more evident the recognition of the peculiar role of the personal characteristics of professionals, as significant references for all students, and even more so for those with various fragilities; The Communication of the European Commission on the realization of the European space of education by 2025 (September 2020) indicates Teachers and trainers among the main levers of global development, focusing on the personal and well-being dimensions of professionals in training pathways, consistent with what has already been demonstrated in the literature, including in relation to the quality of life of teachers and students (Darling-Hammond et al. , 2005; Rivkin, Hanushek, & Kain, 2005).

As already noted, there is a strong need for "specific" training that can promote and support the development of skills necessary to translate into practice the founding principles of inclusive logic (Aiello, Sharma, Sibilio, op. cit.), however, training courses are not always consistent and functional.

In particular, as far as teachers are concerned, there is a risk of conveying a naive understanding of these dimensions and not supporting adequate preparation for their specificity and complexity in the initial training and specialization of teachers. More specifically, in the selection process for the recruitment of teachers, constructs such as self-efficacy and empathy are considered as objects of prior knowledge to be tested through simple theoretical questions, while the skills/skills and attitudes that contribute to the development of emotional, empathic and inclusive competencies do not seem to be considered systematically and adequately during the initial training and in-service training.

1. The research focus: investigating the "missing dimensions" in educational contexts

Our research starts therefore from the recognition of self-efficacy and empathy as two of the essential dimensions for the development of personal and professional skills, at the basis of the expert and inclusive actions of teachers, still underestimated or at risk of simplification and distortion (missing dimensions), which need further study, research and training. There is a third "missing" dimension, Self-Compassion, to which we turn because, although identified in recent literature as related to self-efficacy and as an essential component of empathy, it is still little investigated, particularly in education and training. Self-compassion, as the basis of empathy, defines an orientation of acceptance and openness towards oneself, associated with an attitude of openness towards the world. Its components - Self-kindness (kindness and understanding towards oneself when experiencing suffering or failure); Mindfulness (non-judgmental ability to observe with balanced awareness and open-mindedness one's own "painful" emotions and thoughts, without suppressing or exaggerating them and without even identifying with them); Common Humanity (recognition that suffering and failure are an inevitable part of shared human experience) constitute a protective factor for the relational fatigue mentioned above, the "Compassion Fatigue", necessary for empathy (Rapanà, Brenna....). Related to this last component, an aspect of further interest, also for the pedagogical field, concerns the consideration that self-compassion is not exclusively "self", but has a deeply social meaning: that is, oriented towards the

relationship with one's neighbor, with respect to whom one perceives a sense of commonality (Stevens, Woodruff, 2018). In a 2007 study (Neff, Rude, Kirkpatrick, 2007a), a significant correlation between self-compassion and reflective wisdom, i.e., the ability to consider reality from multiple perspectives, developing self-awareness and insight, was in fact highlighted (Rapanà, Brenna....).

The focus on the dimension of compassion - identifiable as a pedagogical category - (Stramaglia, 2021) opens the reflection on the emerging competence of compassion (and, upstream, of self-compassion) that also needs to be revealed and systematically "formed". The construct of self-compassion, which should not be understood according to simplistic or negative meanings, as "self-pity", has been investigated mainly in the psychological and clinical field, but, as Luigina Mortari points out, recalling the "primacy of compassion" among the characteristics of care and education, it also closely concerns the educational and training field. According to Stramaglia (ib.), compassion can be considered as a third way between the competitive paradigm (to be overcome) and the cooperative one (still limited to a few) that allows us to recover the experience and the feeling of the other from oneself and of oneself. In light of the above, the research aims to investigate the foundational dimensions of the three constructs (Self-Efficacy, Empathy, Self-Compassion) and possible correlations, in order to detect the level of development of these dimensions in a population of future educators and teachers specializing in support activities, attending two different academic training courses (24 CFU and Specialization Course), and to identify any differences.

2. Tools

2.1 Choice of assessment instruments

Italian adaptation of the Balanced Emotional Empathy Scale by a. Mehrabian

The use of the Adaptation And Validation On An Italian Sample Of The Balanced Emotional Empathy Scale By A. Mehrabian allows us to define "mature" or "evolved" empathy by analysing the ability to differentiate the self from the other by analysing: (1) the ability to recognise the emotions experienced by the person in front of him or her through forms of expression (2) the recognition of the other's individuality as a subject with his or her own cognitions, emotions, reactions (3) the assumption of the other's role, that is, the ability to see the emotional situation from the other's perspective (4) the subjective predisposition to emotional activation generated by external stimuli. The scale consists of 30 items that aim to measure an individual's tendency to be more or less responsive to the emotional expressions of others, to feel and vicariously experience their emotional experiences. Fifteen items of the scale are constructed in such a way that agreement with them is an expression of a high degree of emotional empathy (positively worded items). The remaining fifteen items are formulated negatively (agreement with them is an expression of low empathy tendency). According to the author and a good part of the literature, this technique of balancing the stimulus statements helps to control the undesired effects of acquiescence (Gasperoni, Roccato, 2003).

The authors of the Italian validation are based on the classical theories of empathy, which are important assumptions for acting out the possibility of developing strategies and methods for the enhancement of empathy, but also for its transmission and development towards students and users. It is therefore important to recognise its characteristic of implementability and consequently to identify tools and techniques that provide a measure of intra- and inter-individual differences (Davis, 1983; Mehrabian, Young, Sato, 1988; Klein, Hodges, 2001). An analysis of the scientific literature on empathy shows that most authors today agree that it is a psychological construct of a multifactorial nature. Although cognitive processes play an important role in the genesis of experience, it remains primarily an affective experience (Hoffman, 1997, 2000, 2001; Stayer, 1987). Its peculiar aspect is emotional activation (Hoffman, 1997), without which one does not speak of empathy but of role taking or perspective taking. Mehrabian (1997) makes a clear distinction between the two aspects of experience, calling the first

"cognitive empathy", i.e. the ability to accurately understand things from the perspective of the other (Hogan, 1969), and the second "emotional empathy", i.e. the tendency to vicariously experience the emotions of others (Stotland, 1969; Mehrabian, Young, Sato, 1988; Mehrabian, Epstein, 1972).

Empathy is therefore, fundamental in all areas of life, as well as in the school, educational and above all inclusive spheres (Damiani, 2017; Damiani, Gomez Paloma, 2020). In particular, in the last period, also as a result of the "emotional crisis" due to the pandemic, there is a need to make oneself emotionally competent, aware and skilled with respect to one's empathic capacity (Morsanuto et al., 2020; Morsanuto, Rendina, 2020).

2.1.2 Scale of perceived self-efficacy in dealing with complex problems

The scale provides four distinct scores for each subject, in relation to each factor analysed: (1) Emotional maturity: people's beliefs about their ability to handle stressful situations; to cope with unexpected events; to have good self-control over difficult events and situations. (2) Action finality: people's beliefs about their ability to set concrete and achievable goals, prioritising them and adapting them to their own skills, and to pursue set goals. (3) Relational fluidity: people's beliefs about their ability to interact and deal with others; to give and ask for help, to maintain good relations with others and to manage interpersonal conflicts. (4) Context analysis: people's beliefs about their ability to "read" the context in which they operate, to understand the connections between different events and situations; to understand the requests coming from people in the environment; to use a language appropriate to the different circumstances (Farnese, Avallone, Pepe, Porcelli, 2007).

2.1.3 Self-Compassion Scale – Italian Version

Self-compassion is related to feelings of compassion and concern for others. Self-compassion is about recognising that suffering, failure and inadequacies are part of the human condition and that all people, including oneself, are worthy of compassion (Neff, 2003).

Self-compassion is different from self-pity (Goldstein & Kornfield, 2001). When individuals self-compassionate, they feel disconnected from others. This is a process of 'hyper-identification', in which the individual becomes so immersed in their own subjective emotional reactions that it is difficult to distance themselves from the situation and adopt a more objective perspective (Bennett, Goleman, 2001). Instead, the process of self-compassion requires the person to be engaged in a metacognitive activity that enables recognition of experiences related to oneself and others. This process tends to interrupt the vicious circle of over-identification, reducing egocentric feelings of separation and increasing feelings of interconnectedness (Neff, 2003). In order to measure self-compassion, Neff (2003) developed the Self-Compassion Scale, which consists of 26 items and allows to detect, besides a total score, six dimensions: Self-kindness, in terms of kindness and tolerance of one's limits and inadequacies; Self-judgement, in the opposite as negative judgement and intolerance towards one's weaknesses; Common humanity, as a sense of sharing one's limits and weaknesses with the rest of humanity; Isolation, in the opposite, as a sense of isolation and separation from others; Mindfulness, in terms of a positive mobilisation of one's feelings and emotions in the face of difficulties; Over-identification, in the opposite as self-pity and focusing on one's negative feelings.

The construct of self-compassion therefore includes different aspects such as (Neff, 2003): (1) Having kindness and understanding towards oneself, (2) Considering one's own experience as part of a broader human experience, (3) Holding one's painful thoughts and feelings in a balanced awareness rather than over-identifying with them. Self-compassion has been linked to positive mental health outcomes such as less depression and anxiety and greater life satisfaction (Neff, 2003).

The present study analysed the construct of Self-compassion through the psychometric properties of the Self-Compassion Scale in its Italian version. The scale is composed of 26 items, subdivided into six

subscales, which assess: (1) Self-Kindness. (2) Self-Judgment. (3) Common Humanity. (4) Isolation. (5) Mindfulness. (6) Over-identification.

3. Hypothesis

The three constructs, Empathy, Self-Compassion and Self-efficacy and analysing the correlations between them, were investigated within a population of students/professionals in training, enrolled in the following courses: (1) Specialisation Course for Educational Support Activities for Pupils with Disabilities (sixth cycle)³. (2) 24 CFU, a mandatory requirement for the training of teaching staff with the Good School Law; the subsequent Budget Law then confirmed them as an entry requirement for teaching competitions. The 24 CFU are credits to be acquired in anthro-psycho-pedagogical disciplines and in teaching methodologies and technologies. (3) 60 CFUs⁴ course for professional educators, which enables the completion of the training of educators without an appropriate qualification. The course is one-year and is taken at universities. To enrol in the course you need to have one of the following: (1) To have worked as an educator for at least three years, even if not continuous; (2) To have a magistral diploma issued before 2002; (3) To work as an educator in the Pa after passing a public competition.

We therefore investigate the emotional competences of those enrolled in the courses, assuming that theoretical preparation may not be sufficient for the development of the three constructs. In particular, in relation to the characteristics of the training and recruitment paths explained above, we expect "lower levels of competence" in the population of students of trainee teachers compared to educators.

4. Sample Analysis

The sample consists of 314 statistical units, interviewed during 3 different courses [**Errore. L'origine riferimento non è stata trovata.**]

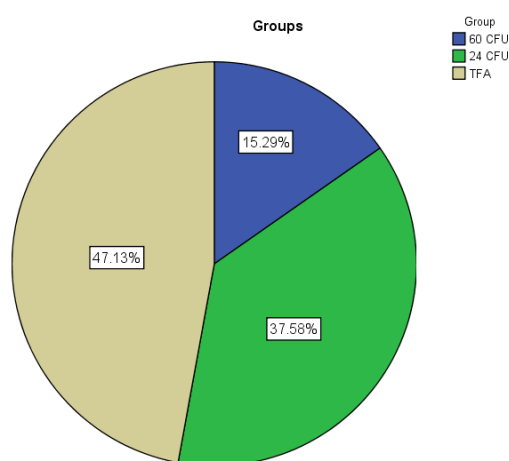


Figure 1 - Sample split into different groups

³ It will be briefly referred to as TFA in the data analysis

⁴ "Iori Law" (L. 205/2017), on the other hand, regulates the retraining of educators working in services other than childcare, for which a 3-year transitional regime is envisaged, within which the interested parties will have to acquire 60 CFU to obtain the qualification. The Budget Law specifies the requirements for obtaining the 60 CFUs

Attendance by gender is equally distributed among the courses [Figure 2], although there is a greater preponderance for the female gender, although there is a greater preponderance for the female gender.

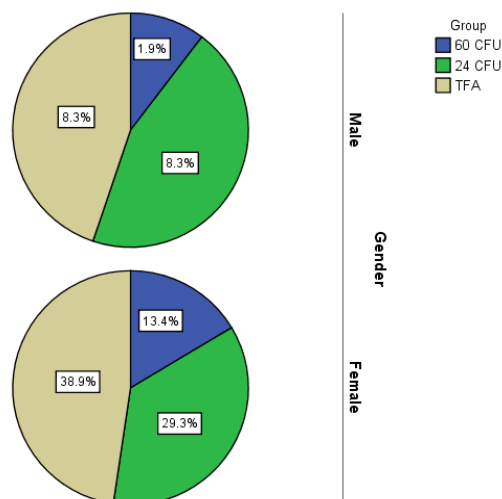


Figure 2 - Groups - Total percentage per gender

The frequency of age by gender is homogeneous [Errore. L'origine riferimento non è stata trovata.]. The sample covers all age groups, both for the male and the female gender, concentrating in the 25-55 age range.

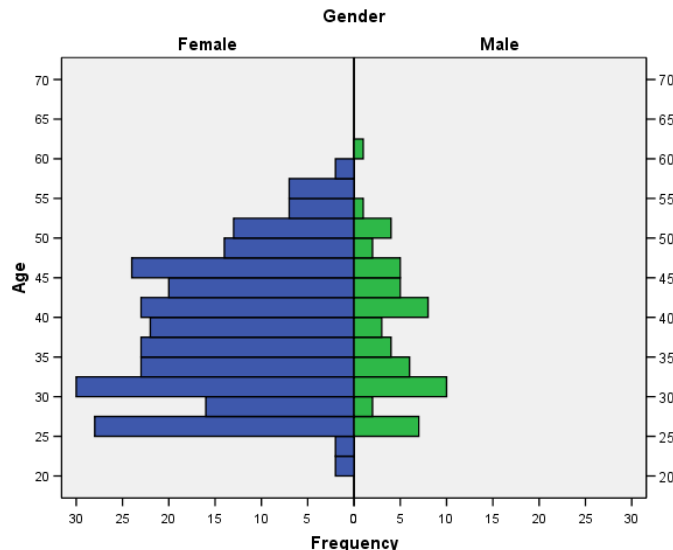


Figure 3 - Gender - Age

Below are the tables showing the frequencies and percentages of the various statistical groupings, indicating the main characteristics of the sample analysed. In particular, it can be noted that about 80% of the sample is represented by single or married people (equally distributed) [Errore. L'origine riferimento non è stata trovata.], while, even if slightly (56.1% vs 43.9%), the component without children is preponderant [Errore. L'origine riferimento non è stata trovata.]. With regard to employment, more than 50% are neither educators nor waiting for assignment / qualification / competition [Errore. L'origine riferimento non è stata trovata.]. Almost 50% have the TFA as a

course of study and only 7% come from a degree in Education and Training Science [**Errore. L'origine riferimento non è stata trovata.**], although 89.9% declare having a Master's degree or a PhD [**Errore. L'origine riferimento non è stata trovata.**].

Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	126	40.1	40.1	40.1
Married	117	37.3	37.3	77.4
Cohabitant	57	18.2	18.2	95.5
Separate/Divorced	14	4.5	4.5	100.0
Total	314	100.0	100.0	

Table 1 - Marital status

Children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	176	56.1	56.1	56.1
Yes	138	43.9	43.9	100.0
Total	314	100.0	100.0	

Table 2 - Children

Employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Awaiting assignment/qualification/public exam	75	23.9	23.9	23.9
Educator	63	20.1	20.1	43.9
Other	176	56.1	56.1	100.0
Total	314	100.0	100.0	

Table 3 - Employment

Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Educational Science	22	7.0	7.0	7.0
60 CFU	39	12.4	12.4	19.4
24 CFU	100	31.8	31.8	51.3
TFA	153	48.7	48.7	100.0
Total	314	100.0	100.0	

Table 4 - Studies

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary School	1	.3	.3	.3
	Beachelor's degree	33	10.5	10.5	10.8
	Master's degree/PhD	280	89.2	89.2	100.0
	Total	314	100.0	100.0	

Table 5 - Educations

Conditions for the applicability of the tests used

The following tests were used to analyse the data:

Independent Samples T-Test (SPSS)

[1] It is used when the independent variable is qualitative with 2 categories

[2] The **conditions for the applicability of** the test are

- **Independent observations**
Each statistical unit represents a different person. The condition applies to our data.
- **Normality**
The dependent variable must follow a normal distribution in the population. This is only necessary for samples smaller than about 25 units. Having 314 statistical units makes the normality test unnecessary.
- **Homogeneity**
the standard deviation of our dependent variable must be equal in both populations. We only need this assumption if our sample size is (sharply) unequal. SPSS checks whether this holds when we run our t-test. If not, we can still report the correct test results.

In conclusion, we can consider the conditions verified.

One-Way Anova Test (SPSS)

[3] It is used when the independent variable is a qualitative variable with more than 2 categories.

[4] A requirement for the ANOVA test is that the variances of each comparison group are equal. This condition is tested using the Levene statistic. What is sought here is a significance value greater than 0.05, since a different result would suggest a real difference between the variances (**Homogeneity of Variances**).

[5] In order to obtain the result of the test, we look for whether the value of F reaches the **level of significance** (Sig. <0.05). If this is not the case, the null hypothesis cannot be rejected.

[6] If we can reject the null hypothesis, we still do not know specifically in which of the categories this difference is significant. We can find this out in the table of multiple comparisons which contains the results of **Tukey's post hoc test**.

5. Data Analysis

Data Analysis - Perceived Self-Efficacy Scale (in complex systems)

Statistical analysis between Areas and Gender of the sample

The Independent Samples T-Test (SPSS) [1] [2] was used to analyse the data and compare the results between different areas and gender.

The sample shows different averages for males and females in the different areas, although these are small. It is intended to test whether these differences are statistically significant.

Inferential statistics show us the following results

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Emotional maturity	Equal variances assumed	.503	.479	-.556	312	.579	-.360	.647	-1.633 .913
	Equal variances not assumed			-.567	86.738	.572	-.360	.634	-1.620 .900
Action finalization	Equal variances assumed	.191	.663	.437	312	.662	.253	.580	-.887 1.394
	Equal variances not assumed			.446	86.696	.657	.253	.568	-.876 1.383
Relational fluidity	Equal variances assumed	.033	.855	-.217	312	.829	-.126	.580	-1.267 1.016
	Equal variances not assumed			-.213	83.185	.832	-.126	.591	-1.300 1.049
Context Analysis	Equal variances assumed	.493	.483	.319	312	.750	.167	.523	-.863 1.196
	Equal variances not assumed			.332	88.826	.741	.167	.502	-.831 1.165

Table 6 - Area and Gender Independent Samples Test - Perceived Self-Efficacy Scale (in complex systems)

Levene's test for equality of variances gives a p-value (Sig) always greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the averages (Null Hypothesis), we note a p-value always higher than 0.05 (Mr 2-tailed). Consequently, we cannot reject the null hypothesis of equality between the sample means by gender. The fact that 0 is within the confidence interval also reinforces this conclusion.

The inferential statistics therefore show that the mean values obtained by the males and females in the sample are different, but this difference is not statistically significant.

Statistical analysis between Areas and presence or absence of children

The Independent Samples T-Test (SPSS) [1] [2] was used to analyse the data and compare the results between the different areas and the presence or absence of children.

The null hypothesis H_0 is therefore that there is no statistically significant difference between the mean value obtained from the sample for the two groups with children and without children in the different areas.

Inferential statistics show us the following results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional maturity	Equal variances assumed	.057	.811	-2.941	312	.004	-1.468	.499	-2.450	-.486
	Equal variances not assumed			-2.934	291.519	.004	-1.468	.500	-2.453	-.483
Action finalization	Equal variances assumed	.016	.898	-2.145	312	.033	-.966	.450	-1.851	-.080
	Equal variances not assumed			-2.150	296.518	.032	-.966	.449	-1.850	-.082
Relational fluidity	Equal variances assumed	1.822	.178	-2.208	312	.028	-.994	.450	-1.880	-.108
	Equal variances not assumed			-2.245	308.396	.026	-.994	.443	-1.866	-.123
Context Analysis	Equal variances assumed	.445	.505	-.653	312	.515	-.267	.409	-1.071	.538
	Equal variances not assumed			-.648	286.865	.517	-.267	.411	-1.077	.543

Table 7 - Area and Children Independent Samples Test - Perceived Self-Efficacy Scale (in complex systems)

Levene's test for equality of variances gives a p-value (Sig) always greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the averages (Null Hypothesis), we note a p-value lower than 0.05 (Mr. 2-tailed) for the groups (Emotional maturity, Action finalization and Relational fluidity). Consequently, we can reject the null hypothesis of equality between the sample averages between items with children and without in the above areas. The fact that 0 is outside the confidence interval also reinforces this conclusion.

The inferential statistics show that for the areas Emotional maturity, Action finalization and Relational fluidity the mean values obtained by people with children are higher and statistically significant than those without children.

Statistical analysis between areas and different age groups in the sample

We now want to test the null hypothesis H_0 that the average results for age groups are the same across the sample areas.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Emotional maturity	.791	3	310	.499
Action finalization	.292	3	310	.831
Relational fluidity	1.019	3	310	.385
Context Analysis	1.403	3	310	.242

Table 8 - Test of Homogeneity of Variances - Perceived Self-Efficacy Scale (in complex systems)

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant

result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Emotional maturity	Between Groups	323.939	3	107.980	5.715	.001
	Within Groups	5857.105	310	18.894		
	Total	6181.045	313			
Action finalization	Between Groups	39.580	3	13.193	.831	.478
	Within Groups	4922.322	310	15.878		
	Total	4961.901	313			
Relational fluidity	Between Groups	148.267	3	49.422	3.178	.024
	Within Groups	4820.844	310	15.551		
	Total	4969.111	313			
Context Analysis	Between Groups	81.476	3	27.159	2.127	.097
	Within Groups	3958.409	310	12.769		
	Total	4039.885	313			

Table 9 - Anova test - Areas per Age - Perceived Self-Efficacy Scale (in complex systems)

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the areas Emotional maturity and Relational Fluidity. This means that there is a statistically significant difference between these areas for different ages.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Emotional maturity	21-30	31-40	-1.403	.666	.153	-3.12	.32
		41-50	-2.710*	.697	.001	-4.51	-.91
		51-60	-2.696*	.983	.032	-5.23	-.16
	31-40	21-30	1.403	.666	.153	-.32	3.12
		41-50	-1.307	.589	.121	-2.83	.22
		51-60	-1.293	.909	.487	-3.64	1.06
	41-50	21-30	2.710*	.697	.001	.91	4.51
		31-40	1.307	.589	.121	-.22	2.83
		51-60	.014	.933	1.000	-2.39	2.42
	51-60	21-30	2.696*	.983	.032	.16	5.23
		31-40	1.293	.909	.487	-1.06	3.64
		41-50	-.014	.933	1.000	-2.42	2.39
Relational fluidity	21-30	31-40	-1.296	.604	.141	-2.86	.26
		41-50	-1.910*	.632	.014	-3.54	-.28
		51-60	-1.635	.891	.259	-3.94	.67
	31-40	21-30	1.296	.604	.141	-.26	2.86
		41-50	-.614	.535	.659	-2.00	.77
		51-60	-.339	.825	.977	-2.47	1.79
	41-50	21-30	1.910*	.632	.014	.28	3.54
		31-40	.614	.535	.659	-.77	2.00
		51-60	.276	.846	.988	-1.91	2.46
	51-60	21-30	1.635	.891	.259	-.67	3.94
		31-40	.339	.825	.977	-1.79	2.47
		41-50	-.276	.846	.988	-2.46	1.91

*. The mean difference is significant at the .05 level.

Table 10 - Tukey HSD - Emotional maturity & Relational fluidity by age groups - Perceived Self-Efficacy Scale (in complex systems)

[6] From the **Errore. L'origine riferimento non è stata trovata.** shows that: for the Emotional maturity area there is a statistically significant difference between the averages of the 21-30 age group and the 41-50 and 51-60 groups (younger people obtained lower average results in this area than more mature people); for the Relational fluidity area there is a statistically significant difference between the averages of the 21-30 age group and the 41-50 group, again with higher average results for the more mature group.

Statistical analysis between areas and different study/training paths in the sample

We now want to test the null hypothesis H_0 that the average results for different study/training paths are the same in the different areas of the sample.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Emotional maturity	.530	3	310	.662
Action finalization	1.229	3	310	.299
Relational fluidity	.081	3	310	.970
Context Analysis	.388	3	310	.762

Table 11 - Test of Homogeneity of Variances - Perceived Self-Efficacy Scale (in complex systems)

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Emotional maturity	Between Groups	148.281	3	49.427	2.540	.057
	Within Groups	6032.763	310	19.461		
	Total	6181.045	313			
Action finalization	Between Groups	47.435	3	15.812	.997	.394
	Within Groups	4914.466	310	15.853		
	Total	4961.901	313			
Relational fluidity	Between Groups	123.955	3	41.318	2.644	.049
	Within Groups	4845.156	310	15.630		
	Total	4969.111	313			
Context Analysis	Between Groups	180.867	3	60.289	4.843	.003
	Within Groups	3859.018	310	12.448		
	Total	4039.885	313			

Table 12 - Anova test - Areas per Studies - Perceived Self-Efficacy Scale (in complex systems)

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the areas Relational Fluidity and Context Analysis. This means that there is a statistically significant difference between these areas for the different study/training paths.

Multiple Comparisons

Tukey HSD			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Dependent Variable	(I) Studies	(J) Studies				Lower Bound	Upper Bound
Relational fluidity	Educational Science	60 CFU	-.667	1.054	.922	-3.39	2.06
		24 CFU	-.480	.931	.955	-2.88	1.92
		TFA	.765	.901	.831	-1.56	3.09
	60 CFU	Educational Science	.667	1.054	.922	-2.06	3.39
		24 CFU	.187	.746	.994	-1.74	2.11
		TFA	1.431	.709	.183	-.40	3.26
	24 CFU	Educational Science	.480	.931	.955	-1.92	2.88
		60 CFU	-.187	.746	.994	-2.11	1.74
		TFA	1.245	.508	.070	-.07	2.56
	TFA	Educational Science	-.765	.901	.831	-3.09	1.56
		60 CFU	-1.431	.709	.183	-3.26	.40
		24 CFU	-1.245	.508	.070	-2.56	.07
Context Analysis	Educational Science	60 CFU	.029	.941	1.000	-2.40	2.46
		24 CFU	.073	.831	1.000	-2.07	2.22
		TFA	1.570	.804	.209	-.51	3.65
	60 CFU	Educational Science	-.029	.941	1.000	-2.46	2.40
		24 CFU	.044	.666	1.000	-1.68	1.76
		TFA	1.541	.633	.073	-.09	3.18
	24 CFU	Educational Science	-.073	.831	1.000	-2.22	2.07
		60 CFU	-.044	.666	1.000	-1.76	1.68
		TFA	1.497*	.454	.006	.33	2.67
	TFA	Educational Science	-1.570	.804	.209	-3.65	.51
		60 CFU	-1.541	.633	.073	-3.18	.09
		24 CFU	-1.497*	.454	.006	-2.67	-.33

*. The mean difference is significant at the .05 level.

Table 13 - Tukey HSD -Relational fluidity & Context Analysis for Studies - Perceived Self-Efficacy Scale (in complex systems)

[6] From the **Errore. L'origine riferimento non è stata trovata.** it can be seen that: for the Relational Fluidity area there are actually no significant differences (the p-value was in fact 0.049, very close to 0.05); for the Context Analysis area there is a statistically significant difference between the averages of the 24 CFU and TFA groups (those who come from the 24 CFU course have a statistically significant higher average result than those who come from the TFA course, as regards the Context Analysis area).

Statistical analysis between areas and different marital statuses

We now want to test the null hypothesis H_0 that the average results for different civil states are the same across the sample areas.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Action finalization	.300	3	310	.825
Emotional maturity	.226	3	310	.878
Relational fluidity	.492	3	310	.688
Context Analysis	.357	3	310	.784

Table 14 - Test of Homogeneity of Variances - Perceived Self-Efficacy Scale (in complex systems)

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant

result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Action finalization	Between Groups	71.639	3	23.880	1.514	.211
	Within Groups	4890.262	310	15.775		
	Total	4961.901	313			
Emotional maturity	Between Groups	190.960	3	63.653	3.294	.021
	Within Groups	5990.085	310	19.323		
	Total	6181.045	313			
Relational fluidity	Between Groups	106.286	3	35.429	2.259	.082
	Within Groups	4862.826	310	15.687		
	Total	4969.111	313			
Context Analysis	Between Groups	22.492	3	7.497	.579	.629
	Within Groups	4017.393	310	12.959		
	Total	4039.885	313			

Table 15 - Anova test - Areas per Studies - Perceived Self-Efficacy Scale (in complex systems)

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the Emotional maturity areas. This means that there is a statistically significant difference between this area for the different civil states.

Multiple Comparisons

Dependent Variable: Emotional maturity
Tukey HSD

(I) Marital status	(J) Marital status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Single	Married	-1.583*	.564	.027	-3.04	-.13
	Cohabitant	-.193	.702	.993	-2.01	1.62
	Separate/Divorced	-1.992	1.238	.375	-5.19	1.21
Married	Single	1.583*	.564	.027	.13	3.04
	Cohabitant	1.390	.710	.206	-.44	3.22
	Separate/Divorced	-.409	1.243	.988	-3.62	2.80
Cohabitant	Single	.193	.702	.993	-1.62	2.01
	Married	-1.390	.710	.206	-3.22	.44
	Separate/Divorced	-1.799	1.311	.518	-5.19	1.59
Separate/Divorced	Single	1.992	1.238	.375	-1.21	5.19
	Married	.409	1.243	.988	-2.80	3.62
	Cohabitant	1.799	1.311	.518	-1.59	5.19

*. The mean difference is significant at the .05 level.

Table 16 - Tukey HSD -Relational fluidity & Context Analysis for Studies - Perceived Self-Efficacy Scale (in complex systems)

[6] From the **Errore. L'origine riferimento non è stata trovata.** shows that for the Emotional maturity area there is a statistically significant difference between the averages of the married group and the

single group (married people have a higher and statistically significant average result than single people in the Emotional maturity area).

Correlation between areas

From the correlation matrix between the different areas [**Errore. L'origine riferimento non è stata trovata.**] it can be seen that all 4 areas are in close positive correlation with each other. **Therefore, working to increase the result of one area would also benefit all the other areas.**

Correlations

		Emotional maturity	Action finalization	Relational fluidity	Context Analysis
Emotional maturity	Pearson Correlation	1	.496**	.447**	.489**
	Sig. (2-tailed)		.000	.000	.000
	N	314	314	314	314
Action finalization	Pearson Correlation	.496**	1	.455**	.533**
	Sig. (2-tailed)	.000		.000	.000
	N	314	314	314	314
Relational fluidity	Pearson Correlation	.447**	.455**	1	.589**
	Sig. (2-tailed)	.000	.000		.000
	N	314	314	314	314
Context Analysis	Pearson Correlation	.489**	.533**	.589**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	314	314	314	314

** . Correlation is significant at the 0.01 level (2-tailed).

Table 17 - Correlations matrix - Perceived Self-Efficacy Scale (in complex systems)

Data Analysis - Self-Compassion

Statistical analysis between Areas and Gender of the sample

The Independent Samples T-Test (SPSS) [1] [2] was used to analyse the data and compare the results between different areas and gender.

The null hypothesis H_0 is therefore that there is no statistically significant difference between the mean value obtained from the sample for the different genders in the different areas.

The sample shows significantly different averages for males and females in some of the areas. It is intended to test whether these differences are statistically significant. Note that for all areas the male average is always higher than the female average. This could, however, be influenced by the lower number of male than female elements in the sample.

Inferential statistics show us the following results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-Kindness	Equal variances assumed	.928	.336	-.879	312	.380	-.551	.627	-1.785	.683
	Equal variances not assumed			-.960	94.420	.340	-.551	.574	-1.691	.589
Self-Judgment	Equal variances assumed	1.295	.256	-.959	312	.338	-.461	.481	-1.407	.485
	Equal variances not assumed			-.929	81.901	.356	-.461	.497	-1.450	.527
Common Humanity	Equal variances assumed	.080	.778	-.490	312	.624	-.261	.531	-1.306	.785
	Equal variances not assumed			-.485	83.774	.629	-.261	.537	-1.329	.808
Isolation	Equal variances assumed	.347	.556	-.185	312	.853	-.117	.634	-1.366	1.131
	Equal variances not assumed			-.174	79.605	.862	-.117	.675	-1.460	1.225
Mindfulness	Equal variances assumed	1.738	.188	-2.263	312	.024	-1.099	.486	-2.054	-.144
	Equal variances not assumed			-2.394	90.558	.019	-1.099	.459	-2.011	-.187
Over-identification	Equal variances assumed	.336	.562	-1.477	312	.141	-.983	.666	-2.293	.327
	Equal variances not assumed			-1.389	79.632	.169	-.983	.708	-2.391	.426

Table 18 - Area and Gender Independent Samples Test - Self-Compassion

Levene's test for equality of variances gives a p-value (Sig) always greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the means (Null Hypothesis), we note a p-value always higher than 0.05 (Mr. 2-tailed) except for the area of Mindfulness. The fact that 0 is outside the confidence interval also reinforces this conclusion.

The inferential statistics show that the average values obtained by males and females in the sample are different and this difference is statistically significant for the Mindfulness area. In particular, males have on average higher values.

Statistical analysis between Areas and presence or absence of children

The Independent Samples T-Test (SPSS) [1] [2] was used to analyse the data and compare the results between the different areas and the presence or absence of children.

The null hypothesis H_0 is therefore that there is no statistically significant difference between the mean value obtained from the sample for the two groups with children and without children in the different areas.

Inferential statistics show us the following results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Self-Kindness	Equal variances assumed	.235	.628	-2.217	312	.027	-1.080	.487	-2.038	-.122
	Equal variances not assumed			-2.213	291.925	.028	-1.080	.488	-2.041	-.119
Self-Judgment	Equal variances assumed	.055	.815	-2.446	312	.015	-.912	.373	-1.646	-.178
	Equal variances not assumed			-2.453	297.341	.015	-.912	.372	-1.644	-.180
Common Humanity	Equal variances assumed	.068	.794	-1.401	312	.162	-.581	.414	-1.396	.235
	Equal variances not assumed			-1.403	295.866	.162	-.581	.414	-1.395	.234
Isolation	Equal variances assumed	.975	.324	-3.683	312	.000	-1.788	.486	-2.744	-.833
	Equal variances not assumed			-3.714	302.655	.000	-1.788	.482	-2.736	-.841
Mindfulness	Equal variances assumed	.678	.411	-3.590	312	.000	-1.347	.375	-2.085	-.609
	Equal variances not assumed			-3.587	293.300	.000	-1.347	.375	-2.086	-.608
Over-identification	Equal variances assumed	.808	.369	-3.522	312	.000	-1.804	.512	-2.811	-.796
	Equal variances not assumed			-3.500	287.095	.001	-1.804	.515	-2.818	-.789

Table 19 - Area and Children Independent Samples Test - Self-Compassion

Levene's test for equality of variances gives a p-value (Sig) always greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the averages (Null Hypothesis), we note a p-value lower than 0.05 (Mr. 2-tailed) for the groups: Self_Kindness, Self-Judgment, Isolation, Mindfulness, Over-Identification. Consequently, we can reject the null hypothesis of equality between the sample averages between items with children and without in the above areas. The fact that 0 is outside the confidence interval also reinforces this conclusion.

The inferential statistic shows that for the areas Self-Kindness, Self-Judgment, Isolation, Mindfulness, Over-Identification the average values obtained by people with children are higher and statistically significant than those without children.

Statistical analysis between areas and different age groups in the sample

We now want to test the null hypothesis H_0 that the average results for age groups are the same across the sample areas.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Self-Kindness	3.749	3	310	.011
Self-Judgment	.526	3	310	.665
Common Humanity	1.572	3	310	.196
Isolation	.279	3	310	.841
Mindfulness	.594	3	310	.619
Over-identification	1.617	3	310	.185

Table 20 - Test of Homogeneity of Variances - Self-Compassion

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**Errore. L'origine riferimento non è stata trovata.] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-Kindness	Between Groups	155.874	3	51.958	2.846	.038
	Within Groups	5659.479	310	18.256		
	Total	5815.354	313			
Self-Judgment	Between Groups	11.104	3	3.701	.336	.799
	Within Groups	3409.893	310	11.000		
	Total	3420.997	313			
Common Humanity	Between Groups	97.479	3	32.493	2.474	.062
	Within Groups	4071.989	310	13.135		
	Total	4169.468	313			
Isolation	Between Groups	113.970	3	37.990	2.022	.111
	Within Groups	5823.002	310	18.784		
	Total	5936.971	313			
Mindfulness	Between Groups	341.686	3	113.895	11.053	.000
	Within Groups	3194.428	310	10.305		
	Total	3536.115	313			
Over-identification	Between Groups	115.807	3	38.602	1.851	.138
	Within Groups	6466.489	310	20.860		
	Total	6582.296	313			

Table 21 - Anova test - Areas per Age - Self-Compassion

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the areas Self-Kindness and Mindfulness. This means that there is a statistically significant difference between these areas for different ages.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Self-Kindness	21-30	31-40	.221	.654	.987	-1.47	1.91
		41-50	-1.373	.685	.188	-3.14	.40
		51-60	-.855	.966	.813	-3.35	1.64
	31-40	21-30	-.221	.654	.987	-1.91	1.47
		41-50	-1.594*	.579	.032	-3.09	-.10
		51-60	-1.076	.894	.625	-3.39	1.23
	41-50	21-30	1.373	.685	.188	-.40	3.14
		31-40	1.594*	.579	.032	.10	3.09
		51-60	.518	.917	.942	-1.85	2.89
	51-60	21-30	.855	.966	.813	-1.64	3.35
		31-40	1.076	.894	.625	-1.23	3.39
		41-50	-.518	.917	.942	-2.89	1.85
Mindfulness	21-30	31-40	-.777	.492	.392	-2.05	.49
		41-50	-2.444*	.515	.000	-3.77	-1.12
		51-60	-2.892*	.726	.000	-4.77	-1.02
	31-40	21-30	.777	.492	.392	-.49	2.05
		41-50	-1.668*	.435	.001	-2.79	-.54
		51-60	-2.115*	.672	.010	-3.85	-.38
	41-50	21-30	2.444*	.515	.000	1.12	3.77
		31-40	1.668*	.435	.001	.54	2.79
		51-60	-.447	.689	.916	-2.23	1.33
	51-60	21-30	2.892*	.726	.000	1.02	4.77
		31-40	2.115*	.672	.010	.38	3.85
		41-50	.447	.689	.916	-1.33	2.23

*. The mean difference is significant at the .05 level.

Table 22 - Tukey HSD - Emotional maturity & Relational fluidity by age groups - Self-Compassion

[6] From the **Errore. L'origine riferimento non è stata trovata.** shows that: for the Self-Kindness area there is a statistically significant difference between the averages of the 31-40 age group and the 41-50 group (younger people obtained lower results in this area on average than more mature people); for the Mindfulness area there is a statistically significant difference between almost all groups, again with higher average results for the more mature group.

It is clear from the detail graph that as age increases, the average result for the Mindfulness area increases.

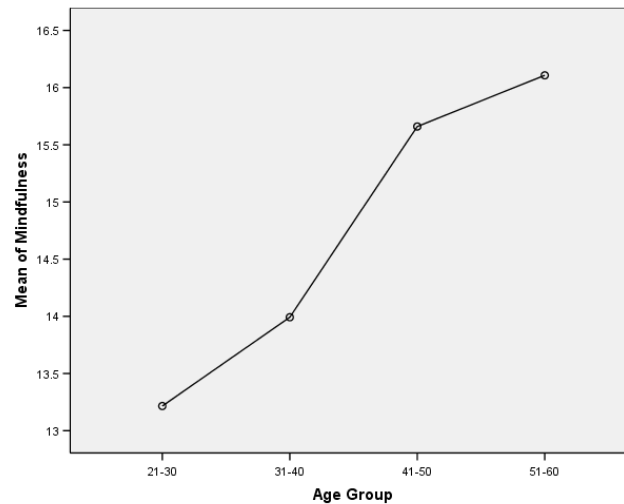


Figure 4 - Mindfulness vs Age groups - Self-Compassion

Statistical analysis between areas and different study/training paths in the sample

We now want to test the null hypothesis H_0 that the average results for different study/training paths are the same in the different areas of the sample.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Self-Kindness	1.219	3	310	.303
Self-Judgment	.574	3	310	.633
Common Humanity	.899	3	310	.442
Isolation	2.468	3	310	.062
Mindfulness	1.675	3	310	.172
Over-identification	.033	3	310	.992

Table 23 - Test of Homogeneity of Variances - Self-Compassion

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05 except for the area Over-identification. Which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust for all areas except Over-identification, which we therefore exclude from this analysis.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-Kindness	Between Groups	27.377	3	9.126	.489	.690
	Within Groups	5787.977	310	18.671		
	Total	5815.354	313			
Self-Judgment	Between Groups	1.794	3	.598	.054	.983
	Within Groups	3419.203	310	11.030		
	Total	3420.997	313			
Common Humanity	Between Groups	56.990	3	18.997	1.432	.233
	Within Groups	4112.479	310	13.266		
	Total	4169.468	313			
Isolation	Between Groups	27.850	3	9.283	.487	.692
	Within Groups	5909.122	310	19.062		
	Total	5936.971	313			
Mindfulness	Between Groups	94.440	3	31.480	2.835	.038
	Within Groups	3441.675	310	11.102		
	Total	3536.115	313			

Table 24 - Anova test - Areas for Studies - Self-Compassion

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the area Mindfulness. This means that there is a statistically significant difference in this area for the different study/training paths.

Multiple Comparisons

Dependent Variable: Mindfulness

Tukey HSD

(I) Studies	(J) Studies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Educational Science	60 CFU	-1.242	.888	.501	-3.54	1.05
	24 CFU	-.979	.785	.597	-3.01	1.05
	TFA	.045	.760	1.000	-1.92	2.01
60 CFU	Educational Science	1.242	.888	.501	-1.05	3.54
	24 CFU	.263	.629	.975	-1.36	1.89
	TFA	1.288	.598	.139	-.26	2.83
24 CFU	Educational Science	.979	.785	.597	-1.05	3.01
	60 CFU	-.263	.629	.975	-1.89	1.36
	TFA	1.024	.428	.081	-.08	2.13
TFA	Educational Science	-.045	.760	1.000	-2.01	1.92
	60 CFU	-1.288	.598	.139	-2.83	.26
	24 CFU	-1.024	.428	.081	-2.13	.08

Table 25 - Tukey HSD -Relational fluidity & Context Analysis for Studies - Self-Compassion

[6] From the **Errore. L'origine riferimento non è stata trovata.** shows that for the Mindfulness area there is a statistically significant difference between the averages of the 24 CFU group and the TFA group (those who come from the 24 CFU pathway have a statistically significant higher average result than those who come from the TFA pathway, regarding the Mindfulness area).

Statistical analysis between areas and different marital statuses

We now want to test the null hypothesis H_0 that the average results for different civilian states are equal in the various

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Self-Kindness	.841	3	310	.472
Self-Judgment	.218	3	310	.884
Common Humanity	.125	3	310	.945
Isolation	.694	3	310	.556
Mindfulness	1.737	3	310	.159
Over-identification	.238	3	310	.870

Table 26 - Test of Homogeneity of Variances - Self-Compassion

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-Kindness	Between Groups	146.468	3	48.823	2.670	.048
	Within Groups	5668.886	310	18.287		
	Total	5815.354	313			
Self-Judgment	Between Groups	14.827	3	4.942	.450	.718
	Within Groups	3406.170	310	10.988		
	Total	3420.997	313			
Common Humanity	Between Groups	119.524	3	39.841	3.050	.029
	Within Groups	4049.944	310	13.064		
	Total	4169.468	313			
Isolation	Between Groups	119.226	3	39.742	2.118	.098
	Within Groups	5817.745	310	18.767		
	Total	5936.971	313			
Mindfulness	Between Groups	190.248	3	63.416	5.876	.001
	Within Groups	3345.867	310	10.793		
	Total	3536.115	313			
Over-identification	Between Groups	179.312	3	59.771	2.894	.035
	Within Groups	6402.984	310	20.655		
	Total	6582.296	313			

Table 27 - Anova test - Areas for Studies - Self-Compassion

[5] In our sample, we obtain that F reaches a significant p-value (Sig.) (below the alpha level .05) for the areas Self-Kindness, Common Humanity, Mindfulness and Over-identification. This means that there is a statistically significant difference between this area for the different civil states.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Marital status	(J) Marital status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Self-Kindness	Single	Married	-1.167	.549	.147	-2.59	.25
		Cohabitant	-.615	.683	.804	-2.38	1.15
		Separate/Divorced	-2.754	1.205	.104	-5.87	.36
	Married	Single	1.167	.549	.147	-.25	2.59
		Cohabitant	.552	.691	.855	-1.23	2.34
		Separate/Divorced	-1.587	1.209	.556	-4.71	1.54
	Cohabitant	Single	.615	.683	.804	-1.15	2.38
		Married	-.552	.691	.855	-2.34	1.23
		Separate/Divorced	-2.139	1.276	.338	-5.43	1.16
	Separate/Divorced	Single	2.754	1.205	.104	-.36	5.87
		Married	1.587	1.209	.556	-1.54	4.71
		Cohabitant	2.139	1.276	.338	-1.16	5.43
Common Humanity	Single	Married	-.473	.464	.739	-1.67	.73
		Cohabitant	-.547	.577	.779	-2.04	.94
		Separate/Divorced	-3.040*	1.018	.016	-5.67	-.41
	Married	Single	.473	.464	.739	-.73	1.67
		Cohabitant	-.075	.584	.999	-1.58	1.43
		Separate/Divorced	-2.567	1.022	.060	-5.21	.07
	Cohabitant	Single	.547	.577	.779	-.94	2.04
		Married	.075	.584	.999	-1.43	1.58
		Separate/Divorced	-2.492	1.078	.098	-5.28	.29
	Separate/Divorced	Single	3.040*	1.018	.016	.41	5.67
		Married	2.567	1.022	.060	-.07	5.21
		Cohabitant	2.492	1.078	.098	-.29	5.28
Mindfulness	Single	Married	-1.161*	.422	.032	-2.25	-.07
		Cohabitant	.089	.524	.998	-1.27	1.44
		Separate/Divorced	-3.016*	.926	.007	-5.41	-.63
	Married	Single	1.161*	.422	.032	.07	2.25
		Cohabitant	1.251	.531	.088	-.12	2.62
		Separate/Divorced	-1.855	.929	.192	-4.25	.55
	Cohabitant	Single	-.089	.524	.998	-1.44	1.27
		Married	-1.251	.531	.088	-2.62	.12
		Separate/Divorced	-3.105*	.980	.009	-5.64	-.57
	Separate/Divorced	Single	3.016*	.926	.007	.63	5.41
		Married	1.855	.929	.192	-.55	4.25
		Cohabitant	3.105*	.980	.009	.57	5.64
Over-identification	Single	Married	-1.515*	.583	.048	-3.02	-.01
		Cohabitant	.201	.725	.993	-1.67	2.08
		Separate/Divorced	-.579	1.280	.969	-3.89	2.73
	Married	Single	1.515*	.583	.048	.01	3.02
		Cohabitant	1.717	.734	.092	-.18	3.61
		Separate/Divorced	.936	1.285	.886	-2.38	4.26
	Cohabitant	Single	-.201	.725	.993	-2.08	1.67
		Married	-1.717	.734	.092	-3.61	.18
		Separate/Divorced	-.781	1.356	.939	-4.28	2.72
	Separate/Divorced	Single	.579	1.280	.969	-2.73	3.89
		Married	-.936	1.285	.886	-4.26	2.38
		Cohabitant	.781	1.356	.939	-2.72	4.28

*. The mean difference is significant at the .05 level.

Table 28 - Tukey HSD -Relational fluidity & Context Analysis for Studies - Self-Compassion

[6] The **Errore. L'origine riferimento non è stata trovata.** shows that: for the Self-Kindness area there is no statistically significant difference between the averages (the p-value was close to 0.05); for the Common Humanity area the singles have significantly lower average values than the separated/divorced; for the Mindfulness area the singles have lower average values than both the married and the separated/divorced; for the Over-identification area the singles have lower average values than the married. All these differences in mean values are statistically significant.

Correlation between areas

From the correlation matrix between the different areas [**Errore. L'origine riferimento non è stata trovata.**] we can see that we have strong positive correlations between all areas except for the relationship between the Self-Judgment and Common Humanity areas. So for all the other areas, improving a single area also gives positive results on the others.

		Correlations					
		Self-Kindness	Self-Judgment	Common Humanity	Isolation	Mindfulness	Over-identification
Self-Kindness	Pearson Correlation	1	.396**	.465**	.408**	.608**	.423**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	314	314	314	314	314	314
Self-Judgment	Pearson Correlation	.396**	1	.053	.538**	.264**	.611**
	Sig. (2-tailed)	.000		.351	.000	.000	.000
	N	314	314	314	314	314	314
Common Humanity	Pearson Correlation	.465**	.053	1	.214**	.431**	.164**
	Sig. (2-tailed)	.000	.351		.000	.000	.004
	N	314	314	314	314	314	314
Isolation	Pearson Correlation	.408**	.538**	.214**	1	.396**	.747**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	314	314	314	314	314	314
Mindfulness	Pearson Correlation	.608**	.264**	.431**	.396**	1	.490**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	314	314	314	314	314	314
Over-identification	Pearson Correlation	.423**	.611**	.164**	.747**	.490**	1
	Sig. (2-tailed)	.000	.000	.004	.000	.000	
	N	314	314	314	314	314	314

** . Correlation is significant at the 0.01 level (2-tailed).

Table 29 - Correlations matrix - Self-Compassion

Data Analysis - Empathy

Statistical analysis between Areas and Gender of the sample

To analyse the data and compare the results and gender, the Independent Samples T-Test (SPSS) was used [1] [2].

The null hypothesis H_0 is therefore that there is no statistically significant difference between the mean value obtained from the sample with regard to gender.

Inferential statistics show us the following results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Empathy	Equal variances assumed	3.797	.052	-3.350	312	.001	-7.116	2.125	-11.296	-2.936
	Equal variances not assumed			-2.717	70.671	.008	-7.116	2.620	-12.340	-1.893

Table 30 - Area and Gender Independent Samples Test - Empathy

Levene's test for equality of variances gives a p-value (Sig) greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the averages (Null Hypothesis), a p-value of less than 0.05 is noted (Mr 2-tailed). Therefore the null hypothesis can be rejected. The fact that 0 is outside the confidence interval also reinforces this conclusion.

The inferential statistics show that the average values obtained by males and females in the sample are different and this difference is statistically significant. In particular, males have on average higher values for Empathy.

Statistical analysis between Areas and presence or absence of children

The Independent Samples T-Test (SPSS) [1] [2] was used to analyse the data and compare the results between the different areas and the presence or absence of children.

The null hypothesis H_0 is therefore that there is no statistically significant difference between the mean value obtained from the sample for the two groups with children and without children in the different areas.

Inferential statistics show us the following results

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Empathy	Equal variances assumed	.133	.715	.580	312	.562	.980	1.690	-2.345 4.305
	Equal variances not assumed			.584	301.381	.560	.980	1.678	-2.323 4.282

Table 31 - Area and Children Independent Samples Test - Empathy

Levene's test for equality of variances gives a p-value (Sig) always greater than 0.05. Therefore we can consider the variances to be equal and consequently consider only the first rows of the table.

Considering the T-Test of equality between the averages (Null Hypothesis), we note a p-value greater than 0.05 (Mr 2-tailed). Consequently, we cannot reject the null hypothesis of equality between the sample means between items with children and without. The fact that 0 is within the confidence interval also reinforces this conclusion.

From the inferential statistics, it is therefore clear that the mean values obtained by people with children are not statistically significantly different from those without children.

Statistical analysis between areas and different age groups in the sample

We now want to test the null hypothesis H_0 that the average results for age groups are equal.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

Empathy			
Levene Statistic	df1	df2	Sig.
.898	3	310	.442

Table 32 - Test of Homogeneity of Variances - Empathy

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is greater than 0.05. This is not a significant result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

Empathy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	452.970	3	150.990	.683	.563
Within Groups	68532.291	310	221.072		
Total	68985.261	313			

Table 33 - Anova test - Areas per Age - Empathy

[5] In our sample, we obtain that F reaches a non-significant p-value (Sig.) (greater than the alpha level .05). This means that there is no statistically significant difference between the averages for the different ages.

Statistical analysis between areas and different study/training paths in the sample

We now want to test the null hypothesis H_0 that the average results for different study/training paths are the same for Empathy in the sample.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

Empathy			
Levene Statistic	df1	df2	Sig.
.692	3	310	.557

Table 34 - Test of Homogeneity of Variances - Empathy

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is greater than 0.05, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

Empathy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	600.949	3	200.316	.908	.437
Within Groups	68384.312	310	220.595		
Total	68985.261	313			

Table 35 - Anova test - Areas for Studies - Empathy

[5] In our sample, we obtain that F reaches a non-significant p-value (Sig.) (greater than the alpha level .05). This means that there is no statistically significant difference in the mean of Empathy for different study/training paths.

Statistical analysis between areas and different marital statuses

We now want to test the null hypothesis H_0 that the average results for different civil states are equal in the sample.

The One-Way Anova test is used [3].

Test of Homogeneity of Variances

Empathy			
Levene Statistic	df1	df2	Sig.
.627	3	310	.598

Table 36 - Test of Homogeneity of Variances - Empathy

[4] In our sample [**Errore. L'origine riferimento non è stata trovata.**] the significance value of Levene's statistic based on a comparison of medians is always greater than 0.05. This is not a significant result, which means that the requirement of homogeneity of variance was met and the ANOVA test can be considered robust.

ANOVA

Empathy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	287.922	3	95.974	.433	.729
Within Groups	68697.339	310	221.604		
Total	68985.261	313			

Table 37 - Anova test - Areas for Studies - Empathy

[5] In our sample, we obtain that F reaches a non-significant p-value (Sig.) (above the alpha level .05). This means that there is no statistically significant difference in the averages for the different civil states.

Correlation between Self-Compassion, Perceived Self-Efficacy Scale (in complex systems) and Empathy

From the correlation matrix between the different areas of analysis [**Errore. L'origine riferimento non è stata trovata.**] shows that there is a strong positive correlation between Perceived Self-Efficacy Scale (in complex systems) and Self-Compassion. Thus, improving one of the two areas also leads to positive results in the other. On the other hand, there is a negative correlation (weaker) between Empathy and Self-Compassion: as one increases, the other decreases and vice versa.

Correlations

		Self-Compassion	Perceived Self-Efficacy Scale (in complex systems)	Empathy
Self-Compassion	Pearson Correlation	1	.493**	-.148**
	Sig. (2-tailed)		.000	.009
	N	314	314	314
Perceived Self-Efficacy Scale (in complex systems)	Pearson Correlation	.493**	1	.084
	Sig. (2-tailed)	.000		.136
	N	314	314	314
Empathy	Pearson Correlation	-.148**	.084	1
	Sig. (2-tailed)	.009	.136	
	N	314	314	314

** . Correlation is significant at the 0.01 level (2-tailed).

Table 38 - Correlations matrix - Self-Compassion vs Perceived Self-Efficacy Scale (in complex systems) vs Empathy

6. Discussions

Data Analysis - Perceived Self-Efficacy Scale (in complex systems)

For the **Perceived Self-Efficacy Scale (in complex systems)**, the mean values obtained by males and females in the sample are different, but this difference is not statistically significant.

For the areas Emotional maturity, Action finalization and Relational fluidity, on the other hand, the average values obtained by people with children are higher and statistically significant than those without children.

For the Emotional maturity area there is a statistically significant difference between the averages of the 21-30 age group and the 41-50 and 51-60 groups (younger people scored lower on average in this area than more mature people), while for the Relational fluidity area there is a statistically significant difference between the averages of the 21-30 age group and the 41-50 group, again with higher average results for the more mature group.

For the Context Analysis area, there is a statistically significant difference between the averages of the 24 CFU and TFA groups (those coming from the 24 CFU pathway have a statistically significant higher average result than those coming from the TFA pathway, with regard to the Context Analysis area).

For the Emotional maturity area, there is a statistically significant difference between the averages of the married group and the single group (married people have a statistically significant higher average result than single people in the Emotional maturity area).

From the correlation matrix it can be seen that all 4 areas are in close positive correlation with each other. Therefore, by working to increase the result of one area, all other areas would also benefit.

Data Analysis - Self-Compassion

For **Self-Compassion** it should be noted that for all areas the male average is always higher than the female average. However, this could be influenced by the lower number of male than female items in the sample.

Inferential statistics show that the average values obtained by males and females in the sample are different and this difference is statistically significant for the Mindfulness area. In particular, males have on average higher values.

It is then found that for the areas Self-Kindness, Self-Judgment, Isolation, Mindfulness, Over-Identification the average values obtained by people with children are higher and statistically significant than those without children.

For the Self-Kindness area there is a statistically significant difference between the averages of the 31-40 age group and the 41-50 group (younger people scored lower on average in this area than more mature people), for the Mindfulness area there is a statistically significant difference between almost all groups, again with higher average results for the more mature group.

As age increases, the average result for the Mindfulness area increases.

For the Mindfulness area, there is a statistically significant difference between the averages of the 24 CFU and TFA groups (those coming from the 24 CFU pathway have a statistically significant higher average result than those coming from the TFA pathway with regard to the Mindfulness area).

For the Common Humanity area, singles have significantly lower mean values than separated/divorced people, while for the Mindfulness area, singles have lower mean values than both married and separated/divorced people.

For the Over-identification area, singles have lower mean values than married people. All these differences in mean values are statistically significant.

From the correlation matrix between the different areas **Errore. L'origine riferimento non è stata trovata.**we can see that we have strong positive correlations between all areas except for the relationship between the Self-Judgment and Common Humanity areas. So for all the other areas, improving one area also gives positive results on the others.

Data Analysis - Empathy

For **Empathy**, the average values obtained by males and females in the sample are different and this difference is statistically significant. In particular, males have on average higher values for Empathy.

It is then found that the mean values obtained by people with children are not statistically significantly different from those without children.

There is no statistically significant difference between the averages for different ages, as well as for different education/training paths and marital statuses.

Correlation between Self-Compassion, Perceived Self-Efficacy Scale (in complex systems) and Empathy

The correlation matrix between the different areas of analysis shows that there is a strong positive correlation between Perceived Self-Efficacy Scale (in complex systems) and Self-Compassion. Thus, improving one of the two areas also leads to positive results in the other. On the other hand, there is a negative correlation (weaker) between Empathy and Self-Compassion: as one increases, the other decreases and vice versa.

7. Conclusions. First considerations and prospects

The analysis of the data collected is very rich and offers many points for reflection. Starting from the relationships that emerged between the areas of the constructs investigated, illustrated above, we will limit ourselves to reporting some initial considerations, in order to refute/corroborate the starting theory, orient subsequent studies and experiments and identify possible operational implications in response to the research problem of effective training of inclusive professionals in the Third Millennium.

As far as self-efficacy is concerned, there is a higher level of competence in the areas connected to the emotional and relational dimensions (Emotional maturity; Relational fluidity) of people with children and with older age (groups 41-60 years); this finding is consistent with developmental learning and health models that highlight the transformative power of life experiences and the central role of personal factors in learning/change processes. It is interesting to note that the same type of variable, related to parental experience, also records higher average results in the areas of Self-Compassion (Self-Kindness, Self-Judgment, Isolation, Mindfulness, Over-Identification). In line with what is indicated in the literature, the "Self" dimension does not imply an individualistic/ solipsistic characterization, but it turns out to be connected to the relational dimension, of intersubjectivity and sociality, and, most likely, to the experience of compassion. The male prevalence in this area that emerged in our sample needs to be further investigated, as a possible effect of a methodological bias.

Another aspect that needs further investigation, as apparently in contrast with the literature, concerns the correlation recorded between Self-Compassion and empathy, which is weaker than the confirmation of a strong correlation between Self-Compassion and self-efficacy, as stated in the literature. This discrepancy could be explained in part by referring to the very nature of the construct of empathy, a very complex construct, multidimensional, characterized by implicit and unconscious dimensions more difficult to detect through standardized survey instruments in a limited time frame.

In the areas less related to affective-relational aspects, such as Context Analysis, it seems to emerge more the role of the type of training course, according to which, the students of the 24 CFU course obtain an average result greater and statistically significant than those attending the TFA.

Finally, a fact of particular relevance for practical implications in education and teaching concerns the close positive correlation between all areas of the constructs investigated; it is therefore likely to believe that working to increase the result in one area also benefits all the others.

In conclusion, the following lines of research and development are highlighted:

1: Recognize and consider the role of personal factors (including age maturity, stability of emotional ties, and parenting) as contextual factors that can facilitate the development of cross-cutting competencies and/or areas of expertise deemed essential to the profession, such as empathic competence, self-efficacy, and compassion/self-compassion. It is likely that those who exercise the role of family caregiver and experience "spontaneous" caregiving relationships on a daily basis (such as those related to parenting and/or spousal function) and for a longer time (age) will be able to train these dimensions to a greater extent, enhancing their levels of competence.

2: Enhance training processes based on learning from experience; it is necessary to strengthen the study and experimentation on/of paths for teachers, initial and in-service, "non-traditional", able to ensure such learning. Dimensions such as Self-kindness and Mindfulness are the basis of skills that require experiential training and cannot be taken for granted in all professionals, also because, as noted, they are subject to the influence of personal contextual variables, which, consistent with the biopsychosocial perspective of the ICF (WHO, 2001), play a significant role in terms of facilitators or barriers to the overall functioning of the person of the professional and his professional performance. Even in light of these personal characteristics, which are "structural" and on which, of course, it is neither conceivable nor possible to intervene directly, but which pose a problem of fairness (both for teachers who start from conditions that may in some cases favor and in others make more complicated the acquisition of skills required for their professional life; and for their students who will have the "luck" to meet this or

that professional, more or less empathic, more or less expert as a caregiver...), it is necessary to orient training policies and practices to ensure "equal opportunities" for professionals in training or, at least, more targeted training opportunities. It is a matter of building adequate and systematic paths, even within the academy, of an experiential type, to enhance the missing dimensions (in our case, the areas of the constructs investigated) and thus to encourage the development of professional skills essential for the quality of teaching-learning processes, in all teachers, regardless of their individual differences, from a perspective of equity and inclusiveness.

3. Design and test training paths to improve opportunities to develop skills functional to the profile of inclusive educators and teachers expected, in a wise and targeted way to strengthen the areas and dimensions that underlie these skills. In this sense, it would not be so much a matter of creating workshops as closed projects, by the hour, as to build / sustain laboratory and experiential opportunities "longlife", able to act on the process dimension, on the interstices between one lesson and another, on the change extended, mind-body-environment, outside and inside the classroom. It is necessary to think of opportunities for supervision and consulting in the spaces and times of concrete professional life (class councils, teachers' meetings, ...), not only in the closed and finished spaces of the laboratories within the TFA or academic courses. It is necessary to redesign open and fluid spaces-times, in the connection between formal and non-formal contexts, coherently with non-linear models of teaching and learning.

4. Interconnect and economize. The interconnection between the constructs explored and the internal correlation between the areas of each construct represent an advantage to be stressed in terms of sustainability of the training investment. Individual paths can be designed to strengthen one "missing dimension" at a time, even with different groups of trainees. By working on one area, the other areas are also addressed, from an ecological and economic point of view, with greater feasibility for teachers in training, and enhancement of synergies (not everyone has to do everything, but everyone contributes to the whole).

5. Research. With respect to the study presented, its limitations and open questions, one aspect to be explored concerns the specific differences of the Empathy construct with respect to the other two. In our sample, in fact, contrary to what we expected, males scored higher on the Empathy construct; the average values obtained by people with children did not differ in a statistically significant way from those without children, and there was no statistically significant difference between the averages for different ages, as well as for different study/education paths and for different marital statuses. In addition, it would be useful to also administer the scales at the end of the training courses of educators and teachers specializing in support, in order to derive information on the possible effects of each course on the areas of the constructs examined and, with regard to the TFA, to detect any variances also with respect to the order and grade of the schools of the teachers in service.

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