
Teachers Perception towards the Functioning of Cluster Resource Centers (CRCs) – An Issue Analysis

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ABSTRACT:

An SSA (Sarva Shiksha Abhiyan) is the scheme of MHRD functioning with the motto “Education for all”. This scheme has brought many innovations in the field of education in general and primary education in particular. Out of its various activities, the in-service training to the teachers is highly appreciable which is offered through different centres. The CRCs (Cluster Resource Centres) are the centres established under every BRC which look after the pre-planned and continuous training programmes to the teachers. But, it is not sure that all the trainings and their outputs are on the route of success. Hence, before studying the effectiveness of the CRC trainings towards different aspects, the investigators has taken an initiative to study the functional efficiency of the CRC training through the observation of the training at different centres and perception of the teachers towards such trainings. For which, a sample consist of 200 teachers from 10 CRCs have been chosen as a sample of the present study who were administered under the interview and observation schedule to find out the functional efficiency of the CRCs. From the statistical findings it has been evident that the competence of the teachers have been improved and teachers having good perception on the functional efficiency of the CRCs. The variables used in the study are having influence in the teachers’ competence and functional efficiency of the CRCs. The details of the present are given in the full paper.

Key words: CRCs, Teachers’ Competence, Functional efficiency and EFA.

INTRODUCTION

An SSA (Sarva Shiksha Abhiyan) is the scheme of MHRD functioning with the motto “Education for all”. This scheme has brought many innovations in the field of education in

general and primary education in particular. Out of its various activities, the in-service training to the teachers is highly appreciable which is offered through different centres. The CRCs (Cluster Resource Centres) are the centres established under every BRC which look after the preplanned and continuous training programme to the teachers. But, it is not known the output of the CRC training so far. Hence, before studying the effectiveness of the CRC trainings towards different aspects, the investigators has taken an initiative to study the functional efficiency of the CRC training through the observation of the training at different centres and perception of the teachers towards such trainings.

NEED FOR THE STUDY

Cluster Resource Centres have been functioning as place for teacher empowerment, where the teachers share their experiences and innovative practices in the teaching learning processes. There is no doubt that the CRCs offer good volume of training with good quality. The main objective of the CRC programme is to enhance the teachers to have mastery over content, teaching competence, evaluation technique and over all development as traits for teaching profession. Especially the follow up is being made as mandatory in SSA. The result of the training programmes should reflect in the academic outcome of the students, it is essential to study how it attracts the target group i.e. participant teachers in each CRC. The psychological, physiological and emotional needs of the teachers to be focused very much in any training programme. It not sure that due recognition given the above stated aspects of the teachers in training programme. Ultimately the intensity of the dissemination of training programme based on the temper of the teachers participants and they may expect some – modifications towards the monthly training programme. Hence, a maiden attempt is made to study the functional efficiency of CRCs through the perspectives of teachers and direct observation schedule.

SIGNIFICANCE OF THE STUDY

Since the teachers are the agent to take the information and techniques required in CRCs to the further step, they must be given adequate freedom to state their opinion. This study will set an appropriate guideline to the office of the SSA and authorities to incorporate the

verifiable opinions in the further trainings and programmes. This study gives tips to improve functional efficiency of the training centres in terms of physical infrastructures, access to the teachers, team spirit of the teacher coordination, circulation of messages and create interest etc. The perspective of the teachers may improve the degree of success of a training programme in relation to their objectivity, comprehensiveness and adaptability. By obtaining inference of their perspectives, the necessary modifications to be done or a thing to be extended or to continue as it is. The highlights of these training programmes are possible to find through the present evaluative study. Further, it sets significance in verifying the influence of variables that used in the study.

STATEMENT OF THE PROBLEM

The Government has been spending a lot of money and introduced many schemes like Operation Blackboard Scheme (OBS) for the development of Education. Cluster Resource Centre (CRC) is one of the prime programmes of SSA and provides training to the school teachers. Hence, a desire is developed by the investigators to study the functional efficiency of CRCs through observation and perspective of the teachers' participants. Thus, the present study tends to evaluate the CRCs with the desired aspects.

TITLE OF THE STUDY

The present study is stated as, **“Teachers Perception Towards The Functioning of Cluster Resource Centers (CRCs) – An Issue Analysis”**.

ASSUMPTIONS

1. The teacher participants may have some problems in attending the training comfortably.
2. There may be lack in the infrastructure facilities of the CRCs.
3. The teachers may have positive view towards all the deliberations of CRCs.
4. The variables may have any influence in the perspective of the teacher participants.

OBJECTIVES

1. To evaluate the functioning of CRCs.
2. To find out the problems if any faced by the teachers in attending the CRC meetings.
3. To study the perception of the teachers towards the functioning of CRCs.
4. To study the affective domain of the teachers while attending CRC training.
5. To suggest SSA for improving the functions of CRC trainings in future.
6. To study there is any influence of the variables in the perception of the teachers towards the functions of CRCs.

VARIABLES OF THE STUDY

The present study includes the following demographic variables.

- i. Name of the teacher
- ii. Gender
- iii. Locality of the school
- iv. Locality of the teacher
- v. Designation of the teacher
- vi. Highest educational qualification of the teachers

DELIMITATIONS OF THE STUDY

- ❖ This study is restricted to 200 Primary and upper primary teachers working in government school, particularly in Sivagangai district.
- ❖ Only expert validity is used for validation of the tools used in the study.
- ❖ The present study collected data only from Devakottai and Sivagangai educational districts with the jurisdiction of 10 CRCs.
- ❖ The investigators themselves observed the CRCs and observation schedule was only 3 hours in a centre.

RESEARCH QUESTIONS

1. Will the training provided by CRCs satisfy the teacher participants?
2. Do CRCs have brought any change among the students and teachers in terms of academic and non academic?
3. What is the perception of the teacher participants towards the CRC functions?
4. Are infrastructure facilities adequate in CRC building?
5. Is the CRC training programme really useful to the teachers?
6. Are the teachers really happy to attend the CRC training programme?
7. Is the teaching competencies of the teachers have improved by attending the CRCs training?

SAMPLE

There are two type of sample subjected for the present study. The one set of sample is Ten (10) CRCs at upper primary level from Devakottai and Sivagangai educational districts. Another set of sample is 200 teachers who are getting training under the stated CRCs. The both CRC centres and teachers of these centres together constituted as a sample of the present investigation. The both set of sample selected by adopting selected random sampling technique. The convenience sampling also adopted in selecting the CRC centres.

TOOLS OF THE STUDY

Interview schedule and observation schedule are the two tools employed in the present investigation. The interview schedule consists of 36 items adopted for collecting teachers' perception towards the function of the CRCs. The observation schedule consists of 31 items employed to observe the functions of CRCs. The observation schedule is administered by the investigators and the team. The items used in both the tools are close ended nature.

HYPOTHESIS: 1

There is no significant difference between Male and Female teachers' perception towards the functioning of CRCs.

S.NO.	Gender	N	Mean Value	SD	't' Value	Level of Significance
1.	Male	96	15.82	5.52	9.30	Significant
2.	Female	104	22.6	4.77		

Significant at 0.01 level

Table 't' Value = 2.60

$$df = 104 + 96 - 2 = 198$$

HYPOTHESIS: 2

There is no significant difference between rural school teachers and urban school teachers' perception towards the functioning of CRCs.

S.NO.	School Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Rural	137	23.33	7.36	3.58	Significant
2.	Urban	63	20.29	4.53		

Significant at 0.01 level

Table 't' Value = 2.60

$$df = 137 + 63 - 2 = 198$$

HYPOTHESIS: 3

There is no significant difference between rural school male teachers and rural school female teachers' perception towards the functioning of CRCs.

S.No.	Gender	School Locality	N	Mean Value	SD	't' Value	Level of Significance
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1.	Male	Rural	63	16.26	5.92	6.67	Significant
2.	Female	Rural	74	22.46	4.71		

Significant at 0.01 level

Table 't' Value = 2.61

df= 63+74-2 = 135

HYPOTHESIS: 4

There is no significant difference between urban school male teachers and urban school female teachers' perception towards the functioning of CRCs.

S.NO.	Gender	School Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Male	Urban	33	19.9	4.08	0.28	Not
2.	Female	Urban	30	20.2	4.47		Significant

Not Significant at 0.01 level

Table 't' Value = 2.66

df= 33+30-2=61

HYPOTHESIS: 5

There is no significant difference between rural school male teachers and urban school female teachers' perception towards the functioning of CRCs.

S.NO.	Gender	School Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Male	Rural	63	16.26	5.92		

2.	Female	Urban	30	20.2	4.47		
						3.55	Significant

Significant at 0.01 level

Table 't' Value = 2.63

df= 63+30-2 = 91

HYPOTHESIS: 6

There is no significant difference between rural school female teachers and urban school male teachers' perception towards the functioning of CRCs.

S.NO	Gender	School Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Female	Rural	74	22.46	4.71	2.84	Significant
2.	Male	Urban	33	19.9	4.08		

Significant at 0.01 level

Table 't' Value = 2.6

df= 74+33-2 = 105

HYPOTHESIS: 7

There is no significant difference teachers' living in rural area and teachers' living in urban area perception towards the functioning of CRCs.

S.NO.	Teachers' Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Rural	86	22.12	5.3		

2.	Urban	114	22.25	4.68	0.181	Not Significant
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Not Significant at 0.01 level

Table 't' Value = 2.63

$$df = 86 + 114 - 2 = 198$$

HYPOTHESIS: 8

There is no significant difference between male teachers' living in rural area and male teachers' living in urban area perception towards the functioning of CRCs.

S. No.	Gender	Teacher's Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Male	Rural	39	23.93	5.88	1.98	Not Significant
2.	Male	Urban	58	21.71	4.62		Significant

Not Significant at 0.0

Table 't' Value = 2.63

$$df = 39 + 58 - 2 = 95$$

HYPOTHESIS: 9

There is no significant difference between female teachers' living in rural area and female teachers' living in urban area perception towards the functioning of CRCS.

S.No.	Gender	Teacher's Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Female	Rural	47	22.49	4.92		

2.	Female	Urban	57	26.59	4.35		
						4.46	Significant

Significant at 0.01 level

Table 't' Value = 2.63

df= 47+57-2 = 102

HYPOTHESIS: 10

There is no significant difference between male teachers' living in rural area and female teachers' living in rural area perception towards the functioning of CRCs.

S.NO.	Gender	Teacher's Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Male	Rural	39	23.93	5.88	1.21	Not
2.	Female	Rural	47	22.49	4.92		Significant

Not Significant at 0.01 level

Table 't' Value = 2.64

df= 39+47-2 = 84

HYPOTHESIS: 11

There is no significant difference between female teachers' living in urban area and male teachers' living in urban area perception towards the functioning of CRCs.

S.No.	Gender	Teacher's Locality	N	Mean Value	SD	't' Value	Level of Significance
1.	Female	Urban	57	26.59	4.35	5.81	Significant
2.	Male	Urban	58	21.71	4.62		

Significant at 0.01 level

Table 't' Value = 2.61

df = 57+58-2 = 113

HYPOTHESIS: 12

There is no significant difference between the teachers with U.G. degree and the teachers with P.G. degree in their perception towards the functioning of CRCs.

S.No.	HEQ	N	Mean Value	SD	't' Value	Level of Significance
1.	U.G.	72	20.86	5.1	2.71	Significant
2.	P.G.	66	23.24	5.19		

Significant at 0.01 level

Table 't' Value = 2.61

df = 72+66-2 = 136

HYPOTHESIS: 13

There is no significant difference between HMs' and assistant teachers' perception towards the functioning of CRCs.

S.No.	Designation	N	Mean Value	SD	't' Value	Level of Significance
1.	HMs	50	21.58	5.04	7.22	Significant
2.	Assistant Teachers	150	15.66	5		

Significant at 0.01level

Table‘t’ Value = 2.60

df= 50+150-2 = 198

HYPOTHESIS: 14

There is no significant difference among the teachers’ with U.G. degree, P.G. degree, M.Phil. degree and D.Ted. Perception towards the functioning of CRCs.

S.No.	Variable	N	‘f’ Value	Level of Significance
1.	Teachers with U.G degree	72	0.95	Not Significant
2.	Teachers with P.G degree	66		
3.	Teachers with M.Phil degree	28		
4.	Teachers with D.Ted	34		

Not Significant at 0.01 level

Table‘t’ Value = 3.88

df= 3/196

MAJOR FINDINGS

The following are the major findings of the study:

- ❖ From the result of the statistical calculation, it is concluded that the functions of the CRCs is good.
- ❖ The functioning of the CRCs fulfills the expectations of the most of the teachers’ participants i.e. 70% to 97%.

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- ❖ The report of the teachers stated that their competencies in teaching and all other aspects have increased through the intervention of the CRC meetings.
 - ❖ The demographic variables of the teachers such as their gender, locality, cadre and degree have influence towards their perception i.e. the functioning of the CRC differ by the perception of the teachers with the above factors.
 - ❖ In general the CRC meetings help the teachers to increase their competencies and knowledge towards teaching and all other aspects. The physical infrastructural facilities of the CRCs also to be appreciated.

SPECIFIC FINDINGS

- ❖ The teachers agreed that their teaching competencies have increased by attending the CRC meetings.
- ❖ About 80% of the teachers reported that the infrastructural facilities are good in the CRCs.
- ❖ The teachers are not ready to attend the CRC meetings on some festival days.
- ❖ The teachers agreed that their team spirit is also increased through CRC training.
- ❖ There is significant difference between Male and Female teachers' perception towards the functioning of CRCs.
- ❖ There is significant difference between rural school teachers and urban school teachers in their perception towards the functioning of CRCs.
- ❖ There is significant difference between rural school teachers and urban school teachers in their perception towards the functioning of CRCs.
- ❖ There is no significant difference between urban school male teachers and urban school female teachers in their perception towards the functioning of CRCs.
- ❖ There is significant difference between rural school male teachers and urban school female teachers in their perception towards the functioning of CRCs.
- ❖ There is significant difference between rural school female teachers and urban school male teachers in their perception towards the functioning of CRCs.
- ❖ There is no significant difference between teachers living in rural area and teachers living in urban area in their perception towards the functioning of CRCs.

- ❖ There is no significant difference between male teachers living rural area and male teachers living in urban area in their perception towards the functioning of CRCs.
- ❖ There is significant difference between female teachers living rural area and female teachers living in urban area in their perception towards the functioning of CRCs
- ❖ There is no significant difference between male teachers living rural area and female teachers living in rural area in their perception towards the functioning of CRCs.
- ❖ There is significant difference between female teachers living urban area and male teachers living in urban area in their perception towards the functioning of CRCs.
- ❖ There is significant difference between teachers with U.G. degree and teachers with P.G. degree in their perception towards the functioning of CRCs.
- ❖ There is significant difference between HMs and assistant teachers in their perception towards the functioning of CRCs.
- ❖ There is no significant difference among the teachers with U.G degree, teachers with P.G degree, teachers with M.Phil degree and teachers with D.TEd in their perception towards the functioning of CRCs.

EDUCATIONAL IMPLICATIONS

The CRC is the newly developed strategy by SSA and it is implemented to develop teachers' competencies towards various aspects. An SSA may not know the functional effectiveness of CRCs. This present investigation help the SSA scheme to understand the lacunae if any in the functional efficiency of the CRCs. This present investigation helps SSA to know about the attitude, expectations and need of the teachers towards CRCs and its functional aspects. There are many points help the teacher participants to understand the practical difficulties and pros and cons of the CRC meeting. These all will help them to cope with the CRC norms and regulations. This study also has implications that it brought the culture that working on Saturdays; try to understand the need of the current society, enhancing teaching competencies etc. This result of the present study explicitly exhibits the positive out come among the teachers and active performance of the students. Thus, it indirectly helps the SSA scheme to identify the area to be concentrated, area to enhance and area to be modified etc. In general,

the CRC meeting showed many impact over the attitudinal, knowledge and behavioural changes among the teachers.

RECOMMENDATIONS

- ❖ Training input must reflect in the actual classroom teaching process. It should be activity based and not lecture cum discussion based. The activity in the CRC training can be increased.
- ❖ Training to in-service teachers must be imparted with the objective of qualitative improvement in the skill, knowledge, communication and handling of real classroom situation.
- ❖ Effective feedback should be collected for future improvement in training programmes at least twice or thrice in a year.
- ❖ All training should normally be in relation to the needs and expectations of the teachers taking into consideration as emerging trends and concerns need to be essentially incorporated in in-service training programmes.
- ❖ To make teachers professionally competent they can be trained with ten vital areas as suggested by NCTE (1998), namely: contextual, conceptual, content, transactional, educational activities, developing teaching learning materials, evaluation, and management, working with parents, community and other agencies.

CONCLUSION

Since the study indicates that CRCs functioning is well towards the objectives, the small lacuna should be find out and rectified. The teachers participants' periodically in order to improve the quality of CRCs. The appraising test to the teachers also can be adopted to test the effectiveness the CRC programmes. If the follow-up of the CRC trainings is administering seriously the functioning of those centres will be highly commendable which in turn help the SSA scheme to achieve goal shortly without any struggle. The sustainable development and its quality are possible through functional efficiency of CRCs.

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