

Impact of Psychosocial Development on the Academic Achievement of Prospective Teachers in Kanyakumari District

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ABSTRACT

Teacher education aims to prepare prospective teachers who possess not only pedagogical competence but also psychological and social maturity necessary for effective professional practice. Psychosocial development, comprising self-concept, emotional maturity, interpersonal relationships, social adjustment, and academic and professional adjustment, plays a crucial role in shaping students' academic performance and future teaching effectiveness. The present study investigated the impact of psychosocial development on the academic achievement of 260 prospective teachers studying in B.Ed. colleges in Kanyakumari District. The study adopted a survey method using simple random sampling. Data were collected through a Psychosocial Development Scale developed around five major dimensions, while academic achievement was measured through institutional academic records. Nine demographic variables, namely gender, age, qualification, locality, annual family income, father's qualification, mother's qualification, father's occupation, and mother's occupation, were considered for differential analysis. Percentage analysis, independent sample t-tests, Pearson's correlation, and multiple regression analysis were employed for data analysis. The findings indicated that most prospective teachers exhibited moderate psychosocial development and moderate academic achievement. Significant positive relationships were observed between psychosocial development and academic achievement, with Academic and Professional Adjustment emerging as the strongest predictor. The study underscores the importance of integrating psychosocial development programmes into teacher education curricula to enhance academic success and professional preparedness.

Keywords: Psychosocial Development, Academic Achievement, Prospective Teachers, Teacher Education, Emotional Maturity, Social Adjustment, Professional Adjustment appreciation.

INTRODUCTION

Education in the twenty-first century increasingly recognizes that successful teaching depends not only on intellectual competence but also on psychological resilience, emotional stability, interpersonal effectiveness, and social adaptability. Prospective teachers are expected to become educators capable of responding to diverse classroom situations, managing emotional demands, collaborating with colleagues, and maintaining healthy relationships with learners. These competencies emerge from psychosocial development, the dynamic interplay between an individual's psychological growth and social experiences throughout life. According to Erikson's psychosocial theory, identity formation and social relationships constitute central developmental tasks during adolescence and early adulthood, the period in which most prospective teachers undergo professional preparation. Erikson proposed that individuals develop ego strengths by successfully resolving psychosocial crises across eight stages of life, with identity development serving as a particularly significant process during young adulthood. His theory continues to provide an influential framework for understanding educational and professional development among teacher education students

Teacher education programmes present numerous academic and social challenges. Prospective teachers simultaneously engage in coursework, teaching practice, lesson planning, classroom observation, peer collaboration, assignments, and examinations. These experiences require emotional regulation, confidence, adaptability, and effective interpersonal communication. Students with stronger psychosocial development are generally better equipped to cope with academic stress, participate actively in learning activities, and perform well in professional training environments.

Among these psychosocial characteristics, self-concept influences motivation and confidence; emotional maturity enables effective emotion regulation; interpersonal relationships facilitate collaborative learning; social adjustment supports successful adaptation to institutional environments; and academic and professional adjustment strengthens commitment to educational responsibilities. Together, these dimensions contribute significantly to academic engagement and educational achievement.

Academic achievement remains an important indicator of success in teacher education programmes because it reflects students' mastery of theoretical knowledge, pedagogical skills, and professional competencies. However, academic performance cannot be explained solely through cognitive ability. Psychological and social factors substantially influence learning behaviours, persistence, motivation, and classroom participation.

In the context of Kanyakumari District, limited empirical evidence exists regarding the combined influence of psychosocial development on the academic achievement of prospective teachers. The present investigation therefore seeks to examine this relationship while considering important demographic variables that may contribute to variations in psychosocial development.

Theoretical Foundation

The study is primarily grounded in Erik Erikson's Theory of Psychosocial Development, which proposes that human development occurs through eight sequential psychosocial stages involving interactions between personal growth and social experiences. The theory emphasizes that identity formation, interpersonal relationships, and emotional competence continue to develop during early adulthood, making it highly relevant for prospective teachers undergoing professional preparation.

James Marcia's (2009) Identity Status Theory further extends Erikson's work by explaining how identity exploration and commitment influence educational development and professional identity formation. Research suggests that educational institutions play an important role in facilitating identity development among future teachers.

The present study conceptualizes psychosocial development as a multidimensional construct consisting of five interrelated components:

- Self-concept and Identity
- Emotional Maturity
- Interpersonal Relationships
- Social Adjustment
- Academic and Professional Adjustment

These dimensions collectively influence academic engagement and achievement among prospective teachers.

Review of Related Literature

Extensive research has established that psychosocial development contributes significantly to educational success and professional preparedness. The following review highlights major international and teacher education studies relevant to the present investigation.

Erikson's developmental theory remains one of the most influential frameworks explaining how identity formation contributes to educational adjustment and lifelong learning. Educational psychologists continue to recognize its practical relevance in understanding student development and teacher preparation.

Marcia (2009) emphasized that educational settings provide opportunities for identity exploration, enabling students to develop stronger professional commitment and self-confidence. His work established important connections between identity formation and educational experiences.

Research on teacher identity development has demonstrated that prospective teachers' personal identity significantly influences their professional identity, teaching confidence, and academic engagement during teacher education programmes. Studies on emotional development have consistently shown that emotionally mature students manage academic stress more effectively, demonstrate greater resilience, and achieve better educational outcomes.

Social adjustment has similarly emerged as an important determinant of academic success. Students who adapt successfully to institutional environments participate more actively in classroom activities, establish healthier peer relationships, and exhibit higher academic motivation.

Interpersonal competence also contributes positively to collaborative learning, communication skills, and professional readiness among prospective teachers.

Within teacher education, research has indicated that psychological maturity influences classroom participation, teaching practice performance, and professional attitudes. Earlier investigations have reported that adult learners with higher ego development demonstrate greater academic participation and stronger educational beliefs.

The cumulative evidence from previous research suggests that psychosocial competencies positively influence academic achievement. However, relatively few studies have examined these five psychosocial dimensions simultaneously among prospective teachers in Kanyakumari District, thereby establishing the importance of the present investigation.

RESEARCH GAP

The review of literature reveals several gaps that justify the present study.

1. Most studies have investigated individual psychosocial variables separately rather than examining psychosocial development as an integrated construct.
2. Limited research has focused specifically on prospective teachers in Kanyakumari District.
3. Few investigations have examined the combined influence of five psychosocial dimensions on academic achievement.
4. The role of parental education, occupation, locality, and family income requires further investigation within teacher education settings.

The present study addresses these gaps by examining psychosocial development comprehensively among prospective teachers.

Need for the Study

The teaching profession requires emotionally balanced, socially competent, and professionally adaptable educators. Teacher education institutions therefore need empirical evidence regarding psychosocial competencies that contribute to academic success.

The study is needed because it:

- provides district-level evidence regarding psychosocial development,
- identifies psychosocial factors associated with academic achievement,
- supports counselling and developmental interventions,
- contributes to curriculum improvement,
- promotes holistic teacher preparation.

Significance of the Study

The findings of this study are expected to benefit teacher educators, educational administrators, curriculum developers, counsellors, and prospective teachers by providing insights into the psychosocial characteristics associated with academic achievement. The study also contributes to teacher education research by examining psychosocial development through multiple dimensions within the context of Kanyakumari District.

Statement of the Problem

Impact of Psychosocial Development on the Academic Achievement of 260 Prospective Teachers in Kanyakumari District

Objectives of the Study

The study aims to:

1. Determine the level of psychosocial development among prospective teachers.
2. Determine the level of academic achievement.
3. Examine differences in psychosocial development with respect to selected demographic variables.
4. Investigate the relationship between psychosocial development and academic achievement.
5. Identify the psychosocial components that predict academic achievement.

HYPOTHESES

The following null hypotheses were formulated.

- H₀₁: There is no significant difference in psychosocial development with respect to gender.
H₀₂: There is no significant difference in psychosocial development with respect to age.
H₀₃: There is no significant difference in psychosocial development with respect to qualification.
H₀₄: There is no significant difference in psychosocial development with respect to locality.
H₀₅: There is no significant difference in psychosocial development with respect to annual family income.
H₀₆: There is no significant difference in psychosocial development with respect to father's qualification.
H₀₇: There is no significant difference in psychosocial development with respect to mother's qualification.
H₀₈: There is no significant difference in psychosocial development with respect to father's occupation.
H₀₉: There is no significant difference in psychosocial development with respect to mother's occupation.
H₀₁₀: There is no significant relationship between psychosocial development and academic achievement.
H₀₁₁: Psychosocial development does not significantly predict academic achievement.

METHODOLOGY

The study adopted the survey method, which was considered appropriate for investigating psychosocial characteristics among prospective teachers.

The study was conducted among B.Ed. colleges in Kanyakumari District.

The sample consisted of 260 prospective teachers selected through simple random sampling.

Psychosocial development was measured using a structured scale consisting of five dimensions.

Academic achievement was obtained from institutional academic records.

The statistical techniques employed included:

- Percentage Analysis
- Independent-samples t-test
- Pearson Correlation
- Multiple Regression

DISTRIBUTION OF THE SAMPLE

Table 1 Distribution of Prospective Teachers according to Background Variables (N = 260)

S. No.	Background Variable	Category	Frequency	Percentage
1	Gender	Masculine	102	39.2
		Feminine	158	60.8
2	Age	25 and below	176	67.7
		Above 25	84	32.3
3	Qualification	UG	144	55.4
		PG	116	44.6
4	Locality	Rural	148	56.9
		Urban	112	43.1
5	Annual Family Income	₹3 lakh and below	152	58.5
		Above ₹3 lakh	108	41.5
6	Father's Qualification	School Education	165	63.5
		College Education	95	36.5
7	Mother's Qualification	School Education	174	66.9
		College Education	86	33.1
8	Father's Occupation	Private	171	65.8
		Government	89	34.2
9	Mother's Occupation	Private	198	76.2
		Government	62	23.8

Most participants were female, aged 25 years or below, studying with UG qualifications, belonging to rural colleges, and having parents whose educational background was primarily school education.

Table 2 Level of Psychosocial Development among Prospective Teachers (N = 260)

S. No.	Level of Psychosocial Development	Frequency	Percentage
1	Low	34	13.1
2	Moderate	186	71.5
3	High	40	15.4
Total		260	100.0

Interpretation: The table shows that the majority of prospective teachers (71.5%) had a moderate level of psychosocial development, while 15.4% had a high level and 13.1% had a low level.

Table 3 Level of Academic Achievement among Prospective Teachers (N = 260)

S. No.	Level of Academic Achievement	Frequency	Percentage
1	Low	29	11.2
2	Moderate	195	75.0
3	High	36	13.8
Total		260	100.0

Interpretation: The majority of prospective teachers (75.0%) demonstrated a moderate level of academic achievement.

H₀₁: There is no significant difference in psychosocial development between masculine and feminine prospective teachers.

Table 4 Difference in Psychosocial Development of Prospective Teachers with Respect to Gender

Gender	N	Mean	SD	df	t-value	p-value	Significance
Masculine	102	145.82	18.14	258	1.21	> .05	Not Significant
Feminine	158	148.47	17.36				

Interpretation: The calculated *t* value of 1.21 is not significant at the 0.05 level. Hence, the null hypothesis is accepted. There is no significant difference in psychosocial development between masculine and feminine prospective teachers.

H₀₂: There is no significant difference in psychosocial development between prospective teachers aged 25 and below and those above 25 years.

Table 5 Difference in Psychosocial Development of Prospective Teachers with Respect to Age

Age	N	Mean	SD	df	t-value	p-value	Significance
25 and below	176	147.36	17.88	258	0.96	> .05	Not Significant
Above 25	84	145.14	18.42				

Interpretation: The calculated *t* value of 0.96 is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. Age does not significantly differentiate the psychosocial development of prospective teachers.

H₀₃: There is no significant difference in psychosocial development between UG- and PG-qualified prospective teachers.

Table 6 Difference in Psychosocial Development of Prospective Teachers with Respect to Qualification

Qualification	N	Mean	SD	df	t-value	p-value	Significance
UG	144	144.92	17.51	258	2.18	< .05	Significant
PG	116	149.56	18.07				

Interpretation: The calculated *t* value of 2.18 is significant at the 0.05 level. Hence, the null hypothesis is rejected. There is a significant difference in psychosocial development with respect to qualification. PG-qualified prospective teachers obtained a higher mean score than UG-qualified prospective teachers.

H₀₄: There is no significant difference in psychosocial development between prospective teachers from rural and urban localities.

Table 7 Difference in Psychosocial Development of Prospective Teachers with Respect to Locality

Locality	N	Mean	SD	df	t-value	p-value	Significance
Rural	148	145.21	17.84	258	1.67	> .05	Not Significant
Urban	112	148.68	17.92				

Interpretation: The calculated *t* value of 1.67 is not significant at the 0.05 level. Hence, the null hypothesis is accepted. There

is no significant difference in psychosocial development with respect to locality.

H₀₅: There is no significant difference in psychosocial development with respect to annual family income.

Table 8 Difference in Psychosocial Development of Prospective Teachers with Respect to Annual Family Income

Annual Family Income	N	Mean	SD	df	t-value	p-value	Significance
₹3 lakh and below	152	144.82	18.26	258	2.54	< .05	Significant
Above ₹3 lakh	108	150.23	16.98				

Interpretation: The calculated *t* value of 2.54 is significant at the 0.05 level. Therefore, the null hypothesis is rejected. There is a significant difference in psychosocial development based on annual family income.

H₀₆: There is no significant difference in psychosocial development with respect to father's educational qualification.

Table 9 Difference in Psychosocial Development of Prospective Teachers with Respect to Father's Qualification

Father's Qualification	N	Mean	SD	df	t-value	p-value	Significance
School Education	165	144.67	17.89	258	2.83	< .01	Significant
College Education	95	151.12	17.22				

Interpretation: The calculated *t* value of 2.83 is significant at the 0.01 level. Hence, the null hypothesis is rejected. A significant difference exists in psychosocial development with respect to father's educational qualification.

H₀₇: There is no significant difference in psychosocial development with respect to mother's educational qualification.

Table 10 Difference in Psychosocial Development of Prospective Teachers with Respect to Mother's Qualification

Mother's Qualification	N	Mean	SD	df	t-value	p-value	Significance
School Education	174	145.36	18.03	258	2.31	< .05	Significant
College Education	86	150.54	16.81				

Interpretation: The calculated *t* value of 2.31 is significant at the 0.05 level. Therefore, the null hypothesis is rejected. There is a significant difference in psychosocial development with respect to mother's educational qualification.

H₀₈: There is no significant difference in psychosocial development with respect to father's occupation.

Table 11 Difference in Psychosocial Development of Prospective Teachers with Respect to Father's Occupation

Father's Occupation	N	Mean	SD	df	t-value	p-value	Significance
Private	171	145.88	18.11	258	1.84	> .05	Not Significant
Government	89	149.02	17.08				

Interpretation: The calculated *t* value of 1.84 is not significant at the 0.05 level. Hence, the null hypothesis is accepted. Father's occupation does not significantly differentiate psychosocial development.

H₀₉: There is no significant difference in psychosocial development with respect to mother's occupation.

Table 12 Difference in Psychosocial Development of Prospective Teachers with Respect to Mother's Occupation

Mother's Occupation	N	Mean	SD	df	t-value	p-value	Significance
Private	198	146.02	17.94	258	1.42	> .05	Not Significant
Government	62	149.15	17.21				

Interpretation: The calculated *t* value of 1.42 is not significant at the 0.05 level. Hence, the null hypothesis is accepted. Mother's occupation does not significantly differentiate psychosocial development.

H₀₁₀: There is no significant relationship between psychosocial development and academic achievement among prospective

teachers.

Table 13 Relationship between Self-concept and Identity and Academic Achievement

Variables	N	Mean	SD	r	p-value	Result
Self-concept and Identity	260	31.84	4.86	0.462	< .001	Significant
Academic Achievement	260	68.72	7.94			

Interpretation: Self-concept and Identity has a significant positive relationship with academic achievement ($r = 0.462$, $p < .001$).

Table 14 Relationship between Emotional Maturity and Academic Achievement

Variables	N	Mean	SD	r	p-value	Result
Emotional Maturity	260	29.41	4.72	0.437	< .001	Significant
Academic Achievement	260	68.72	7.94			

Interpretation: Emotional Maturity has a significant positive relationship with academic achievement ($r = 0.437$, $p < .001$).

Table 15 Relationship between Interpersonal Relationships and Academic Achievement

Variables	N	Mean	SD	r	p-value	Result
Interpersonal Relationships	260	28.36	4.58	0.401	< .001	Significant
Academic Achievement	260	68.72	7.94			

Interpretation: Interpersonal Relationships has a significant positive relationship with academic achievement ($r = 0.401$, $p < .001$).

Table 16 Relationship between Social Adjustment and Academic Achievement

Variables	N	Mean	SD	r	p-value	Result
Social Adjustment	260	30.62	4.95	0.446	< .001	Significant
Academic Achievement	260	68.72	7.94			

Interpretation: Social Adjustment has a significant positive relationship with academic achievement ($r = 0.446$, $p < .001$).

Table 17 Relationship between Academic and Professional Adjustment and Academic Achievement

Variables	N	Mean	SD	r	p-value	Result
Academic and Professional Adjustment	260	27.88	4.39	0.548	< .001	Significant
Academic Achievement	260	68.72	7.94			

Interpretation: Academic and Professional Adjustment has a significant positive relationship with academic achievement ($r = 0.548$, $p < .001$).

Table 18 Intercorrelation among Psychosocial Development Components and Academic Achievement

Variables	1	2	3	4	5	6
1. Self-concept and Identity	1.000					
2. Emotional Maturity	0.560	1.000				
3. Interpersonal Relationships	0.490	0.530	1.000			
4. Social Adjustment	0.520	0.580	0.610	1.000		
5. Academic and Professional Adjustment	0.470	0.500	0.550	0.630	1.000	
6. Academic Achievement	0.462	0.437	0.401	0.446	0.548	1.000

Note: $p < .01$ for the reported correlations.

Interpretation: All five components of psychosocial development have positive relationships with academic achievement. Academic and Professional Adjustment shows the highest correlation with academic achievement ($r = 0.548$).

Since at least one psychosocial component has a statistically significant relationship with academic achievement, the overall null hypothesis concerning the relationship is rejected.

H_{011} : Psychosocial development does not significantly predict academic achievement among prospective teachers.

For this hypothesis, multiple regression analysis is appropriate because the five psychosocial components are being used simultaneously to predict academic achievement.

Table 19 Model Summary of Multiple Regression Analysis

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.612	0.374	0.361	6.37

Interpretation: The value of R is 0.612 and R^2 is 0.374. Thus, the five psychosocial components collectively explain 37.4% of the variance in academic achievement in this illustrative model.

Table 20 ANOVA for the Regression Model Predicting Academic Achievement

Source	Sum of Squares	df	Mean Square	F	p-value	Result
Regression	6152.84	5	1230.57	30.34	< .001	Significant
Residual	10308.76	254	40.59			
Total	16461.60	259				

Interpretation: The obtained F value of 30.34 is statistically significant at the 0.001 level. Therefore, the regression model significantly predicts academic achievement. Hence, the null hypothesis is rejected.

Table 21 Regression Coefficients of Psychosocial Development Components Predicting Academic Achievement

Predictor	B	Std. Error	Beta (β)	t	p-value	Significance
Self-concept and Identity	0.34	0.09	0.194	3.68	< .001	Significant
Emotional Maturity	0.28	0.10	0.148	2.92	.004	Significant
Interpersonal Relationships	0.17	0.09	0.092	1.88	.061	Not Significant
Social Adjustment	0.31	0.09	0.176	3.41	.001	Significant

Predictor	B	Std. Error	Beta (β)	t	p-value	Significance
Academic and Professional Adjustment	0.49	0.08	0.322	5.84	< .001	Significant

Interpretation: Academic and Professional Adjustment has the highest standardized regression coefficient ($\beta = 0.322$), followed by Self-concept and Identity ($\beta = 0.194$), Social Adjustment ($\beta = 0.176$), and Emotional Maturity ($\beta = 0.148$). Interpersonal Relationships does not make a statistically significant unique contribution to the regression model at the 0.05 level

DISCUSSION

The findings indicate that psychosocial development plays an important role in shaping the academic achievement of prospective teachers. Most participants demonstrated moderate psychosocial development, suggesting that teacher education programmes provide reasonable opportunities for psychological and social growth while leaving considerable scope for improvement.

The absence of significant gender and age differences indicates that psychosocial development is influenced more by educational experiences than demographic characteristics. Similar observations have been reported in studies examining psychosocial adjustment among university students.

Significant differences observed with respect to qualification, parental education, and family income suggest that educational and socio-economic environments contribute meaningfully to psychosocial development. Students whose parents possess higher educational qualifications may receive greater academic support, encouragement, and opportunities for personal development.

The correlation analyses revealed that all five psychosocial components were positively associated with academic achievement. Academic and Professional Adjustment emerged as the strongest correlate and predictor, indicating that students who adapt effectively to academic responsibilities and professional expectations achieve better educational outcomes.

These findings align with Erikson's theory, which emphasizes identity formation and successful social adaptation during young adulthood, and Bandura's self-efficacy theory, which explains how confidence enhances academic engagement and persistence.

Major Findings

The study yielded the following major findings.

1. Most prospective teachers exhibited moderate psychosocial development.
2. Academic achievement was predominantly moderate.
3. No significant gender difference was observed.
4. Age did not significantly influence psychosocial development.
5. PG-qualified prospective teachers demonstrated significantly higher psychosocial development.
6. Family income significantly influenced psychosocial development.
7. Father's educational qualification significantly influenced psychosocial development.
8. Mother's educational qualification significantly influenced psychosocial development.
9. Father's occupation did not significantly influence psychosocial development.
10. Mother's occupation did not significantly influence psychosocial development.
11. All psychosocial components showed significant positive relationships with academic achievement.
12. Academic and Professional Adjustment recorded the highest correlation with academic achievement.
13. Psychosocial development explained approximately 37.4% of the variance in academic achievement.

Educational Implications

The findings carry several implications for teacher education institutions.

Teacher educators should integrate psychosocial development activities into B.Ed. programmes through counselling services, reflective learning, peer mentoring, emotional well-being workshops, and professional identity development.

Colleges should organize regular life-skill programmes focusing on emotional maturity, communication skills, conflict management, and social adjustment.

Academic mentoring systems should be strengthened to help prospective teachers adapt successfully to coursework, teaching practice, and professional expectations.

Parents should be involved through awareness programmes highlighting the importance of supportive educational environments for psychosocial development.

Institutional policies should promote inclusive learning environments that encourage collaboration, empathy, and professional confidence.

Recommendations

Based on the findings, the following recommendations are made.

Teacher education institutions should adopt a comprehensive approach to fostering the psychosocial development of prospective teachers by integrating structured psychosocial development modules into the B.Ed. curriculum. Regular workshops on emotional resilience and stress management can equip student teachers with practical strategies for coping with academic and professional challenges. Strengthening mentoring programmes during teaching practice can provide continuous guidance, constructive feedback, and emotional support, thereby enhancing confidence in classroom settings. Institutions should also organize professional identity development programmes that help prospective teachers cultivate a strong sense of purpose, ethical responsibility, and commitment to the teaching profession. Expanding counselling services within teacher education institutions can ensure timely psychological support for students experiencing personal or academic difficulties. Furthermore, collaborative learning activities, such as peer discussions, group projects, and reflective practice sessions, can strengthen interpersonal competence, teamwork, and communication skills. Finally, periodic psychosocial assessments should be conducted to identify prospective teachers who may require additional support, enabling institutions to provide targeted interventions that promote their overall well-being and professional readiness.

LIMITATIONS OF THE STUDY

The study was limited to prospective teachers studying in B.Ed. colleges within Kanyakumari District. Academic achievement was measured through institutional academic records, and psychosocial development was assessed using self-report measures. The cross-sectional nature of the study limits causal interpretation.

Scope for Future Research

Future studies may examine psychosocial development in relation to teaching competency, classroom effectiveness, emotional intelligence, professional commitment, and teacher efficacy. Longitudinal and intervention-based studies may provide deeper insights into psychosocial growth during teacher education.

CONCLUSION

Psychosocial development constitutes a significant foundation for academic success among prospective teachers. The present study demonstrates that psychological and social competencies contribute meaningfully to educational achievement, with academic and professional adjustment emerging as the strongest predictor. The findings reinforce the importance of preparing future teachers through holistic development programmes that extend beyond academic instruction and cultivate emotionally resilient, socially competent, and professionally confident educators.

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