

IMPACT OF GROUP CLINICAL SUPERVISION MODEL TO IMPROVE GENERAL TEACHING COMPETENCY AMONG IN-SERVICE TEACHERS WITH REFERENCE TO TEACHING EXPERIENCE

Dr. Ravi Aruna,

School Assistant, ZPHS Kanuru, Krishna District

Paper Received On: 25 Jan 2018

Peer Reviewed On: 21 Feb 2018

Published On: 04 March 2018

Abstract

In this present research the investigator is going to study the impact of the 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 19 teachers are having 0-5 years of teaching experience and 11 teachers are having 6-10 years of teaching experience 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 having 0-5 years of teaching experience and 6-10 years of teaching experience to improve their teaching competency.

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, 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 19 teachers are having 0-5 years of teaching experience and 11 teachers are having 6-10 years of teaching experience . This research study also deals with the impact of “ Group Clinical Supervision Model” among in-service teachers having 0-5 years of teaching experience and 11 teachers are having 6-10 years of teaching experience. 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’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: “Impact of Group Clinical supervision model to improve the General Teaching Competency among in-service teachers having 0-5 years of teaching experience and 6-10 years of teaching experience”.

Objectives:

1) To study the impact of group clinical supervision model on general teaching competency among in service teachers having 0-5 years of teaching experience, 6-10 years of teaching experience.

Hypotheses

1. There is no significant difference between pre-test and post-test scores of the teachers having 0-5 years of experience and 6-10 years of experience in respect of general teaching competency.
2. There is no significant difference between the teachers having 0-5 years of experience and the teachers having 6-10 years of experience in respect of 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. 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 post test.

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 19 teachers are having 0-5 years of teaching experience and 11 teachers are having 6-10 years of teaching experience. 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: There is no significant difference between pre-test and post-test scores of the teachers having 0-5 years of experience and 6-10 years of experience in respect of general teaching competency.

TABLE 1 – Showing the significance of difference of means between pre-test and post-test scores of the teachers having 0-5 years of experience in respect of General Teaching Competency.

Category	A.M	S.D	N	DT	T	P
Pre-test	83.31579	1.22024	19	36	3.157566	2.71
post-test	93.31579	6.455425	19			(0.01)

The value of 't' is significant at 0.01 level of significance and hence the hypothesis is rejected. There is a significant difference between pre-test and post-test scores of the teachers having 0-5 years of experience in respect of General Teaching Competency. This reveals that the Group Clinical Supervision Model has its impact on General Teaching Competency of the teachers having 0-5 years of experience. It is further observed that the mean value of the teachers having 0-5 years of experience in pre-test is (83.31579) is lesser than the mean value of post-test (93.31579). This result indicates that Group Clinical Supervision Model is facilitating the in-service teachers to improve their General Teaching Competency.

TABLE –2: Showing the significance of difference of means between pre-test and post-test scores of the teachers having 6-10 years of experience in respect of General Teaching Competency.

Category	A.M	S.D	N	DT	T	P
Pre-test	81.54545	11.01234	11	20	4.154863	1.10
Pre-test	98.27273	7.551035	11			(1.81)

The value of 't' is significant and hence hypothesis is rejected. There is significant difference between pre-test and post-test scores of the teachers having 6-10 years of experience in respect of General Teaching Competency. It is further observed that the mean values of the teachers having 6-10 years of experience in post test is (98.27273) is greater than the mean value

of pre-test (81.54545). This shows that the Group Clinical Supervision Model has impact on the teachers having 6-10 years of experience in respect of General Teaching Competency.

Table: 3 Showing the value of 't' between the teachers having 0-5 years of experience and the teachers having 6-10 years of experience in respect of general teaching competency in the pre-test.

CATEGORY	A.M	S.D	N	DF	T	P
0—5TEARS	83.31579	12.20224	19	28	0.407634	1.7 (0.10)
6-10TEARS	81.54545	11.01239	11			

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

As the value of 't' is not significant it may be inferred that the teachers having 0-5 years of experience do not differ significantly from the teachers having 6-10 years of experience in respect of pre – test scores of General Teaching Competency. The mean value of the teachers having 0-5 years of experience is slightly greater than the mean value of the teachers having 6-10 years of experience though it is not significant This shows in-service teachers having 0-5 years of experience are superior a little bit in general teaching competency with the teachers having 6-10 years of experience.

Table:4 Showing the value of 't' between the teachers having 0-5 years of experience and the teachers having 6-10 years of experience in respect of General Teaching Competency in the post –test.

CATEGORY	A.M	S.D	N	DF	T	P
0-5 years	93.31579	6.455425	19	28	-1.82508	1.7
6-10 years	98.27273	7.551035	11			(0.10)

The value of 't' is significant and hence the hypothesis is rejected. This shows that the teachers having with 6-10 years of experience and the teachers having 0-5 years of experience differ significantly in respect of General Teaching Competency post-test scores. There is an increment in the mean scores of both the categories. The mean of the teachers having with 6-10 years of experience is more than the teachers having 0-5 years of experience. It is interesting to

notice that the mean value of the teachers having 6-10 years of experience is more than the means of the teachers having 0-5 years of experience in post-test whereas the means of the teachers having 0-5 years of experience is more in pretest scores. The teachers having 6-10 years of experience are found to be superior in the post-test scores the supremacy of is get down the teachers having 0-5 years of experience post-test scores of General teaching competency.

Major Findings: Group clinical supervision improves the general teaching competency of in-service teachers irrespective of their past teaching professional experience. This model showed more impact on the in-service teachers having 6-10 years of teaching experience than the teachers having 0-5 years of teaching experience. The impact of this teaching model on general teaching competency is more for the in-service teachers having more teaching professional experience.

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.

References:

- ABERCROMBIE M.I.J. (1971) - Aims and techniques of group teaching society for research in higher education.
- ACHESON K.A & GALL M.D (1980) - Techniques in the clinical supervision of teachers – New York long man.
- ARBUCCL (1978) – In clinical supervision - a new technique' by G. Mehta, the educational review, vol lxxxvii august 1981.
- BASSET W.J (1974) - A study of the teaching clinic forms of Supervision and its effects on questioning as a teaching skill. Dissertation abstract international –35, 5979A – 5980A (university micro films No. 75.5542)
- BRAHM PRAKASH, R.D. SHUKLA (2000) Implementing cooperative learning stage for in-service teacher education. JOURNAL OF INDIAN EDUCATION VOLUME XXVII – Numbers –August 2001 national council of educational research and training New Delhi.
- Buch-M.B (2001) Persecute in education-volume 7, A journal of the society for education research and development.
- CLASSROOM SKILLS (1990): A teachers' guide London, David Fulton publishers.

- DAS R.C. PASSI B.K. JANGIRA N.K. AND SINGH A (1982) Effectiveness of different strategies of integration of teaching skills in developing general teaching competency of student teachers dept. of teacher edn. NCERT.
- DENHAM A (1977) – Clinical supervision: what we need to know about its potential for improving instruction- contemporary education, 49 (33-37).
- JANGIRA N.K. AND AJIT Singh (1982) core teaching skills the Micro teaching approach – NCERT, Sri Aurobindo Marg, New Delhi – 110016.
- JOHN W. BEST (1983) – Research in education – (ed.4) prentice hall Inc. Englewood cliffs N.J. U.S.A.
- JOSHI S.M. (1977) EFFECTIVENESS OF micro teaching as a technique in teacher preparation Programme, Ph.D. thesis submitted to the M.S. University, Baroda.
- KYRIACON, C AND Newson, G. (1982) – Teacher effectiveness; A consideration of research problems, educational review 34, 3-12.
- KORINEK LORI (1987) Questioning strategies in special education links to teachers efficacy research in general education journal of research and development in education – vol-21 of number 1 fall, 1987.
- KOTHARI C.R. (1990) Research methodology methods and Techniques Ed-2 – Wiley eastern ltd. Ansari road, Daryaganj, New Delhi – 110 002.
- MATHEW, K (1980): Factorial structure of teaching competencies among secondary school teacher, Indian education review, vol. XV.No. 3, July NCERT (Ph.D. ed., MSU Baroda 1979).
- MC FAUL S (1982) – A case study of the implementation of peer clinical supervision in an urban elementary school dissertation abstract international 43, 3572A (university micro-films No. 83-07020).
- NAIK DALAGANJA (1989) – Teaching effectiveness and teacher Attitude effect of different models of integration exercise of teaching skills learned through micro teaching – Indian education review, vol. XXIV. No. 2 April (Ph.D.) edn. Sam. U.
- PASSI B.K. AND LALITHA M.S. (1979) – General teaching Competency – a classroom observation schedule – Agra, National psychological corporation (1979).
- PRAKASHAM, D (1986): A study of teacher effectiveness as a function of school organizational climate and teaching competency, Ph.D., edn. R.S.U.

- PREM ATHIPEN .C (2000) The impact of in-service training Programme in work experience art education on primary school teachers. A study – the primary teachers educational journal by NCERT, volume XXV, No. 4 oct. 2000 – By National council of educational research and training, New Delhi.
- SREE LAKSHMI (1994) A study of Impact of group clinical Supervision model on general teaching competency language teaching skills and language proficiently.
- THARYANI D.D. (1986): A study of the important factors Affecting teacher- effectiveness of B.Ed. students, SCERT, Pune.
- THOMAS J. BUTERY (1988): Group clinical supervision as a feedback process – Journal of research and development in education - vol.21. No. 4, 1988.
- WARNER A.R. & SCOTT D.H. (1980) – Evaluation of teacher Effectiveness professional dimensions – action in teacher education 2(1) 27-34.
- Y.P. AGGARWAL (1990) Statistical methods concepts, Applications and computation: sterling publishers private limited. L-10 Green park extension, New Delhi – 110016.