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Summary of doctoral dissertation on the topic:

Selected determinants of inclusive activities undertaken by university employees towards students with disabilities

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Inclusive education, especially in relation to people with disabilities, appears in many scientific considerations. They mainly include an analysis of the accessibility of universities and the attitudes of students and academic teachers towards people or students with a disability. Activities undertaken by universities to define areas of inclusion and their implementation are autonomous. There is no clear, uniform definition of the scope of inclusive education at the higher level, the actions necessary to implement them, and guidelines to increase the effectiveness of work in this area.

The search for a definition of inclusive education, followed by inclusive activities, is the starting point for supporting students with disabilities to have equal access to knowledge, skills and social competences. At a later stage, factors that increase or decrease the effectiveness of these works should be considered. It should be determined which elements of the system are necessary in these solutions. Undoubtedly, the most important are the university authorities, but equally important are the employees of both administration and academic teachers, i.e. people responsible for the correct course of the teaching process, both in formal and practical terms.

After determining what inclusive measures are and who, among university staff, is particularly responsible for their implementation, it is necessary to consider what subjective factors will determine the level of their involvement. Undoubtedly, there are many of them, because man, as a bio-psycho-social being, is a complex being. At the same time, one should consider the usefulness of the acquired knowledge in implementation activities. What is possible to introduce and change at the management level are all activities aimed at shaping appropriate attitudes among employees and defining the values preferred in a given workplace. For this reason, in this study, these two variables became the object of interest, assuming the role of selected subjective determinants of the analyzed employee behavior.

The main purpose of this dissertation was to determine which selected subjective factors, and to what extent, explain the inclusion of university employees towards students with disabilities. For this purpose, after analyzing the scientific literature, research was planned with the use of adequate tools, on a properly selected group, including both administrative staff and academic teachers. This dissertation is the result of the conducted analyzes of the literature and research.

The presented work consists of three parts. The first is a theoretical reflection on the literature on the subject. It reviews approaches to teaching people with disabilities at different educational levels, within different educational models and in selected European countries. As a result, the definition of inclusive education in higher education was presented, as well as its areas and what inclusive activities are. At a further stage, the analysis of typical attitudes towards people with disabilities and the characteristics of the value system in selected concepts were made, defining their relationship with human behavior.

The second part concerns the methodological foundations of own research. It formulates the subject, purpose of analyzes, research problems, verified variables and their indicators, as well as a selection of methods, techniques and research tools. The studied group was characterized.

The third part is empirical, including the analysis of the results of own research. It has been divided into four sub-chapters, in accordance with the separate areas of inclusive activities, i.e. perceiving inclusive university policy, improving knowledge and skills necessary in working with students with disabilities, implementing an inclusive education program and inclusive university methodology. In each of the analyzed ranges, the contribution of the system of values and attitudes towards people and students with disabilities in explaining the activities for inclusion was analyzed. In the last subsection, the results of own research have been generalized.

The doctoral dissertation includes an introduction, ending, biographical summary and an appendix. The latter has two forms due to its volume. Tables containing descriptive statistics for the questionnaire of inclusion activities, including alternative intermediaries, a set of tools in the version for administration employees and for research and teaching and teaching staff, as well as descriptive statistics for individual universities participating in the study for the questionnaire examining inclusive teaching in higher education in each tools from four dimensions, taking into account individual intermediary variables, were attached to the paper in the form of a paper. Due to their size, the remaining annexes were attached in electronic form, on disk. These are the Tables of correlation between the method for examining inclusive

teaching and A. Sękowski's Scale of Attitudes towards Disabled People, Tables of correlation between the method for examining inclusive teaching and the Scale of Attitudes towards Students with Disabilities, Tables of correlation between the method for examining inclusive teaching and the Value Scale Schelerowski and Collection of raw results and calculations for the dimensions of methods.