

## A STUDY OF IMPACT OF GROUP CLINICAL SUPERVISION MODEL ON GENERAL TEACHING COMPETENCY AMONG IN-SERVICE GRADUATE TEACHERS AND IN-SERVICE POST GRADUATE TEACHERS

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### Abstract

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*In this present research the investigator is going to study the impact of 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 competency of in-service teachers, 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 in which 25 teachers are graduates and 5 teachers are post graduates 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 with different qualification to improve their teaching competency.*

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

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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 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 25 teachers are with the graduation qualification and 5 teachers are with post-graduation qualification. 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 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. 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 graduate teachers and in-service post graduate teachers”

**Objectives:** To study the Impact of Group Clinical supervision model on General Teaching Competency among in-service graduate teachers and in-service post graduate teachers

### **Hypotheses**

1. There is no significant difference between graduates and post-graduates in respect of general teaching competency.

This hypothesis is divided into two for the convenience of verification as follows.

- a) There is no significant difference between graduates and post-graduates in respect of pre-test scores on general teaching competency.
- b) There is no significant difference between graduates and post-graduates in respect of post-test scores on general teaching competency.

### **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. Under teaching competency only 4 dimensions of teaching competency planning, presentation, Evaluation, Managerial are taken for the research study to study the impact.
- 4. 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:** 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 these 30 teachers 25 teachers are graduates, 5 are post 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:** Table 1: showing the value of 't' between graduates and post-graduates in respect of general teaching competency in the pre-test.

CATEGORY	A.M	S.D	N	df	t	p
Graduates	82.36	11.79	25	28	0.92	0.10 (1.70)
Post-Graduates	86.20	7.73	5			

*The value of 't' is not significant and hence the hypothesis is accepted.*

There is no significant difference between graduates and post-graduates in respect of pre-test, in respect of general teaching competency. This shows that the general teaching competency of graduates and post – graduates is more or less same in pre-test.

*Table 2: showing the value of 't' between graduates and post-graduates in respect of general teaching competency in post -test.*

CATEGORY	A.M	S.D	N	df	t	p
Graduates	93.84	7.02	25	28	3.50	0.01 (2.76)
Post-Graduates	101.60	3.85	5			

*The value of 't' is significant and hence the hypothesis is rejected*

As regards, post-test scores on general teaching competency, postgraduates are superior to graduates. The mean values are increased from pre-test scores to post-test scores for both the graduates and post-graduates. From this it is evident that the group clinical supervision model has impact on graduates and post-graduates in respect of general teaching competency, whereas it has more impact on postgraduates than graduates.

### **Major Findings:**

1. There is no significant difference between graduates and post graduates in respect of pre-test scores.
2. Group clinical supervision improved the general teaching competency of both graduates and post graduates irrespective of their qualification among in- service teachers, but it showed a slight more impact on 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. It is concluded that in-service teachers can learn effectively in the group clinical supervision model.

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