



## A STUDY OF IMPACT OF GROUP CLINICAL SUPERVISION MODEL ON TEACHING SKILLS AMONG THE IN-SERVICE TEACHERS WITH REFERENCE EXPERIENCE

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### *Abstract*

*In this research the researcher 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 19 in-service teachers having 0-5 years of teaching experience and 11 in-service teachers having 6-10 years of teaching experience. 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 having 0-5 years of experience and 6-10 years of experience..*

**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.

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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’s performance. .

**Title of the study:**

“A study of impact of Group Clinical Supervision Model on teaching skills among in-service teachers with reference experience.

**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 among the in-service teachers having 0-5 years of teaching experience and 6-10 years of teaching experience.

**Hypotheses**

The observations one, two, three are taken when the lessons are taught in group clinical supervision model. The observation IV is taken when the teachers exposed to traditional method before the exposure of Group Clinical Supervision Model. After that The observations 1, II, III are recorded in one after the other with a fixed stipulated time period after the exposure of GCSM every time.

- I. 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 teaching skills when those are exposed in Group Clinical Supervision Model and Traditional teaching method.
- II. There is no impact of Group Clinical Supervision Model on teaching skills among in-service teachers having 6-10 years of teaching experience.

III. There is no impact of Group Clinical Supervision Model on teaching skills among in-service teachers having 0-5 years of teaching experience.

**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 and Traditional method by dividing them into two groups and sub groups.

### **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:**

The observations one, two, three are taken when the lessons are taught in group clinical supervision model. The observation IV is taken when the teachers exposed to traditional method before the exposure of Group Clinical Supervision Model. After that The observations 1, II, III are recorded in one after the other with a fixed stipulated time period after the exposure of GCSM every time.

- I. 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 teaching skills when those are exposed in Group Clinical Supervisin Model and Traditional teaching method.**

Category	A.M	S.D.	N	DF	T	P
Observation-I						
0-5years exp	151.526	19.5719 6	19	28	0.27107	0.10
6-10years exp	149.545	19.0614 5	11			(1.70)

The value of 't' is not significant and hence the Sub hypothesis (1) is accepted.

This indicates that the teachers having 6-10 years of experience and the teachers having 0-5 years of experience do not differ significantly from each other in respect of teaching skills in first observation in which the lesson is taught in group clinical supervision model.

- II. There is no impact of Group Clinical Supervision Model on teaching skills among in-service teachers having 6-10 years of teaching experience.**

The value of 't' is significant and hence hypothesis (1) is rejected. There is significant difference

Category		A.M	S.D	N	DF	T	P
6-10 years of exp.							
Observation I		49.545	19.0614 5	11	20	1.8437 8	1.72
II		163.27 3	15.6965	11			(0.10)

between observation one and two (first lesson and second lesson) in respect of teaching skills of the teachers having 6-10 years of experience. it is found from the values of means that the teaching skills have improved among in-service teachers in second lesson. This may be due to the exposure of clinical supervision model.

- III. There is no impact of Group Clinical Supervision Model on teaching skills among in-service teachers having 0-5 years of teaching experience.**

Category	A.M	S.D	N	DF	T	P
0-5 years of Exp.						
Observation I	151.5263	19.67106	19	36	2.00462	1.68
II	163.6342	17.6607	19			(0.10)

The value of 't' significant and hence hypothesis (1) is rejected. There is a significant difference between observation one and two in respect of teaching skills of the teachers with 0-5 years of experience.

### **Major Findings:**

1. Further, it is found that the value of 't' not is significant between the teachers having 6-10 years of experience and the teachers having 0-5 years of experience all the dimensions of teaching skills except in the case of questioning skill in the traditional method. This shows that the teachers having 6-10 years of experience do not differ significantly from the teachers having 0-5 years of experience in respect of teaching skills in all the four observations except questioning skill in fourth observation.

2. The teaching skills are improved among in-service teachers having 0-5 years of teaching experience and 6-10 years of teaching experience when they are exposed to group clinical supervision model than the traditional method. But a minimum of exposure of Group clinical supervision model is needed to get the improvement of teaching skills among in-service teachers. With the exposure of GCSM in a fixed intervals we can observe more impact of this GCSM in the enhancement of teaching skills among the in-service teachers.

### **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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