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## A COMPARATIVE STUDY ON MAINSTREAM TEACHERS AND SPECIAL TEACHERS' ATTITUDE TOWARDS INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN THE MAINSTREAM CLASS.

Abhedananda Panigrahi\* & Bishnupada Nanda\*\*

**Abstract:** *Inclusion in education is one aspect of inclusion in society. Because the ultimate goal of any secular and democratic society is social inclusion. To achieve this goal teachers' attitude toward inclusion is a significant factor. In this study both special teachers' and mainstream teachers' attitude toward inclusion in education was studied. For this research work investigators collected data from 1000 samples of which 500 were from special schools and 500 from mainstream teachers. MATIES Scale developed by Marian Mahata was used for data collection. Purposive sampling technique was used. Result showed that special teachers possess more favourable attitude than the mainstream teachers.*

**Key Words:** MATIES, Special Teacher, Mainstream teacher, Inclusive education.

### Introduction:

Extensive research has been conducted on effort to examine teachers' attitude on inclusion (Avramidis et.al., 2000; Hammond & Ingalls, 2003; Ali et.al., 2006; Loreman et.al., 2007; Jerlinder et.al., 2010; De Boer et.al., 2011). Historically teachers have not been favourably disposed to the policy of increased inclusion of children with special needs within the regular classroom (Center & Ward, 1987; Forlin et.al., 1996). Their concerns include the amount of individualized time children with special needs might require, possibly to the detriment of other students; apprehension as to the quality of work produced by children with special needs; lack of adequate support services; teachers' concerns about deficiencies in their own training and preparation in the skills required to support inclusive educational practices (Bender et.al., 1995; Tait & Purdie, 2000); level of disability (Center & Ward, 1987; Rainforth, 2000; Scruggs & Mastropieri, 1996; Forlin et.al., 1996) physical and human support (De Boer et.al., 2011); relationship between general and special education (Muhanna, 2010) etc.

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