ABSTRACT

School supervision plays significant role in the progress 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 related 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 a vital 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.

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 expresses 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 begin of teaching profession and these conditions can be formed and developed over the career development. The quality of education depends on the competence of supervisors.

The present study is “CONSTRUCTION AND STANDARDIZATION OF THE TEST OF PROFESSIONAL COMPETENCE OF SCHOOL SUPERVISORS”

The objectives of the study were, to prepare and standardized tool for professional competence of school supervisors, to test the reliability and validity of the standardized test, to study whether there is any difference between the professional competence of male/female, granted/non-granted, rural/urban school supervisors and
professional competence of school supervisors with teaching experience and size of school.

In the present study the variables included: gender (male/female), type of school (granted/non-granted), area (rural/urban), size of school (large/medium/small), teaching experience of the supervisors (more/less than 10 years) were independent variables and professional competence was the dependent variable.

In teaching profession different competencies are needed. This study was limited to the certain components of professional competence like proficient competence, methodological competence, motivational competence, knowledge competence, instructional competence, teaching evaluation competence, thinking competence and general competence to the supervisors of Gujarat Secondary Education Board (GSEB) English Medium schools only.

In this study the researcher selected survey method to collect the information regarding the professional competence of school supervisors.

In the present study, the probability sampling technique, of which the multistage sampling was used to select 252 supervisors as the sample subject from the given population. In the first stage, Gujarat will be divided into four zones-North, South, East and West. The researcher selected one district from each zone which is having highest no. of GSEB school i.e. Gandhinagar district from North zone, Surat district from South zone, and Ahmedabad district from East zone and Rajkot district from West zone.

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.

The effects of the variables on the professional competence were studied with the computation of mean, standard deviation, t-ratio and F-test (ANOVA) with the help of SPSS software.
The main findings of the study were:

There is significant difference between the mean scores of the professional competence of male and female supervisors will be rejected at 0.05 level it showed that there is significant difference found between the professional competence of male and female supervisors. The male and female supervisors differ in their professional competence, so the scope of improvement was there for the improvement of professional competence of male supervisors.

There is no significant difference found between the mean scores of the professional competence of supervisors to different types of schools, to the area of school, teaching experience and size of school will be accepted at 0.05 level.

The educational implications of the study were that such test can help in gathering vital information about the standards of the supervisors at the school level; 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. Hence, such tests would be highly useful in the colleges also for designing effective in-service training programmes.