



A STUDY OF IMPACT OF GROUP CLINICAL SUPERVISION MODEL ON TEACHING SKILLS AMONG SCIENCE AND ARTS GRADUATE IN-SERVICE TEACHERS

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Abstract

In this present research the investigator is going to study the impact of new teaching model "Group Clinical Supervision Model" on teaching skills among in-service teachers. In this present investigation teaching skill is defined as ability of teachers in introducing the lesson, explanation, questioning and reinforcement. A check list for the assessment of teaching skill comprising of 50 items was developed and standardized. A sample of 30 teachers working in various schools comprising of 25 science graduates and 5 arts graduates. By using this check list an observation as fourth observation IV is recorded after the exposure of traditional method. After that the GCSM will be exposed to teachers. Three observations are taken after the exposure of GCSM by using this check list as Observation I, II, III. The data collected was analyzed using the values of mean, Standard deviation and "t" values. The results of this study helps to understand how the group clinical supervision model facilitate in-service science and arts graduate teachers to improve their teaching Skills.

Key Words: *Clinical Supervision Model, Group Clinical Supervision Model, Teaching Skills.*



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Introduction:

Clinical supervision is a special case of teaching in which at least two persons are concerned with the improvement of teaching. The basic factors in this clinical method are the diagnosis and treatment of the individual., merely detecting the causes of maladjustment is not enough. It should be supplemented by giving the individual fruitful suggestions and treatment. In this supervision model the maximum development of the teacher into the most professionally

efficient person she is capable to become. In this supervisory process will consists of pre-observation activities, observation, recording, data analysis, conferencing, critiquing the supervision and planning. This idea of clinical supervision is useful as a tool for the guidance of teacher self-improvement.

Merging concept of these three terms ‘clinical method’ ‘supervision’ and ‘group strategy’ brought into a new tremendous concept as a ‘group clinical supervision model’. The development of this model can be utilized with individual teachers or group of teachers. In this Group Clinical Supervision Model Each participant will observe the other participant performance by “taking the role of the performer, the learner and the supervisor, Analyzing the performance “, holds conferences and shares appraisal feedback. The goal of group clinical supervision is the improvement of both teaching behavior and pupil out comes and the evaluation of institution. This research study deals with the impact of “ Group Clinical Supervision Model” among 30 in-service teachers . This research study also deals with the impact of “ Group Clinical Supervision Model” on teaching skills among in-service teachers This models helps to avoid gap between an in-service Training programme and daily classroom experiences which is easy to administer. It is translated at the supervisory level into planning , observation , analysis and treatment of the teachers classroom’s performance. .

Title of the study:

“A study of impact of Group Clinical Supervision Model on teaching skills among in-service science and arts graduate teachers”

Objectives of the study

- 1) To develop the check list for the assessment of teaching skill.
- 2) To study the impact Group Clinical Supervision Model on teaching skills among the in-service teachers who completed their graduation in science and arts streams.

Hypotheses

The observations one, two, three are taken when the lessons are taught in group clinical supervision model. The observation four is taken when the teachers exposed to traditional method before the exposure of Group Clinical Supervision Model.

- I. There is no significant difference between observation scores of different lessons of arts graduates in respect of teaching skills.

II . There is no significant difference between science and arts graduates in respect of teaching skills in different observations.

Delimitations

1. In-service teachers from Andhra Pradesh alone are taken for the sample.
2. Teacher's performance is estimated only in terms of teaching skills.
3. Teaching competency is measured only in terms of academic and curricular activities.
4. Teaching alone is considered in this study and product aspect is not considered.

Plan and procedure of investigation:

Procedure :

In order to test the hypotheses of the study the present investigation has been undertaken in three phases as follows:

Phase i – tools :

In the first phase the following tools are selected and developed to measure the major variables of the study.

Development of the Observation Check List for Teaching Skills :- The present investigator has prepared an observation check list of teaching skills keeping in view, the objectives of the present investigation. A large number of items pertaining to Teaching Skills are prepared on four areas, such as: 1. Motivation. 2. Explanation, 3. Questioning and 4. Reinforcement.

Scoring

There are fifty items in the check list. The sum of the ratings against all the fifty items, constitute the score on teaching skills of teachers.

For positive items

A score value of ONE AND ZERO are given to YES and NO respectively.

For negative items

A score value of ONE AND ZERO are given to NO and YES respectively.

	YES	NO
For +ve items	1	0
For -ve items	0	1

EXPERIMENTAL PROCEDURE :

Division of the sample into groups: In- service teachers of the present sample are subjected to Group Clinical Supervision Model by dividing them into two groups –group A and group B . In each group there are fifteen in-service teachers. Further these two groups are divided into three subgroups, each consisting of five in-service teachers.

Procedure

This study consisted of two experiments conducted separately, following a parallel group design. The investigator has conducted the experiment both in traditional method and group clinical supervision model for each main group separately. As such the investigator has conducted the orientation Programme to each group in each method separately. In-service teachers belonging to group B are first exposed to traditional method. Observation check list regarding teaching skills are administered for the teachers and the observation is recorded as Observation IV. After that the GCSM is exposed to teachers. After that observation check list regarding teaching skills is administered in 3 states on their teaching skills as observation I, II, III.

Phase iii : analysis of the data:

In phase III by using the following statistical techniques data are analyzed and interpreted.

1. Means and standard deviations for all distributions are calculated.

‘t’ values are calculated between pretest and post-tests to know the impact of Group clinical supervision model on teaching skills.

Sample :

A sample of 30 teachers working in various government schools, Andhra Pradesh was drawn by employing random sampling technique.

Analysis of the Data:

The observations one, two, three are taken when the lessons are taught in group clinical supervision model. The observation four is taken when the teachers exposed to traditional method before the exposure of Group Clinical Supervision Model.

I. There is no significant difference between observation scores of different lessons of arts graduates in respect of teaching skills.

Category	A.M	S.D	N	DF	T	P
Observation I	151.5	20.35313	6	10	1.42265	0.10
II	167.666	18.9883	6			1.81

It is observed that there is no significant different between observation one and two in respect of all the skills of teaching except in reinforcement skill.

Category	A.M	S.D	N	DF	T	P
Observation I	151.500000	20.35313	6	10	1.956005	0.10
III	173.00000	17.625740	6			

There is no significant difference observed between the observation one and three in all teaching skills except in reinforcement skill.

Category	A.M	S.D	N	DF	T	P
Observation I	151.5	20.35313	6	10	-13.4786	0.10
IV	37.1666	4.179979	6			

There is significant difference between observation one and four in respect of all the skills of teaching. This shows that teaching skills of in-service arts teachers do differ significantly between first lesson taught in group clinical supervision model and fourth lesson taught in traditional method.

Category	A.M	S.D	N	DF	T	P
Observation II	167.6667	18.988300	6	10	0.504241	
III	173	17.625140	6			

As regards observation one and three the significant difference is found in respect of all the skills of teaching.

Category	A.M	S.D	N	DF	T	P
Observation II	162.5	16.2689	6	10	-35.926	1.81
IV	38.6667	4.552167	6			(0.10)

A significant difference is found between observation two and four in respect of all skills of teaching.

Category	A.M	S.D	N	DF	T	P
Observation III	181.125	27.63198	6	10	-24.921	0.01
IV	38.667	4.552167	6			1.81

There is a significant difference between observation three and four in respect of all skills of teaching.

On the whole, the significant difference is found between observation I and II ($t= 4.98$); observation I and III ($t=6.99$), observation II and III ($t= 2.31$); observation II and IV ($t= 3.69$); observation III AND IV ($t= 5.01$). A significant difference is not found between observation I and IV ($t= 0.08$).

The teaching skills of in-service teachers with science graduation are found to be more in group clinical supervision model than in traditional method.

II .There is no significant difference between science and arts graduates in respect of teaching skills in different observations. No significant difference between arts and science graduates in all the lessons given in group clinical supervision model in respect of teaching skills, and also there is no significant difference arts and science graduates in the fourth lesson given in traditional method. This reveals that group clinical supervision model has not making any difference between arts and science graduates in respect of teaching skills further it is interesting to observe that it is found that arts graduates are superior to science graduates in the traditional method. But the science graduates become superior to arts graduates in the first and second lessons given in group clinical supervision model. I.e. during the two lessons.

Major Findings: The teaching skills are improved among arts and science graduate in-service teachers when they are practice in group clinical supervision model than the traditional method.

IMPLICATIONS OF THE STUDY: The results of this study helps to understand how the group clinical supervision model facilitate in-service teachers to improve their teaching skills. This study also provides guidance for developing general teaching competency. of in-service teachers through group clinical supervision model. It is concluded that in-service teachers can learn effectively in the group clinical supervision model.

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