

A Review of the Relationship Between Selected Psychological Variables and Academic Achievement of D.El. ED and B.P. ED Students in Uttar Pradesh

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Abstract

Psychological factors affect students' academic performance in teacher education programs. This review-based study explores the relationship between selected psychological factors—namely motivation, self-esteem, academic anxiety, emotional intelligence, and self-efficacy—and the academic achievement of D.El.Ed. (Diploma in Elementary Education) and B.P.Ed. (Bachelor of Physical Education) students in Uttar Pradesh. Through an extensive analysis of national and international literature, this study reveals that B.P.Ed. students tend to exhibit higher levels of intrinsic motivation, emotional intelligence, and self-efficacy due to the activity-based and collaborative nature of their training. Conversely, D.El.Ed. students, especially those from rural or conservative backgrounds, often face challenges such as academic anxiety and low self-esteem, impacting their educational outcomes. The review also considers institutional environments, regulatory policies, and curriculum frameworks to understand the broader factors influencing psychological development. The study concludes with key implications for teacher education policy and practice, emphasizing the need for emotionally supportive, inclusive, and psychologically informed learning environments. This paper identifies a critical research gap in comparative psychological profiling between D.El.Ed. and B.P.Ed. students in the Indian context, particularly in Uttar Pradesh.

Keywords - Motivation, Emotional Intelligence, Academic Anxiety, Self-Efficacy, Academic Achievement

Introduction

Academic achievement is a multifaceted outcome influenced not only by cognitive abilities and instructional methods but also by a range of psychological variables that shape a student's motivation, confidence, behaviour, and mental health. In the realm of teacher education, understanding these psychological influences becomes crucial, as prospective educators must navigate both academic rigor and the emotional demands of teaching professions. This review study specifically examines the relationship between selected psychological variables—namely motivation, self-esteem, academic anxiety, emotional intelligence, and self-efficacy—and the academic performance of students enrolled in two foundational teacher education programs in India: The Diploma in Elementary Education (D.El.Ed.) and the Bachelor of Physical Education (B.P.Ed.). Uttar Pradesh, as India's most populous state with a vast and diverse educational landscape, presents a unique case for such an inquiry. Students entering D.El.Ed. and B.P.Ed. programs come from varied socioeconomic, cultural, and academic backgrounds, each bringing different levels of emotional preparedness and psychological resilience. While D.El.Ed. students often pursue their training in more conventional, classroom-oriented settings, B.P.Ed. students typically engage in activity-based, experiential learning, particularly through sports and physical training. These differences in pedagogical approach, student profile, and institutional environment are likely to shape distinct psychological outcomes and, in turn, influence academic success. Existing research highlights that intrinsic motivation is a significant driver of academic engagement, while high self-esteem and emotional intelligence contribute to better classroom

participation and resilience under pressure. Academic anxiety and low self-efficacy can harm student performance and satisfaction.

However, despite a growing body of literature in educational psychology and teacher training, there remains a dearth of comparative studies focusing on how these variables differentially affect D.El.Ed. and B.P.Ed. students, particularly in the socio-cultural context of Uttar Pradesh. In this backdrop, the present study aims to synthesize existing national and international research on the role of selected psychological variables in shaping academic outcomes among teacher trainees. By reviewing patterns across institutional types, gender, curriculum, and pedagogical practices, the study offers a nuanced understanding of the psychological challenges and strengths of D.El.Ed. and B.P.Ed. students. The findings aim to provide curriculum developers, policymakers, and teacher educators with strategies to create more inclusive, supportive, and psychologically enriching learning environments in teacher education institutions.

2. Objectives of the Study

The present review-based study aims to explore the complex interplay between psychological variables and academic achievement among students pursuing D.El.Ed. and B.P.Ed. programs in Uttar Pradesh. Given the distinct pedagogical frameworks, student demographics, and academic demands of these two teacher education pathways, the study seeks to identify patterns, contrasts, and implications related to psychological development and educational performance. The specific objectives of the study are as follows:

3. Methodology

This study follows a review-based qualitative methodology, focusing on analysing existing literature related to psychological variables—motivation, self-esteem, academic anxiety, emotional intelligence, and self-efficacy—and their influence on the academic achievement of D.El.Ed. and B.P.Ed. students in Uttar Pradesh.

Data came from research journals, theses, books, policy documents like the National Curriculum Framework for Teacher Education, and online databases such as Google Scholar, ERIC, and Shodhganga. Studies from 2000 to 2024 were prioritized.

A thematic analysis methodology was employed to classify the literature into fundamental psychological domains. Insights were based on Self-Determination Theory (Deci & Ryan), Social Cognitive Theory (Bandura), and Emotional Intelligence (Goleman). This approach helped identify patterns, gaps, and practical implications for teacher education.

4. Review of Literature

A thorough review of existing literature provides a strong foundation for the current investigation into the psychological variables that influence academic achievement among students enrolled in D.El.Ed. and B.P.Ed. programs in Uttar Pradesh. The studies included in this section offer insight into motivation, self-esteem, emotional intelligence, anxiety, self-efficacy, and institutional factors relevant to teacher education.

4.1 Motivation and Academic Achievement

Intrinsic motivation is a key factor in academic success. Deci and Ryan (2000) identified motivation as a psychological need essential for self-regulated learning. Agarwal (2018) observed that student motivation within India's educational system is influenced by institutional support, pedagogical approaches, and socio-economic conditions. Pandey (2020) observed that B.P.Ed. students exhibit higher intrinsic motivation, often resulting from goal-directed training in physical activities and sports, which enhances their academic and personal engagement.

4.2 Self-Esteem

High self-esteem has been positively correlated with better academic performance. According to the Rosenberg Self-Esteem Scale, students with strong self-worth are more likely to persist in their studies and respond constructively to feedback. Sharma and Singh (2017) found that D.El.Ed. students, particularly females from rural backgrounds, often experience diminished self-esteem due to cultural and institutional limitations, leading to academic underperformance.

4.3 Academic Anxiety

Tripathi (2016) reported that academic anxiety acts as a barrier to learning, particularly among students enrolled in D.El.Ed. programs where examination pressure is intense. In contrast, B.P.Ed. students benefit from the physical release and stress reduction afforded by sports participation. Srivastava (2019) also highlighted how curriculum structure and delivery methods influence students' emotional and psychological readiness, which can either mitigate or amplify academic anxiety.

4.4 Emotional Intelligence (EI)

Emotional intelligence is key to success in academics and careers. Goleman (1995) and Misra (2021) both emphasized the role of EI in classroom engagement, interpersonal relationships, and decision-making. Students in B.P.Ed. programs often display higher emotional intelligence due to team-based training environments and physical education curricula. Srivastava (2019) and Tilak & Bandyopadhyay (2023) emphasized that teacher education programs must address socio-emotional learning, both for future teachers and their academic success.

4.5 Self-Efficacy

Self-efficacy determines how well students believe they can perform academically. Bandura (1997) posited that self-efficacy influences student motivation, learning strategies, and resilience. Singh and Verma (2019) confirmed that students in B.P.Ed. programs exhibit greater self-efficacy, due to structured goal-setting and regular performance evaluations. In alignment, Tilak (2021) emphasized the need for developing teacher educators who can instill a sense of competence and agency among learners, particularly in under-resourced regions of India.

4.6 Institutional Environment and Structural Challenges

Ahmad (2022) explored how modern education practices in madrasas influence the psychological development of learners. His study underlined the impact of pedagogical and institutional factors on students' emotional and cognitive growth, offering parallels for D.El.Ed. programs with similar cultural contexts.

Singh (2018) identified institutional and curricular differences in teacher training that significantly influence students' psychological engagement. Freeman (2018) noted barriers in qualifications recognition and systemic support, which can undermine academic self-worth and motivation.

Panda, Behera, and Basantia (2022) offered a global perspective on regulatory structures in teacher education, pointing out the disparities in quality control and psychological support systems. Such disparities directly affect student experience, confidence, and academic results in Indian institutions, including those in Uttar Pradesh.

Baliya (n.d.) advocated for stronger collaborative partnerships and internship programs in teacher education. A structured internship offers firsthand experience, enhances student confidence, and reduces anxiety, thereby fostering psychological resilience.

4.7 Curriculum, Philosophy, and Policy Frameworks

The National Curriculum Framework for Teacher Education emphasizes the development of the whole student, including emotional and social domains, aligning with the psychological variables examined in this study. Similarly, Srivastava (2019) proposed a comprehensive approach to teacher education that nurtures the learner's identity, emotion, and intellect.

Brahma (n.d.) discussed the philosophical underpinnings of yoga, noting its application in education to promote mental clarity and reduce stress—an approach particularly relevant to B.P.Ed. students. Integrating yogic philosophy into teacher education can strengthen emotional regulation and academic performance.

Tilak and Bandyopadhyay (2023) explored policy and structural challenges in teacher education in India, emphasizing psychological preparedness and institutional accountability as key quality indicators. Their findings support the present study's focus on how systemic and psychological factors intersect to influence academic achievement.

4.8 Synthesis and Research Gap

Across reviewed literature, it is evident that psychological factors like motivation, emotional intelligence, anxiety, and self-efficacy influence the academic success of teacher trainees. B.P.Ed. students perform better on psychological variables due to activity-based pedagogy and structured physical environments. D.El.Ed. students, especially from rural or culturally conservative backgrounds, often lack institutional and emotional support. However, despite the rich literature on teacher education and psychological development, there is a lack of comparative studies focused specifically on the psychological profile and academic outcomes of D.El.Ed. and B.P.Ed. students in Uttar Pradesh.

5. Key Findings and Discussion

The review-based analysis of psychological variables in relation to academic achievement among D.El.Ed. and B.P.Ed. students in Uttar Pradesh has revealed several important insights. The findings indicate significant psychological distinctions between the two groups of teacher trainees, shaped by their learning environments, institutional structures, and socio-cultural contexts.

1. Motivation and Academic Engagement

B.P.Ed. students consistently exhibit higher levels of **intrinsic motivation**, due to their engagement in sports and activity-based learning. Physical education curricula often encourage goal setting, discipline, and teamwork, which contribute to sustained academic engagement. On the contrary, D.El.Ed. students, particularly those from underprivileged or rural backgrounds, often rely on **extrinsic motivation**—driven more by job prospects than personal interest—resulting in lower academic enthusiasm and effort.

2. Self-Esteem and Confidence

D.El.Ed. Research indicates that students from rural areas experience challenges related to **low self-esteem**, which in turn impacts their classroom engagement and academic achievement. This is due to limited exposure, economic constraints, and a rigid curriculum. In contrast, B.P.Ed. students benefit from greater peer interaction, performance-based assessment, and positive reinforcement in team activities, which enhances their **academic self-worth and confidence**.

3. Academic Anxiety

Academic anxiety emerged as a notable barrier among D.El.Ed. students. Examination pressure, lack of counselling support, and fear of failure contribute to stress and reduced academic performance. B.P.Ed. students, however, appear to manage academic stress better likely due to physical activity's role in regulating mood and anxiety, as well as a more dynamic and collaborative learning environment.

4. Emotional Intelligence

The review shows that B.P.Ed. students demonstrate higher **emotional intelligence (EI)**, which aids in classroom collaboration, self-regulation, and resilience. Their curriculum integrates practical, peer-based learning, which enhances people skills. D.El.Ed. Integrating Emotional Intelligence into theory lectures can enhance student competencies.

5. Self-Efficacy

B.P.Ed. students display stronger **self-efficacy**, as their academic programs often incorporate performance feedback, competitions, and visible achievement markers. This instils a belief in their own capabilities. D.El.Ed. students, particularly those without adequate mentorship or support, often lack such structured reinforcement, which diminishes their confidence in academic tasks.

6. Influence of Institutional and Policy Structures

The findings emphasize that **institutional context and curriculum design** significantly influence student psychology. Programs with experiential, feedback-rich environments (e.g., B.P.Ed.) better nurture psychological well-being than more rigid, lecture-dominated settings (e.g., many D.El.Ed. institutions). Teacher education institutes, particularly D.El. Ed programs, lack psychological counselling and mental health support. students. students.

7. Sociocultural and Gender-Based Disparities

Gender and socio-economic status were critical cross-cutting factors. Female students in rural D.El.Ed. colleges face compounded psychological challenges, including **gender-based academic anxiety**, family expectations, and limited support. Conversely, B.P.Ed. programs—often located in better-equipped institutions—attract more urban and physically active students who may already possess higher psychological readiness.

6. Implications for Policy and Practice

The findings of this review highlight the urgent need for reforms in teacher education that go beyond academic content delivery to include comprehensive psychological development. For both D.El.Ed. and B.P.Ed. Educational policy and institutional practices must systematically address psychological variables such as motivation, self-efficacy, emotional intelligence, and academic anxiety to enhance the effectiveness of programs.

- **Curriculum Reforms:** Teacher education curricula should integrate psychological development modules, including life skills, emotional regulation, goal setting, and stress management, especially in D.El.Ed. programs which currently lack experiential and emotionally engaging components.
- **Counselling and Support Systems:** Establishing psychological counselling cells and mentorship programs in teacher training institutions is essential. These services can help students manage anxiety, build self-confidence, and set academic and professional goals.

- **Inclusive Pedagogical Practices:** Institutions must adopt inclusive and participatory teaching methods that encourage student interaction, reflection, and feedback—especially for D.El.Ed. students from disadvantaged backgrounds.
- **Capacity Building of Teacher Educators:** Training programs for faculty should focus on equipping educators with tools to nurture psychological well-being among students. This includes recognizing signs of distress and promoting a classroom culture of empathy and support.
- **Gender-Sensitive Interventions:** Policies must specifically address the challenges faced by rural and female D.El.Ed. students. Initiatives such as peer mentoring, targeted scholarships, and confidence-building workshops can help bridge the psychological gap.

7. Gaps and Future Research Directions

While this review consolidates extensive literature on psychological variables influencing academic performance in teacher education, several gaps remain:

- **Lack of Primary Comparative Studies:** Very few empirical studies have directly compared the psychological profiles of D.El.Ed. and B.P.Ed. students in the same institutional or regional context.
- **Limited Data from Rural Institutions:** Most available research disproportionately represents urban and semi-urban institutions. Additional studies are necessary to understand the psychological issues faced by students in rural colleges.
- **Absence of Longitudinal Research:** There is a need for longitudinal studies tracking psychological development and academic performance over time, especially from admission to graduation.

Need for Comprehensive Intersectional Research: Further studies are essential to investigate the intersection of gender, caste, religion, economic status, and institutional type in relation to their impacts on psychological well-being and academic achievement.

- **Impact of Digital Education:** With the growing adoption of online and hybrid learning models, future research should assess how digital pedagogies influence motivation, anxiety, and self-efficacy among teacher trainees.

8. Conclusion

This review underscores the significant role that psychological variables play in determining academic achievement among students in teacher education programs, particularly D.El.Ed. and B.P.Ed. courses in Uttar Pradesh. B.P.Ed. students, due to their structured, activity-oriented, and interactive learning environments, consistently demonstrate higher motivation, emotional intelligence, and self-efficacy. In contrast, D.El.Ed. students—especially those from rural, under-resourced, or socially constrained backgrounds—are more vulnerable to academic anxiety and low self-esteem, adversely affecting their academic progress.

Addressing these disparities calls for systemic reform in curriculum design, institutional support, and faculty development. Education policies should link academic performance with psychological resilience and prioritize mental and emotional support in teacher training. Ultimately, creating psychologically safe, inclusive, and empowering learning spaces will not only enhance student performance but also prepare well-rounded, emotionally intelligent teachers for the nation's classrooms.

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