

## A STUDY OF IMPACT OF GROUP CLINICAL SUPERVISION MODEL ON TEACHING SKILLS AMONG IN-SERVICE 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 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. 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 teachers to improve their teaching Skills.*

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**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 outcomes 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 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 teachers’ classroom performance.

**Title of the study:** “A study of impact of Group Clinical Supervision Model on teaching skills among in-service teachers”

### **Objectives of the study**

- 1) To develop the check list for the assessment of teaching skill.
- 2) To study the impact of Group Clinical Supervision Model on teaching skills.

**Hypotheses:** There is no significant difference between different observers in respect of teaching skills.

This hypothesis is split into six for convenience of verification as follows:

1. There is no significant difference between the first observation and second observation in respect of teaching skills.
2. There is no significant difference between the first observation and third observation in respect of teaching skills.
3. There is no significant difference between the first observation and fourth observation in respect of teaching skills.
4. There is no significant difference between the second observation and third observation in respect of teaching skills.
5. There is no significant difference between the second observation and fourth observation in respect of teaching skills.
6. There is no significant difference between the third observation and fourth observation in respect of teaching skills.

**Delimitations**

1. In-service teachers from Andhra Pradesh alone are taken for the sample.
2. Out of many skills in teaching only 1. Motivation, 2. Explanation, 3. Questioning, 4. Reinforcement were taken.
3. Teacher's performance is estimated only in terms of teaching skills.
4. Teaching competency is measured only in terms of academic and curricular activities.
5. 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 stages 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:**

*TABLE: 1 SIGNIFICANCE OF DIFFERENCE OF MEANS OBSERVATION ONE AND TWO IN RESPECT OF TEACHING SKILLS.*

Category	A.M	S.D	N	DT	T	P
Observation I	150.7667	19.67965	30	58	2.80503	0.01
Observation II	163.5333	7.17148	30			1.68

The value of ‘t’ is significant and hence the hypothesis (1) of the second hypothesis is rejected. As the value of ‘t’ is significant, it may be said that scores of teaching skills differ significantly between the first observation and second observation. This indicates that teaching skills vary from first lesson to second lesson. When mean values are compared, it is observed that the mean score of teaching skills of second lesson 163.533 is more than to that of first lesson 150.766. This reveals that the feedback system of group clinical supervision model helped the in service teachers in improving their teaching skills.

*Table:2 SIGNIFICANT DIFFERENCE IN THE MEANS OF OBSERVATION ONE AND THREE IN RESPECT OF TEACHING SKILLS.*

Category	A.M	S.D	N	DT	T	P
Observation I	150.7667	19.67965	30	58	5.52701	0.01
Observation III	175.9	16.29121	30			1.68

The value of 't' is significant and hence sub hypothesis (2) of second is rejected. The value of 't' is highly significant between first lesson which is taught in group clinical supervision model and the third lesson which is taught in group clinical supervision model. Hence it may be said that teaching skills of in service teachers do differ significantly between first and third observations. It is interesting to notice that the mean value of third observation 175.9 is greater than first observation 150.7667. From this it is evident that group clinical supervision model enhanced teaching skills of in service teachers.

*Table:3 SIGNIFICANCE OF DIFFERENCE OF MEANS OF OBSERVATION ONE AND FOUR IN RESPECT OF TEACHING SKILLS.*

Category	A.M	S.D	N	DT	T	P
Observation I	150.7667	19.67965	30	58	-4.4995	0.01
Observation IV	36.13333	5.18055	30			1.67

The value of 't' is significant and hence sub-hypothesis (3) is rejected. The value is highly significant between the first lesson in which the lesson is taught in group clinical supervision model and the fourth lesson in which the lesson is taught in traditional method. Hence it may be said that teaching skills of in-service teachers do differ significantly between first observation to the fourth observation. Here in fourth observation the researcher herself observed the lesson of in service teachers given in traditional method. Whereas in observation one co-teachers observed the lesson of in service teachers given in group clinical supervision model. Hence it may be said that teaching skill of in service teachers differ significantly between first lesson given in traditional method. From this it is evident that group clinical model helps to enhance the teaching skills among in-service teachers.

**TABLE:4 SIGNIFICANT OF DIFFERENCE IN THE MEANS OF OBSERVATION TWO AND THREE IN RESPECT OF TEACHING SKILLS.**

Category	A.M	S.D	N	DT	T	P
Observation II	163.5333	17.25815	30	58	3.09449	0.01
Observation III	175.9	16.29121	30			1.67

The value of 't' is significant and hence sub-hypothesis (4) of second is rejected. As the value of 't' is significant between observation two and three. It may be said there is significant difference between lesson two and three given in group clinical supervision model. It is further observed that the mean value of teaching skills in third lesson 175.9 is greater than the mean value of second lesson 163.53 from this it is inferred that the teaching skills are improved from second lesson to third lesson. This is due to the impact of group clinical supervision modal

**Table:5 SIGNIFICANT DIFFERENCE IN THE MEANS OF OBSERVATION TWO AND FOUR IN RESPECT OF TEACHING SKILLS.**

Category	A.M	S.D	N	DT	T	P
Observation II	163.5333	17.2581530	30	58	32.14691	0.01
Observation IV	36.13333	5.18055	30			1.68

The value of 't' is significant and hence sub-hypothesis (5) of second is rejected. The value of 't' is highly significant between observation two and four in respect of teaching skills. Further it is found that the mean value of third lesson given in group clinical supervision model 175.9 is greater than fourth lesson given in traditional method 36.133 in respect of teaching skills. This shows that the enhancement the teaching skills due to group clinical supervision model among in-service teachers.

**TABLE: 6 SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF OBSERVATION THREE AND FOUR IN RESPECT OF TEACHING SKILLS.**

Category	A.M	S.D	N	DT	T	P
Observation III	175.9	16.29121	30	58	37.25663	1.68
Observation IV	36.13333	5.18055	30			(0.10)

The value of 't' is significant and sub hypothesis (6) of second is rejected. The value of 't' is highly significant between observation three and four. This shows the enhancement of teaching skills of in-service teachers due to group clinical supervision model.

**Major Findings:** The teaching skills are improved among 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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