



TEACHER'S PERSPECTIVE ABOUT PEER-MEDIATED INSTRUCTION IN INCLUSIVE SCHOOLS

By

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Title: "Teacher's Perspective about Peer-Mediated Instruction in Inclusive Schools"

Aim of the study: To determine the teacher's perspective about peer-mediated instruction in inclusive schools.

Methodology: This is a phenomenological qualitative type of purposive study where 10 samples were taken who are teachers in inclusive schools of Dhaka. Open ended questions were used for data collection. Data was analyzed by using content analysis method.

Result: Most of the teachers were not able to define Peer-Mediated Instruction approach properly. Some of the teachers were able to define Peer-Mediated Instruction at a quite good level.

Conclusion: Peer-Mediated Instruction approach can be provided in each inclusive school. This approach is very beneficial for the students, teachers and as well as the parents. This approach should not be only used in study but also in the extracurricular activities. This study has provided an overall concept about Peer-Mediated Instruction of the teachers. Maximum participants defined that they felt Peer-Mediated Instruction approach is very necessary for both children with and without disabilities in inclusive schools. It increases the communication and socialization skills of them. Besides having some problem issues the teachers shared they have been benefited by using this approach. This approach decreases their pressure of teaching.

Limitation

There may be conduct some limitation while conducting the research. During this study the researcher will try to minimize these limitations with the help of supervisor's suggestion. The limitations are as follows-

- In Bangladeshi perspective there has a very few related literature on this topic.
- There has time limitation while conducting this study which deal a great impact on the study.
- The sample size was very small because of time limitation.
- Due to limited access of primary sources the researcher had to use several secondary sources (books, journals and internet resources etc.).
- The researcher collected data from 2 inclusive school for time limitation. Due to lack of the number of participants the external validity of the study had decreased.

Recommendation

Through conducting this study the investigator found the understanding of teacher's perspective about Peer- Mediated Instruction in inclusive school. But following things should be done in future:

- This study should be conducted with a long period of time to know the understanding of teacher's perspective about Peer- Mediated Instruction in Inclusive school.
- Another study should be done with large number of participants so that the result can be generalized for understanding of teacher's perception about Peer-Mediated Instruction in Inclusive school in Bangladesh.
- This study would be conducted to know the parents satisfaction level about using Peer- Mediated Instruction in Inclusive school.
- The further study might be done on the normal children perspective about using Peer- Mediated Instruction in Inclusive school.
- This study would be conducted to know the importance of SLT in inclusive school for using Peer- Mediated Instruction approach in proper way.
- This study has done in two inclusive school. So it is recommended to do further study from a more number of inclusive school.

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