



CONSTRUCTION AND STANDARDIZATION OF THE TEST OF PROFESSIONAL COMPETENCE OF SCHOOL SUPERVISORS

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Abstract

School supervision plays significant role in the development of education system, by monitoring the quality of schools and by supporting their improvement. For school supervision, supervisor plays an important role for the improvement of educational quality, controlling, decision making and guidance etc. The actions of supervisors are in principle based. For this supervisors should be competent enough. The research was of survey type, which consists of a multistage random sample of 252 supervisors of the GSEB English medium schools of Gujarat state. An opinionaire was constructed and standardized by the researcher and administered on the sample subject. The interpretation of data was done with the statistical methods mean, standard deviation and t-test. It was found that there exists the significant difference between the professional competence of male and female school supervisors and no significant difference found between the professional competence of granted and non-granted school supervisors.

Keywords: Professional Competence, Supervisors

School supervision plays significant role in the development of education system, by monitoring the quality of schools and by supporting their improvement. In almost all countries, the main performer in charge of supporting and controlling schools and teachers is the school supervision. The term supervision generally refers to two different, but corresponding tasks: one, to control and evaluate and other, to advice and support teachers. To undertake these functions, supervisors are in principle based. The actions of supervisors are expected to contribute to quality improvement. For school supervision, a supervisor plays an important role for the improvement of educational quality, controlling, decision making and guidance, etc. Core role of supervision is to support by offering advice and guidance on how to improve.

According to Igwe (2001) supervision includes evaluation, quality control and monitoring for the purpose of infrastructural and curriculum growth and development. In order to accomplish this, definite tasks of the supervisor in a current school have been identified as such help head teachers for knowing the students better, helping teachers for professional enlargement, making better use of teaching materials, acquiring cooperating spirit for team work, improving teacher's appraisal of his standards, getting better methods of teaching, attainment of uniqueness for the teacher in the service, and curriculum development plan for the faculties.

Perception of professional competence has developed over the last four decades from a basic creation representing specific knowledge to a more universal one which includes an application of particular knowledge. The familiar meaning of the professional competence used now a days as routine and sensible use of values, clinical reasoning, knowledge, technological skills, reflections, emotions and communication in routine practice for the advantage of a commune and individual. The professional competence implies a minimum level of expertise in performance.

The observation of professional competence articulates a

set of qualification preconditions which are skills, professional knowledge and attitudes essential for a flourishing professional performance. The core competencies should be always present at the commence of teaching profession and these conditions can be formed and developed over the career development.

Objectives of the study

To study whether there is any difference between the professional competence of male and female school supervisors

To study whether there is any difference between the professional competence of granted and non-granted school supervisors

Hypothesis of the study

H₀₁: There will be no significant difference between the mean scores of the professional competence of male and female school supervisors.

H₀₂: There will be no significant difference between the mean scores of the professional competence of granted and non-granted school supervisors.

Research Design

The study is limited to the components of professional competency only. The study is limited to supervisors of schools only. The study is limited to the GSEB (English medium) schools only. The population of the present study comprises of supervisors of English medium schools of Gujarat. In the present study, the probability sampling technique, of which the multistage sampling will be used to select 252 supervisors as the sample subject from the given population. Here researcher selected 'Survey Method' to collect the information regarding the Professional Competence of school supervisors. For the present study, researcher decided to construct and standardized an opinionaire on the Professional Competence of school supervisors, for which the researcher adopted Likert's method.



Analysis and Interpretation of the data

Analysis of the data means studying the organized material in order to discover the inherent facts. The researcher collected the data representing the gender (male and female respondent) and type of schools (granted and non-granted).

Table 1 – Mean, S.D., t-value and p-value of male and female supervisors

Statistical parameters	Scores of Genders	
	Male	Female
N (No. of supervisor)	61	191
Mean	182.2787	185.5602
Std. Deviation	16.24000	4.53470
t-value	-2.512	
p-value	0.013	

It is observed from the table 1 that the calculated absolute value of t-test is 2.512 which is more than the table 't' value 1.96, at 0.05 level of significance. Therefore, the null hypothesis, "There will be no significant difference between the mean scores of the professional competence of male and female supervisors" is rejected. So, it is concluded that there is significant difference found between the mean scores of male and female supervisors.

Table 2 – Mean, S.D., t-value and p-value of Granted and Non-granted school supervisors

Statistical parameters	Scores of different types of school supervisors	
	Granted	Non-granted
N (No. of supervisor)	68	184
Mean	184.2206	184.9674
Std. Deviation	9.22172	8.90257
t-value	-0.585	
p-value	0.559	

It is observed from the table 2 that the calculated absolute value of t-test is 0.585 which is less than the table 't' value 1.96, at 0.05 level of significance. Therefore, the null hypothesis, "There will be no significant difference between the mean scores of the professional competence of supervisors of granted and non-granted schools" is accepted. So, it is concluded that there is no significant difference found between the mean scores of professional competence of supervisors of granted and non-granted schools.

Findings of the study

There is significant difference between the mean scores of the professional competence of male and female supervisors of Gujarat will be rejected at 0.05 level. The male and female teachers differ in their professional competence. This may be due to the difference between the treatment given to the male and female supervisors. The mean professional competence score of the female supervisors being more than the mean professional competence score of the male supervisors, the female supervisors tend to bear more professional competence than the male school supervisors of Gujarat.

There is no significant difference between the mean scores of the professional competence of supervisors of Gujarat belonging to different types of schools will be accepted at

0.05 levels. The granted and non- granted school supervisors do not differ in their professional competence. This may be due to they are earning similar type of salary and grade. The mean professional competence score of the granted and non-granted school supervisors is almost similar.

Suggestions

The difference exists between the male and female school supervisors of Gujarat with respect to their professional competence. Hence, some extra programmes should be conducted to raise the professional competencies of male supervisors. Share various educational experiences with colleagues with a view to enriching knowledge to improve the development of common skills of male supervisors. The difference does not exist between the granted and non-granted school supervisors of Gujarat with respect to their professional competence. Hence, similar financial and non-financial incentives should be given to lift up their professional competencies.

Educational Implications

The educational implications of the present study were: Such test can help us in gathering vital information about the standards of the supervisors at the school level. Our supervisors should be encouraged to take such test for their self assessment, which can lead to the self improvement. The use of standardized test of professional competence can in the long run have a positive impact for the improvement of school system. Such test can also be used for diagnostic and remedial purpose.

Conclusion

The researcher collected the data by using self constructed tool, analysed and interpreted by applying relevant statistical methods. On the basis of interpretation, researcher presented the findings, suggestions and new areas of research.

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