

A STUDY OF IMPACT OF GROUP CLINICAL SUPERVISION MODEL ON GENERAL TEACHING SKILLS AMONG IN-SERVICE TEACHERS

Dr. Ravi Aruna,

School Assistant, ZPHS Kanuru, Krishna District

Abstract

In this present research the investigator is going to study the impact of a new teaching model "Group Clinical Supervision Model" on General Teaching Competency among in-service teachers. In order to measure impact of "Group Clinical Supervision Model" on teaching skills. General teaching competency scale is developed and standardized by Passi B.K and Lalitha M.S (1979) has been adapted in the present study. In this study 30 in-service teachers having are taken as a sample. 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 teachers to improve their teaching competency. In these 30 in-service teachers 24 teachers are Science graduates and 6 teachers are arts graduates. In this research study the impact of Group Clinical supervision model is also studied on arts graduate, science graduate in-service teachers separately and it is observed that the impact of this model is much more among arts graduate in-service teachers than science graduate in-service teachers.

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

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, and recording, and 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 outcomes and the evaluation of institution. This research study deals with the impact of “Group Clinical Supervision Model” among 30 in-service teachers in which 24 teachers are Science graduates and 6 teachers are arts graduates. This research study also deals with the impact of “Group Clinical Supervision Model” among in-service teachers having arts subject as specialization in their graduation and in-service teachers having science subject as specialization in their graduation

This model 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 teacher’s classroom’s performance. General teaching competency scale, developed and standardized by Passi & Lalitha (1979) is used for assessing general teaching competency of in-service teachers.

Statement of the problem: “A study of impact of group clinical supervision model on General Teaching Competency among in-service teachers”

Objectives:

- 1) To study the impact of group clinical supervision model on general teaching competency.
- 2) To study the influence of specialization of the subject on the impact of group clinical supervision model on general teaching competency.

Hypotheses

1. There is no significant difference between pretest and posttest in respect of general teaching competency.
2. There is no significant difference between pretest and post test scores of arts and science graduates in respect of general teaching competency.
3. There is no significant difference in the means between Arts and Science graduates in respect of General Teaching Competency post –test.

Delimitations

1. In-service teachers from Andhra Pradesh alone are taken for the sample.
2. Teaching competency is measured only in terms of academic and curricular activities.

3. Teaching alone is considered in this study and product aspect is not considered.

Plan and procedure of investigation: 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 A and B. Further these two groups are divided into subgroups. Experimental procedure is adopted for this research.

Procedure of the experiments

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.

Treatment for the group A

In-service teachers belonging to group A are first exposed to Traditional method. Then General Teaching Competency scale is administered as a pretest. After adequate orientation programme, Group clinical supervision model is exposed to in-service teachers of group A. Then a final test of General Teaching Competency is then administered, which is considered to be posttest.

Treatment for the group B

In-service teachers belonging to group B are first exposed to Group Clinical Supervision Model, after adequate orientation Programme. General teaching competency scale is administered to them after exposition of Group Clinical supervision Model as a pretest. In-service teachers of Group B then exposed to Traditional method of teaching. General teaching competency scale is then administered as post-test.

Group clinical supervision model comprises of five phases. 1) Planning Session 2) Observation Session 3) critique preparation session 4) critique session 5) clinic review session. Each phase emerges from the preceding one and contains specific variables critical to the success of the individual clinic.

General teaching competency scale, developed and standardized by Passi & Lalitha (1979) is used for assessing general teaching competency of in-service teachers.

By using the following statistical techniques data are analyzed and interpreted.

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

2. 't' values are calculated between pretest and post-tests to know the impact of Group clinical supervision model on general teaching competency.

Sample: A sample of 30 teachers working in various government schools, Andhra Pradesh was drawn by employing random sampling technique. In the sample of 30 in-service teachers 24 teachers are Science graduates and 6 teachers are arts graduates. The sample was divided into two parallel matched groups. The groups were matched on the basis of age, sex, educational qualifications, academic achievements, social economic background and teaching experience.

Analysis of the Data: First Hypothesis: There is no significant difference between pre-test and post-test in respect of general teaching competency.

Table:1 Showing The Significance of Difference In Means Between Pre-Test And Post-Test In Respect of General Teaching Competency.

Category	A.M	S.D	N	DT	T	P
Pre-test	82.66	11.61	30	58	5.005083	0.01
Post-test	95.13	7.17148	30			2.66

The value of 't' is significant at all the levels of significance. Hence the hypothesis is rejected. As it is found that the value of 't' is significant, it may be inferred that pre-test scores differ significantly from post-test scores on General Teaching Competency. This shows that the Group Clinical supervision model has impact on General Teaching competency of in-service teachers.

Hypothesis 2: There is no significant difference between arts and science graduates in respect of general teaching competency.

Table 2: showing the significance difference in the means between arts and science graduates in respect of general teaching competency pretest

Category	A.M	S.D	N	DT	T	P
ARTS	76.33333	17.65975	6	28	1.060757	0.10
SCIENCE	84.25	9.451248	24			(1.7)

The value of 't' is no significant and hence the hypothesis is accepted. As the value of 't' is not significant it may be inferred that Arts graduates do not differ significantly from science graduates in respect of pre – test scores of General Teaching Competency. The mean value of Science graduates (84.25) is slightly greater than the mean value of Arts graduates (73.33) though it is not significant. This shows that in in-service teachers with Science graduation are superior a

little bit to their counter-parts with Arts graduation in respect of General Teaching Competency in pre-test.

Table –3: Showing the Significant difference in the means between Arts and Science graduates in respect of General Teaching Competency post –test.

Category	A.M	S.D	N	DT	T	P
ARTS	94.83333	9.042492	6	28	0.094981	0.10
SCIENCE	95.20833	6.85869	24			(1.68)

The value of ‘t’ is not significant and hence the hypothesis is accepted. This shows that Arts and Science Graduates do not differ significantly in respect of General Teaching Competency post-test scores. It is further observed that the mean value of science graduates (95.20833) is more than the mean value of Arts graduates (94.83333). It is interesting to notice that the value of the difference in the means of science graduates to arts graduates is more in pre test scores where as there is a slight difference in the case of post – test scores of science and arts graduates.

Science graduates are found to be slightly superior to Arts graduates in posttest of General Teaching Competency. But science graduates are found to be more superior to Arts graduates in pretest scores of General teaching competency when compared to the post test scores of general teaching competency. Though Group clinical Supervision Showed a positive impact on developing General teaching competency among In-Service teachers, the arts graduates achievement is more observed than science graduates.

Major Findings:

1. Group Clinical supervision model a positive impact on General Teaching competency of in-service teachers.
2. Group clinical supervision improved the general teaching competency of both science and arts graduates irrespective of their specialization in their graduation among in- service teachers but a slight more impact on arts graduates when compared to science graduates.

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 competency. This study also provides guidance for developing teaching skills 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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