

**IDENTIFICATION OF THE FACTORS AFFECTING PERFORMANCE OF PRE-SERVICE ELEMENTARY TEACHER EDUCATORS IN INDIA**

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**ABSTRACT**

**Aim:** The study aimed to investigate how Family Environment, Academic Achievement and Organizational Climate influence the Training Success of Pre-Service Elementary Teacher Educators.

**Method:** A sample of 170 Diploma in Elementary Teacher Education (D.El.Ed.) teacher educators was randomly selected from three District Institutes of Education and Training (DIET) of Delhi, (India). Data was collected by administering Family Environment Scale (Dr. Bhatia & Dr. Chadha, 1993) and Organizational Climate Scale (Dr. Kumar Harish, 2014). Training success was considered on the basis of performance of Pre-Service Elementary Teacher Educators showed in the final year exams whereas marks obtained by teacher educators in their senior secondary exams conducted by the Central Board of secondary Education (CBSE) was taken as Academic Achievement.

**Findings:** Study revealed that there is positive and significant relationship of organizational climate, academic achievement and family environment with the training success of pre-service elementary teacher educators. Those elementary teacher educators have conducive family environment, organizational climate, and high academic achievement at +2 level are performing well and the performance of science stream teacher educators has been found better than arts and commerce streams teacher educators during the D.El.Ed. program. Study recommends that conducive and constructive environment should be created by teachers, parents and management to develop the efficiency and the skills of teachers.

**Keywords:** Family Environment, Academic Achievement, Organizational Climate, Training Success, Elementary Teacher Educators, and Pre-service Teacher Education

**INTRODUCTION**

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student-Teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programs and their effective utilization for the purpose of preparing prospective teachers depend largely on the

professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education program. (Brindhamani M., Marisamy K., p. 8).

### ***Teacher Education in India***

After the Independence of India, several policies, commissions, and committees were organized from time to time for the quality improvement of Teacher Education. University Education Commission (1948-49) critically scrutinized courses in teacher training program and recommended that teacher education courses should be modified. There should be provision of good schools for practical training and provide sufficient amount of time for teaching practices. National Council of Educational Research and Training (1961) was established to overhaul elementary and secondary teacher education curriculum. It was also focused about continuing education program for teachers and scheme of national awards for in-service teachers and pre-service teachers. Although, Kothari commission (1964-66) throws light upon the necessity to improve methods of teaching and evaluation in training institutions. Individual library work, preparation of review report, case studies, project work, discussions and seminars should form an integral part of the work of training institutions. The teacher educators should be provided opportunities to observe good teaching and continuous practice teaching for a period of at least eight weeks under actual school conditions. Teachers training institutes should develop special courses for the elementary and secondary teacher educators. Untrained graduate teachers who are working in the schools need to be oriented in special courses.

Indian Association of Teacher Education (1965) emphasized that educational institutions must have at least one school attached for teaching practices and some correspondence courses should be introduced to reduce the backlog of untrained teachers. Short term teachers' training program were also proposed to meet the increasing demand of trained teachers in schools during the summer break whereas organization should be set up to integrate and supervise training program for teachers at all levels. National Council of Teacher Education, (1973) broadly covers all teacher education programs in India, including research and training of teacher educators for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools. This organization also provides non-formal education, part-time education, adult education and distance education. Establishment of District Institutes of Education and Training (DIET) centers with the

capability to organize pre-service and in-service courses for elementary school teachers was suggested in National Policy on Teacher Education (1986).

Quality of teacher is an outcome of several factors: teacher's status, remuneration and conditions of work, besides teacher's academic and professional education (National Curriculum Framework, 2005). UNESCO-ILO stated that "Teacher quality is an important consideration in student achievement, and although defined differently by different people, it continues to be a central concern of those responsible for teacher education. Quality teachers are the products of quality teacher education programs, policies and practices". Quality of teacher education needs to be focused for strengthening the education. Quality of education depends upon two factors: quality of teacher and institution; and curricular methods and materials (Bashir Mohammad k., 2009).

Today, it is a global agenda to produce highly trained teachers to understand different needs of students. Universalization of Elementary Education, and implementation of RTE coupled with Sustainable Development Goals (SDGs) recommended to provide schools, infrastructure, trained teachers, curriculum, and teaching learning materials. Also, highlighted the huge need of producing trained teachers and to meet this new challenge our country should be able to supply good teachers in large numbers (Kaur S. 2013).

In most of the states, pre-service and in-service training schools for teachers are inadequate and poorly managed. Therefore, their conditions need to be improved and they differently regulated in both government and private institutions. According to National Knowledge Commission, 2009 there should be national evaluation organization to monitor the quality of both government and private institutions and the state level training system along with DIETs should be revamped (Kumar Pradeep, and Azad Sugandha. 2016).

Teacher Training and Innovation Report of the Central Advisory Board of Education (CABE) Committee, (2005 P.23) recommended National Council of Teacher Education (NCTE) while laying down norms, standards and guidelines in respect of pre-service training programs for elementary school teachers should be guided by the principles laid down in Clause 28. National Council of Teacher Education (NCTE) 2014, offers M.Ed. degree program with specialization in either Secondary/Senior Secondary Education or in Elementary Education. Today, new innovations and experiments are being tried out in teacher education program. Thus, curriculum

need to be revised and reframed at all levels of teacher education keeping in view the emerging needs of the society.

### ***Organizational Climate***

Most of the teacher education programs are lacking professional and basic infrastructure. This results in unsatisfactory professional achievements. In India, several teacher education institutions are functioned in rented buildings without proper facilities, labs, library, and other ICT equipment which are necessary for the training of teacher educators. There are no separate hostel facilities for teacher educators in some educational institutes (Kumar Pradeep, and Azad Sugandha. 2016).

The establishment of an appropriate organizational climate of a school determines to a large extent, its tone and performance. Overall quality of the educational institution is greatly affected by its organizational climate. Organizational climate has obvious implications for improving the quality of work life. School improvement and enhanced school effectiveness cannot be accomplished on a sustained basis without the presence of a favorable school climate. This climate must be felt by all those who are directly involved in the organization (Sergiovanni, 1991).

The quality of the educational institutions and their organizational climate shape the destiny of classrooms. Therefore, importance must be given to the quality management of educational institutions to produce the desired outcomes. Those schools have good climate should also have professionally committed teachers to attain the stated goals and objectives (The Education Commission, 1964-66).

School climate, discipline and physical facilities have significant influence on academic achievement of secondary school students. It was recommended that appropriate school authorities should enable to provide a conducive school environment for effective teaching and learning. (Ivagher and Dondo, 2015).

Some other studies on organizational climate (Mahmudah 2017; Werang & Lukas, 2014; Reena & Poonam, 2014; Bai Nasser, 2014; Salem, 2012; Georgia, 2008; Smith, 2002; and Reddy, 1981) help us to understand that how organizational climate be one of the factors influencing performance of teacher educators.

### ***Family Environment***

Family is the most important prime group in society. Historically, it has been transformed from a more or less self-contained unit into a definite and limited organization of minimum size,

consisting primarily of the original contracting parities. It is the most prominent and immediate social environment to which a child is exposed. “The family is the only socially recognized relation for child-bearing and the essential agency for child nurturing, socialization, and familiarizing the child to the culture of the society, thereby shaping the basic character of our culture and developing the child’s personality” (Frank, 1948).

During the last few decades, family environment has been diagnosed as being an influencing factor in a child’s cognitive, affective, and educational development. Studies on the relationship between family environment and academic achievement (Joshi Gunjita 2018; Kumar Rajesh, Lal Roshan, 2014; Ramaprabou, 2014; Kamble & Mahendra, 2013, Gartia, 2012; Dhingra, Manhas & Sethi, 2007; Mohanraj R., Latha, 2005; Teachman, & Paasch 1998) guided us to hypothesize a link between family environment and performance outcome. Children with enriched family environment have better academic achievement than those belonging to low family environment (Gartia. R., 2012; Kumar Rajesh, Lal Roshan, 2014) and academic achievement of children belonging to high aware parents is higher than that those children of low aware parents (Dhar & Dwivedi, 2011). Parents of students who are at the home front should support their ward’s educational achievement by providing the right and most favorable family environment to enhance better school performance by the students. Also, parents and other significant persons should make students’ homes conducive and stimulatory to learning not only the school subjects but also education in general (Egunsola, 2014). Academic attainment of students is also high in case of students belonging to high parent involvement group whereas students of less involved parents group have low academic achievement. Students belonging to Low Parent-Involvement group have negative self-confidence and low Educational decision-making ability (Sahoo, 2005).

### ***Academic Achievement***

Educationally, the word achievement refers to an individual’s performance up to desired level in specific field. Achievement of an individual determines the development of a nation. Study of academic achievement has become a topic of key interest for educationists as well as psychologists. Academic achievement must be considered as an important factor in the educational life of adolescents. It encourages working hard and learning more. In our society academic achievement is considered as a significant criterion to judge one’s total competence and capacities. Hence, academic achievement has vital place in educational field as well as in the learning process.

Achievement is thus an attainment, a proficiency gained, or an ability required. In the field of education an achievement is the amount of knowledge or skills that a child has learnt in a particular field or subject (Kumar, 2013).

Academic achievement of learners has drawn attention of scholars, parents, policymakers and planners. Adeyemo, (2001) opined that the objective of the educational institution is to attain excellent academic achievement of the students. According to him, the school may have other peripheral objectives, but emphasis is always on the achievement of sound scholarship. Besides, eventually everyone is concerned with education places premium on academic achievement and excellent academic achievement of children is often the expectation of parents (Osiki, 2001). Academic achievement refers to performance in school or college in a standardized series of educational tests Taneja (1989).

Academic achievement is a multidimensional and multifaceted phenomenon. There are many components which affect academic achievement viz. intelligence, personality, motivation, school environment, heredity, home environment, learning, experiences at school, interests, aptitudes, family background, socio economic status of the parents and many more other factors influenced the academic achievement (Pannu, 2010).

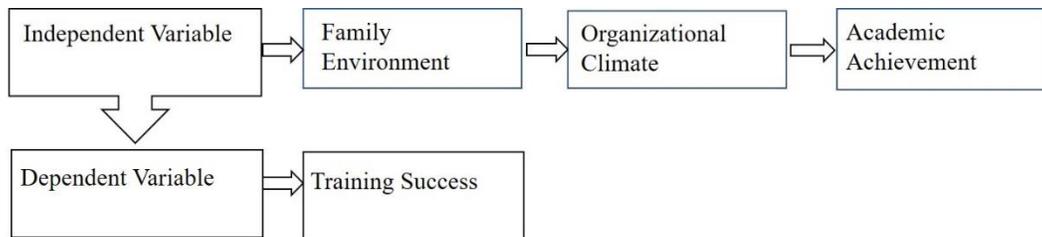
Academic achievement generally refers to the scores obtained in the annual examination or concerning scholastic or academics work or refers to the degree or level of success or proficiency attained in some specific area. In most of the government educational institutions, admission in Elementary Teacher Education program is based on the scores obtained by the candidates in their senior secondary exams.

## **RESEARCH DESIGN AND METHODOLOGY**

### **Variables**

- ***Independent Variable:*** The independent variable is that factor which is measured, manipulated or selected to determine its relationship to an observed phenomenon. Academic Achievement, Family Environment and Organizational Climate are independent variables.
- ***Dependent Variable:*** The dependent variable is that factor which is observed and measured to determine the effect of the independent variable. It is considered dependent because its value depends upon the value of the independent variable. Training Success is the dependent

variable. We can see in figure 1, various dependent and independent variables used in this study.



**figure 1: various dependent and Independent variables used in this study**

**Method-** Descriptive survey method was used.

**Sample-** List of all government District Institutes of Education and Training (DIET) centers was obtained from State council of Educational Research and Training center of Delhi, India. A sample of 170 Diploma in Elementary Teacher Education (D.El.Ed.) teacher educators was selected from three District Institute of Education and Training (DIET) of Delhi by using random sampling technique.

### **Research Tools**

1. **Family Environment Scale (Bhatia and Chadha, 1993):** This scale consists of eight dimensions namely: Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active-Recreational Orientation, Organization, and Control. This scale was split into two halves. Subjects were asked to respond to the items by marking any one of the five response options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The scores of each dimension were also split into two halves. The scores for each of these halves were then correlated. Overall test reliability coefficient is 0.95.
2. **Organizational Climate Scale of Dr. Kumar Harish, (2014; Unpublished):** This test contains 50 items. Dimensions of the organizational climate scale are Quality Performance, Organizational Environment, Decision making, Conflict Resolution, Communication, Sharing of Information, and Clarity of Roles, Rewards, Results & Interpersonal Relations, and Support System. Subjects were asked to respond items by marking any one of the five

response options; Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The reliability was found by calculating correlation coefficient of scores by test-retest (0.87) and split half methods (0.97). The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects comprised of students in the field of pre-service teacher education. In order to find validity from the coefficient of the reliability, an index was calculated, which indicated high validity on account of being 0.91.

**Academic Achievement:** Marks obtained by D.El.Ed. trainees in their senior secondary exams conducted by the Central Board of Secondary Education (CBSE) was taken as academic achievement.

**Training Success:** Training success was considered on the basis of their performance showed by the teacher educators in completion of the program.

## **OBJECTIVES**

1. To compare stream wise score of Pre-Service Elementary Teacher Educators on- Family Environment, Organizational Climate, and Academic Achievement.
2. To study the relationship of Organizational Climate, Academic Achievement and Family Environment with Training Success of Pre-Service Elementary Teacher Educators.
3. To compare the groups of High Family Environment and Low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.
4. To compare the groups of High Organizational Climate and Low Organizational Climate of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.
5. To compare the groups of High Academic Achievement and Low Academic Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

## **HYPOTHESIS**

HO<sub>1</sub> There is no significant relationship of Organizational Climate, Academic Achievement and Family Environment with Training Success of Pre-Service Elementary Teacher Educators.

HO<sub>2</sub> There is no significant difference between the groups of High Family Environment and low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

HO<sub>3</sub> There is no significant difference between the groups of High Organizational Climate and Low Organizational Climate of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

HO<sub>4</sub> There is no significant difference between the groups of High Academic Achievement and Low Academic Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

## ANALYSIS

### *I Demographical Phase*

**Table 1: Standard deviation and Mean Scores of Academic Achievement at +2 level, Teaching Aptitude, Family Environment, Organizational Climate, and Training Success of Elementary Teacher Educators (N=170)**

Streams	Academic Achievement		Family Environment		Organizational Climate		Training Success	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Arts</b>	87.82	6.85	255.45	29.92	184.24	18.79	74.55	4.75
<b>Commerce</b>	88.84	5.42	267.88	25.14	179.00	20.20	75.37	4.72
<b>Science</b>	89.54	4.14	272.34	25.69	171.94	24.85	76.68	5.41

Table 1 shows the mean scores and standard deviations of arts, science, and commerce streams elementary teacher educators. Science stream teacher educators have obtained high mean scores in Academic Achievement (89.54), Family Environment (272.34), and Training Success (76.68). On the other hand, arts stream teacher educators have obtained high mean score (184.24) in organizational climate. Hence, it can be concluded that science stream teacher educators'

performance is better than arts and commerce streams teacher educators during the pre-service elementary teacher education program.

**II Correlational Phase**

**HO<sub>1</sub>** There is no significant relationship of Organizational Climate, Academic Achievement, and Family Environment with Training Success of Pre-Service Teacher Education Trainees.

**Table 2: Inter-Correlation matrix of Organizational Climate, Academic Achievement, Family Environment with Training Success of Elementary Teacher Educators (N=170)**

	<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Organizational Climate	1				
2	Academic Achievement	0.21	1			
3	Family Environment	0.24	0.28	0.39	1	
4	Training Success	0.30*	0.41*	0.33*	0.25*	1

\* Correlation is significant at 0.05 level

Table 2 reveals positive and significant relationship of organizational climate, academic achievement and family environment with training success of pre-service elementary teacher educators. Training success is correlated by 0.30 to organizational climate, 0.41 to academic achievement and 0.25 to family environment respectively. Academic achievement is highly correlated with training success whereas family environment is least correlated with training success as compared to academic achievement and organizational climate. Thereby, rejecting the null hypothesis stated that there is no significant relationship of Organizational Climate, Academic

Achievement and Family Environment with the Training Success of Pre-Service Elementary Teacher Educators.

### *III Differential Phase*

**Table 3: Mean score, Standard Deviation and T-value of High and Low Family Environment, High and Low Organizational Climate, and High and Low Academic Achievement of different streams (Arts, Commerce & Science) Elementary Teacher Educators in respect to the Training Success (N=170)**

<b>Dependent Variable</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t-value</b>
Training Success	High Family Environment of Elementary Teacher Educators	87	76.95	3.71	168	2.50*
	Low Family Environment of Elementary Teacher Educators	83	75.70	3.10		
	High Organizational Climate of Elementary Teacher Educators	86	79.01	2.69	168	5.20*
	Low Organizational Climate of Elementary Teacher Educators	84	76.77	3.12		
	High Academic Achievement of Elementary Teacher Educators	88	76.65	4.70	168	4.67*
	Low Academic Achievement of Elementary Teacher Educators	82	73.24	4.89		

**Note: Significant at 0.05 level**

**HO<sub>2</sub> There is no significant difference between the groups of High Family Environment and Low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.**

It can be seen from table 3 that the mean score of High Family Environment of Elementary Teacher Educators is 76.95, as compared to the mean score 75.70 of Low Family Environment of Elementary Teacher Educators. The computed t-value is 4.80, which is significant at 0.05 level. Thereby, rejecting the null hypothesis stated that there is no significant difference between the groups of High Family Environment and Low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

**HO<sub>3</sub> There is no significant difference between the groups of High Organizational Climate and Low Organizational Climate of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.**

Table 3 reveals the mean score of High Organizational Climate of Elementary Teacher Educators is 79.01, as compared to the mean score 76.77 of Low Organizational Climate of Elementary Teacher Educators. The computed t-value is 5.20, which is significant at 0.05 level. Therefore, rejecting the null hypothesis stated that there is no significant difference between the groups of High Organizational Climate and Low Organizational Climate of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

**HO<sub>4</sub> There is no significant difference between the groups of High Academic Achievement and Low Academic Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.**

Table 3 shows the mean score of High Academic Achievement of Elementary Teacher Educators is 76.65 as compared to the mean score 73.24 of Low Academic Achievement of Elementary Teacher Educators. The computed t-value is 4.67, which is significant as it is higher than the table value 1.98 at 0.05 level of significance. Hence, rejecting the null hypothesis stated there is no significant difference between the groups of High Academic Achievement and Low Academic

Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

## **FINDINGS**

- Science stream teacher educators obtained high mean score in Academic Achievement at +2level, Family Environment, and Training Success whereas arts stream teacher educators obtained high mean score in Organizational Climate.
- Performance of science stream teacher educators has been found better than arts and commerce streams teacher educators during the pre-service elementary teacher education program.
- Academic Achievement (0.41) is highly correlated with Training Success whereas Family Environment (0.25) is least correlated with Training Success as compared to Academic Achievement and Organizational Climate.
- There is positive significant relationship of Organizational Climate, Academic Achievement and Family Environment with the Training Success of Pre-Service Elementary Teacher Educators.
- There is low positive significant difference between the groups of High Family Environment and Low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.
- There is positive significant difference between the groups of High Organizational Climate and Low Organizational Climate of different streams (Arts, Commerce & Science) Pre-Service Teacher Education Trainees in respect to the Training Success.
- There is positive significant difference between the groups of High Academic Achievement and Low Academic Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

## **DISCUSSION OF THE RESULTS**

### ***Organizational Climate and Training Success***

It was found that there is positive significant difference between the groups of High and Low Organizational Climate of different streams (Arts, Commerce & Science) pre-service elementary teacher educators. Organizational climate affects the training success of elementary teacher educators. Those elementary teacher educators have positive organizational climate are performing better than those who have low organizational climate. Hence, if the infrastructure is good, and the facilities necessary for an effective training are provided enough to the teacher educators then performance of teacher educators may be positively high. Educational Institutes must ensure that there should be well equipped classroom, and proper availability of the resources for the elementary teacher educators' training. Besides that, leadership style of the principal, motivation, teachers' attitude, and job satisfaction of the teachers also affect the performance of teacher educators.

Findings of the study have been supported by the few past studies; it was revealed that school climate, discipline and physical facilities have significant influence on academic achievement of secondary school students (Ivagher Dondo, 2015). Attributes of teaching-organization and capacity of quality of education supply and other variables are associated with overall performance of students (Salem Al-Oun, 2012). It was also found that the academic achievement of students from enriched classroom climate schools is better than poor classroom climate schools (Dhar Ramesh & Dwivedi, 2011).

Conducive environment facilitates learning and improve academic achievement by promoting teacher effectiveness and organizational climate (Ojelabi S.A, 2009). School climate is associated with the academic achievement of students (Page A. Smith, 2002; Desai & Hirunval, 1980).

#### ***Academic Achievement and Training Success***

Study revealed that Academic Achievement is highly correlated with training success. There is positive significance difference between the groups of High Academic Achievement and Low Academic Achievement of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success. It can be concluded that training success of elementary teacher educators is affected by academic achievement at +2 level. Those teacher educators have high academic achievement at 10+2 level are performing well during the elementary teacher education program. So, teachers must pay special attention towards

academically weak students by conducting remedial classes and tutorials and their academic reports should be shared with parents to accelerate the progress of students.

Findings of the study have been supported by the number of studies; Rani Sunita, Siddiqui M. A. (2015) found that academic achievement at +2 level of the three streams students i.e. Arts, Science and Commerce differs significantly. Kaur, Dushyant (2007) showed academic achievement and teaching aptitude has 25% contribution to training success. Cornelius (2000) found positive relationship between academic achievement and teacher competence of teacher trainees. Jose (1993) concluded that positive significant relationship exists between academic achievement and student teacher effectiveness. Tharyani, D.K. (1986) also found correlation to be significant between academic achievement and training success.

### ***Family Environment and Training Success***

Positive correlation is found between Family Environment and Training Success but there is low positive significance difference between the groups of High Family Environment and Low Family Environment of different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success. Performance of the teacher educators is being affected by family environment to some extent. Those teacher educators endowed with parent's involvement and guidance in the learning process perform better in their training program. Early beginnings to knowledge originate within the family at a simple level in early years and further built in school. Family sets the platform for interactions and learning during each phase of life. Parents and all the significant others at home should make family environment to be learning stimulatory and study friendly for teacher educators.

Results appear to be in the line with the findings of Rezaei et al., (2018) showed students' academic achievement is highly correlated with the performance of their families. Positive correlation has been found in between the family environment and academic achievement (Joshi Gunjita 2018; Rashmi 2016; Kumar Rajesh, Lal Roshan, 2014; Egunsola, 2014; Chawla A., 2012).

Farooq M.S., Chaudhry A.H., Berhanu G. (2011) found socio-economic status and parents' education have a significant effect on students' overall academic achievement. Mahendra Swapnil

K., (2013) have studied that among good academic achievers 57% were from joint families and 92% parents communicate regularly with them about their homework, performance and improvements.

The findings is contradictory to the findings of Pappattu et al., (2017); Barmola Kailash, (2013) have found insignificant relationship between family environment and academic achievement. This seems to be a problem with further studies.

## **CONCLUSION**

Teaching is a noble profession and destiny of the nation is molded by the teacher educators. Thus, proper training and conducive environment should be provided for the holistic development. Educational institutes should provide equal opportunities to the elementary teacher educators whereby they can upgrade knowledge and skills. It is the responsibility of teachers and management to produce highly skilled prospective teachers who can help the nation to grow and prosper. Teacher educators should not only excel in academics, but also in other aspects of life. Family support and guidance, educational background, financial conditions, intellectual stimulations, and parental expectations also influence the performance of teacher educators.

As no research in itself is considered complete, every research is based upon past studies and lays down the foundation for a new study. The study also has delimitations in terms of variables. Study may be taken up to identify other psycho-social and demographical variables affecting training success of teacher educators which are not included in this study.

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