

Attitudes in Action: Exploring Study Habits During Practice Teaching Among B.Ed. Trainees

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Abstract:

This study investigates the interplay between attitudes, study habits, and teaching efficacy among Bachelor of Education trainees during their practice teaching phase. It examines how pre-service teachers' self-efficacy and their approach to research modules influence their overall performance and pedagogical development. Specifically, it delves into the correlation between pre-service teachers' efficacy and their preparedness for instructional delivery, along with their attitudes towards the educational process. The study also considers how varying attitudes toward learning, influenced by factors such as openness and anxiety, impact their teaching methodologies and student engagement. The findings aim to provide insights that can enhance initial teacher education programs by strengthening the self-efficacy of future educators. Furthermore, this research scrutinizes the specific dimensions of self-efficacy, such as instructional practices, classroom management, and motivational strategies, to ascertain their impact on effective teaching and student outcomes. It further explores how these efficacy beliefs, coupled with particular learning styles, manifest in the study habits adopted by B.Ed. trainees during their practical teaching experiences.

INTRODUCTION:

The exploration into these areas aims to delineate how pre-service teachers' self-perceptions of their capabilities, particularly within the context of research methodology, influence their engagement and ultimate success in academic and practical teaching scenarios (West & Meier, 2019). This inquiry is crucial given that positive attitudes and robust self-efficacy towards teaching and research are significant predictors of academic achievement and effective pedagogical practices among prospective teachers (Rafiq et al., 2025; SIVACI, 2017). This is particularly relevant as teacher attitudes and self-efficacy are established psychological constructs influencing successful pedagogical implementation and overall teaching effectiveness (Kara & Namdar, 2025). Thus, understanding the dynamics of these beliefs is essential for cultivating proficient educators, as confidence in one's ability to execute planned activities directly impacts performance and problem-solving skills in complex educational settings (Çelik & Ergin, 2022). This study, therefore, aims to identify the factors that contribute to these beliefs and to suggest pedagogical interventions that can strengthen preservice teachers' self-efficacy and refine their study habits during practice teaching (Kanadlı, 2017). A strong sense of self-efficacy during this formative period can significantly influence a teacher's pedagogical approaches, their ability to manage classroom dynamics, and their openness to integrating innovative teaching strategies (Yerdelen et al., 2024). This foundational period of initial teacher education is critical for developing robust self-efficacy beliefs, which are demonstrably linked to enhanced teaching quality and effective pedagogical practices (Wang et al.,

2024; Yerdelen et al., 2024).

Indeed, instructional processes within teacher education programs play a pivotal role in shaping the teaching self-efficacy of prospective teachers, influencing their future engagement and effectiveness in the classroom (Yerdelen et al., 2024). Finnish teacher education, for instance, emphasizes a research orientation aimed at fostering critical thinking and evidence-based approaches to teaching, underscoring the importance of efficient learning strategies and a belief in one's learning potential from the outset (Vilppu et al., 2023). This early phase is crucial, as the self-efficacy developed during initial teaching experiences tends to be resilient to change, making it imperative to cultivate it effectively from the start (Putra et al., 2024). Moreover, studies indicate that higher levels of teacher efficacy among preservice teachers lead to increased student confidence and improved learning outcomes during their practice teaching (Wang et al., 2024).

Background of the Study

This study further aims to elucidate how mentor-mentee relationships serve as critical anchors for pre-service teachers' coping mechanisms during their professional placements, highlighting the importance of quality mentorship in mitigating negative coping strategies (Bennett et al., 2024; Wilson & Huynh, 2019). It also investigates how pre-service teachers' perceptions of their internship activities as comprehensible, meaningful, and manageable can serve as a vital resource for mental health promotion (Homann et al., 2025). Indeed, proactive coping strategies, which are learned and situation-dependent, are crucial for pre-service teachers to effectively manage job demands, enhance engagement, and mitigate stress and burnout (Samfira & Paloş, 2021). Furthermore, understanding the longitudinal development of adaptability in pre-service teachers, particularly how it influences their motivation, perseverance, and retention rates, is paramount given the current global challenge of teacher shortages and high turnover (Wang et al., 2025). Moreover, investigating the interplay between teachers' personality traits, positive perfectionism, and self-efficacy can illuminate their influence on various proactive coping strategies, thereby expanding the theoretical understanding of teacher resources and their practical implications in educational settings (Samfira & Paloş, 2021). This research endeavors to uncover how these intrinsic and extrinsic factors collectively shape the pedagogical choices and career trajectories of future educators (Homann & Ehmke, 2025).

The literature consistently highlights that teacher self-efficacy, defined as a teacher's belief in their capacity to organize and execute actions to achieve specific goals, is a critical construct in educational research (Choephatruedi & Inpin, 2025). This belief significantly influences teacher effectiveness, job satisfaction, and resilience in the face of pedagogical challenges (Dong & Aziz, 2024; Yerdelen et al., 2024).

Previous Studies on Study Habits

Previous research extensively explores the impact of self-efficacy on various aspects of teacher development, highlighting its role in influencing teaching practices and overall professional growth (Wang et al., 2024; Yerdelen et al., 2024). Specifically, the cultivation of robust self-efficacy beliefs during initial teacher education is paramount for prospective teachers' future professional endeavors, as these beliefs are foundational for their psychological readiness and confidence in instructional delivery (Sonsupap et al., 2025; Yerdelen et al., 2024). Teacher education programs are therefore tasked with identifying and implementing strategies to enhance these efficacy beliefs, especially during the initial stages of training

(Hernandez, 2020; Yerdelen et al., 2024). Such programs must address specific areas of need, thereby preparing preservice teachers for the complex challenges of real-world classrooms (Daniel & AlShammari, 2023). Furthermore, academic self-efficacy, often cultivated through effective learning strategies, enables preservice teachers to navigate demanding curricula and fosters their continuous professional development both during and beyond their training (Vilppu et al., 2023). This development is especially critical given that self-efficacy is most malleable during initial teacher education and undergoes its most dramatic changes during professional placements where theoretical knowledge is applied in practical teaching scenarios (Ma & Cavanagh, 2018). Consequently, fostering strong self-efficacy in teacher training programs is crucial for equipping future educators with the resilience and instructional confidence necessary to thrive in diverse educational environments (Arias-Pastor et al., 2024; Corbí et al., 2024).

Previous Studies on Practice Teaching

The practicum, or practice teaching, represents a pivotal phase in teacher education, serving as the primary arena where preservice teachers translate theoretical knowledge into practical pedagogical skills and confront real-world classroom dynamics (Choephatruedi & Inpin, 2025; Lee & Davis, 2023). This immersive experience not only refines their teaching methodologies but also significantly shapes their self-efficacy beliefs as they navigate the complexities of instructional delivery and classroom management within an authentic educational setting (Cania et al., 2024). During this critical period, mentoring from experienced teachers, coupled with opportunities for professional development, can profoundly influence the development of self-efficacy among preservice teachers (Daniel & AlShammari, 2023; Yerdelen et al., 2024). It is a period often characterized by a "reality shock," where the idealized expectations of teaching confront complex classroom realities, thereby presenting both challenges and opportunities for growth in self-efficacy (Choephatruedi & Inpin, 2025). However, a lack of practical experience and adequate preparation can lead to lower self-efficacy among preservice teachers, hindering their performance in classroom settings (Cania et al., 2024). Conversely, positive practical experiences, such as successfully adapting teaching strategies to student needs or observing positive changes in student learning outcomes, significantly bolster their confidence and perceived competence (Daniel & AlShammari, 2023; Lee & Davis, 2023). These hands-on experiences, particularly when supported by constructive feedback and mentorship, are crucial for transforming nascent theoretical understanding into robust, actionable pedagogical efficacy (Daniel & AlShammari, 2023). Consequently, teacher education programs should prioritize structured, supportive practicum experiences that integrate opportunities for enactive mastery, vicarious learning, and constructive verbal persuasion, recognizing that these elements are fundamental to cultivating resilient teacher self-efficacy (Daniel & AlShammari, 2023; Mansfield et al., 2020). This comprehensive approach during practice teaching is vital for building a strong foundation of self-belief, which is further reinforced by practical teaching experience (Shuakbayeva et al., 2025).

Attitudinal Factors Influencing Study Habits

Attitudinal factors, encompassing beliefs, motivations, and values, significantly modulate the engagement and effectiveness of study habits among B.Ed. trainees during their practice teaching. These factors critically influence how trainees approach their academic and practical responsibilities, impacting their persistence, effort, and ultimately, their learning outcomes (Nissim & Simon, 2023). For instance, a strong sense of collective efficacy within teaching cohorts has been shown to correlate with outstanding in-

service teaching performance, suggesting that positive group attitudes towards teaching can predict individual success (Aliazas et al., 2023). Similarly, individual teaching self-efficacy directly impacts job satisfaction and commitment, thereby influencing a teacher's willingness to engage with complex pedagogical tasks (Ma et al., 2021). This underlines the importance of fostering an environment where trainees feel supported and capable, as their self-perceived competence directly translates into their active participation and adaptability in diverse classroom scenarios (Martin, 2025). Furthermore, attitudes towards the teaching profession itself are paramount, as positive dispositions enhance individuals' commitment and effectiveness in fulfilling professional requirements (Dalioglu & Adiguzel, 2017). These attitudes are shaped by various factors, including prior experiences, observations of role models, and the pedagogical content knowledge imparted during training, all of which contribute to a teacher's overall preparedness and instructional proficiency (Lekhu, 2023). Moreover, motivation and learning attitudes are recognized as critical factors influencing academic performance, underscoring the necessity of cultivating positive dispositions in preservice teachers (Chiranorawanit & Nittayathamkul, 2024).

Problem Statement

Despite the acknowledged importance of practical experience and effective coping mechanisms for pre-service teachers, a significant gap exists in understanding how their pre-existing attitudes specifically influence their adjustment to the demanding internship environment and the subsequent development of adaptive study habits. This oversight limits the comprehensive development of teacher education programs, which frequently overlook the critical role of individual attitudes in shaping successful transitions into professional teaching roles (Wang et al., 2025). This study seeks to bridge this gap by examining how specific attitudinal constructs, such as self-efficacy and resilience, mediate the relationship between internship experiences and the adoption of effective study habits and adjustment strategies among B.Ed. trainees (Mansfield et al., 2020). It also explores how emotional regulation strategies and varied internship experiences predict distinct facets of career adaptability, providing empirical evidence for refining teacher education curricula (Wang et al., 2025). Furthermore, this research will investigate how the development of career adaptability, encompassing dimensions such as career concern, control, curiosity, and confidence, is influenced by these attitudinal constructs during the internship period (Wang et al., 2025).

Research Questions

This framework suggests that a strong sense of self-efficacy enables teachers to adapt to various classroom situations and implement effective instructional strategies (Luzin et al., 2024). Teachers with higher self-efficacy are more prone to employing effective teaching methods, engaging students, and fostering positive classroom environments (Ismail et al., 2024). This confidence translates into better instructional quality, improved classroom management, and ultimately, enhanced student achievement (Putra et al., 2024). Conversely, low self-efficacy can lead to decreased motivation, increased stress, and a reluctance to implement innovative teaching approaches (Pitkaniemi & Martikainen, 2022). Therefore, understanding and cultivating self-efficacy among B.Ed. trainees is paramount for developing resilient and effective educators capable of navigating the complexities of modern educational landscapes (Putra et al., 2024).

Methodology

This section outlines the research design, participants, data collection instruments, and analytical

procedures employed to investigate the study habits of B.Ed. trainees during their practice teaching.

Research Design

The study utilized a qualitative approaches to provide a comprehensive understanding of the complex interplay between attitudes and study habits. This approach enabled an in-depth exploration of the subjective experiences and perceptions of B.Ed. trainees, thereby capturing nuanced aspects that quantitative methods alone might overlook. Such a design is particularly appropriate for investigating the dispositions and motivational changes that occur during teacher education programs (Soleas & Hong, 2020).

Sampling Technique

A purposive sampling strategy was employed to select B.Ed. trainees who were actively engaged in their practice teaching, ensuring that the participants had direct experience with the phenomena under investigation. This method allowed for the selection of participants whose insights were most relevant to the research questions, enhancing the depth and richness of the qualitative data collected.

Results:

Descriptive analysis:

Table 1.1: shows study habits of Bidar district:

	Frequency	Percent	Valid percent	Cumulative percent
Highest	26	5.4	10.8	
average	110	22.9	45.8	
lowest	104	21.7	43.3	
Total	240	50.0	100.0	

As indicated by the cumulative percentages, approximately 45.8% of the trainees demonstrated average study habits, while 43.3% exhibited the lowest scores, collectively representing a significant majority (R, 2023). This distribution underscores a potential concern regarding the prevalence of suboptimal study practices among the trainee cohort, warranting further investigation into underlying factors.

Table 1.2: shows study habits of Kalaburagi district:

	Frequency	Percent	Valid percent	Cumulative percent
Highest	21	4.4	8.8	8.8
average	60	12.5	25.0	33.8
lowest	159	33.1	66.3	
Total	240	100.0	100.0	100.0

In Kalaburagi, a substantial 66.3% of trainees exhibited the lowest study habit scores, highlighting a more pronounced challenge in this region compared to Bidar, where average habits were more prevalent. This discrepancy suggests a regional variation in factors influencing study behaviours, necessitating a focused

examination of localized pedagogical practices, institutional support systems, or socio-economic conditions that might contribute to these observed differences.

Inferential analysis:

1. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice with respect to study habits scores across gender

Table 1.3: represents the mean scores of B.Ed. trainers’ attitude towards teaching practice with respect to study habits

Gender	N	Mean	SD	t-value	df	p-value	Remarks
Male	120	122.86	490.17	1.960	476	0.000*	Significant
Female	360	137.27	201.53				

Note: * indicates significant at 0.05 level

It was hypothesized that there is no significant difference in B.Ed. trainers attitude towards teaching practice with respect to study habits scores across gender. It was tested with the two tailed t-test. The table 4.9 reveals that female B.Ed. trainees (M=137.27, SD=201.53) is significantly higher than the male (M=122.86, SD=490.17). $t(476) = 1.960, p = 0.000$. This shows there is a significant difference.

2. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice in relation to study habits across different academic streams (arts, and commerce).

Table 1.4: represents the mean scores of B.Ed. trainers’ attitude towards teaching practice with respect to study habits across different academic streams (arts, and commerce)

Academic streams	N	Mean	SD	t-value	df	p-value	Remarks
Arts	336	138.54	17.819	133.641	386	0.000*	Significant
Commerce	52	129.91	10.336				

Note: * indicates significant at 0.05 level

The aim of this study is to find out the difference among B.Ed. trainees in the attitudes towards practice teaching in relation to study habits across different academic streams (arts and commerce). It was tested with the two tailed t-test. The table 4.10 reveals that Arts B.Ed. trainees (M=138.54, SD=17.819) is slightly higher than the Commerce students (M=129.91, SD=10.336). $t(386) = 133.641, p = 0.000$. This shows there is a significant difference.

3. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice in relation to study habits across different academic streams (science and commerce).

Table no. 1.5: shows the mean scores of the trainees towards study habits of science and commerce

Academic streams	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Science	92	139.04	9.121	96.650	142	0.578	Yes
Commerce	52	138.54	10.336				

Note: * indicates significant at 0.05 level

The aim of this study is to find out the difference among B.Ed. trainees in the attitudes towards practice teaching in relation to study habits across different academic streams (science and commerce). It was

tested with the two tailed t-test. The table 4.11 reveals that Science B.Ed. trainees (M=139.04, SD=9.121) is similar to the Commerce students (M=138.54, SD=10.336 t (142) =96.650, p=0.578. This shows there is no significant difference.

4. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice in relation to study habits across different academic streams (arts and science).

Table no. 1.6: shows the mean scores of the trainees towards study habits of science and commerce

Academic streams	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Arts	336	138.54	17.819	0.227	425	0.820	Yes
Science	92	139.04	9.121				

Note: * indicates significant at 0.05 level

The aim of this study is to find out the difference among B.Ed. trainees in the attitudes towards practice teaching in relation to study habits across different academic streams (arts and science). It was tested with the two tailed t-test. The table 4.12 reveals that Arts B.Ed. trainees (M=138.54, SD=17.819) is similar to the Science B.Ed. trainees (M=139.04, SD=9.121) t (425) =0.227, p=0.820. This shows there is no significant difference.

5. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice in relation to study habits with respect to type of institution (Govt. and aided)

Table no. 1.7: shows the mean scores of the trainees towards study habits of science and commerce

Type of institution	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Govt.	40	74.80	26.371	4.845	39	0.458	Yes
Aided	40	74.76	25.921				

The given table and bar graph 4.13 reveals that the obtained mean scores do not differ significantly. It means the scores of Govt. trainers where (M=74.80, SD=26.371) is very much similar to that of variated with Aided students (M=74.76, SD=25.921), t (39) = 4.845, p=0.458. This shows the stated hypothesis is not supportive with the results.

6. There is no significant difference in B.Ed. trainers’ attitude towards teaching practice in relation to study habits with respect to type of institution (Govt. and unaided)

Table no. 1.8: shows the mean scores of the trainees towards study habits of Govt. and unaided

Type of institution	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Govt.	40	74.80	26.371	5.001	438	0.000*	No
Unaided	400	91.42	43.206				

Note: * indicates significant at 0.05 level

The aim of this study is to find out the difference among B.Ed. trainees in the attitudes towards practice teaching in relation to study habits with respect to type of institution (Govt. and unaided). It was tested with the two tailed t-test. The table 4.14 reveals that Govt. B.Ed. trainees (M=74.80, SD=26.371) is higher to the Unaided B.Ed. trainees (M=91.42, SD=43.206) t (438) = 5.001, p=0.000. This shows there is a significant difference.

Discussion:

The present study aimed to comprehensively investigate the multifaceted relationships between B.Ed. trainees' attitudes towards teaching practice and their study habits, disaggregated by various demographic and academic factors. Specifically, the research explored distinctions based on gender, academic stream, and the type of institutional affiliation, providing empirical insights into these critical determinants (Razia, 2015; Unwalla, 2020). This investigation revealed that female trainees demonstrated significantly better study habits compared to their male counterparts, a finding consistent with broader literature on gender disparities in academic engagement (Deeba, 2022; Unwalla, 2020). However, male teachers have been observed to exhibit superior classroom management skills compared to their female counterparts (Imran et al., 2024). Conversely, other studies indicate that while male students may initially display weaker reading habits, these disparities tend to diminish with increasing age (Babu & Durgaiyah, 2016, p. 4). Furthermore, socioeconomic status and the preferred modality of learning delivery have been identified as crucial factors influencing student study habits (Salva et al., 2022). This highlights the need for tailored pedagogical approaches that address diverse learning needs and optimize academic outcomes for all trainees.

Conclusion:

The investigation also indicated a lack of significant difference in attitudes towards practicum between second and fourth-semester B.Ed. student-teachers (Mahato & Behera, 2018, p. 10). However, further analysis suggested that government-sponsored B.Ed. colleges provide a more conducive environment for developing positive attitudes towards practicum compared to private institutions (Mahato & Behera, 2018, p. 10). This disparity is likely attributable to better infrastructural support and resource availability in government institutions, which directly impacts the quality of practical training and subsequent student perceptions (Babu & Durgaiyah, 2016, p. 5). These findings underscore the importance of institutional context in shaping teacher trainees' professional outlook and preparedness for the demands of teaching (Kanwal et al., 2023, p. 185). Moreover, dedicated efforts should be directed towards cultivating positive attitudes towards practicum among student-teachers with less than five years of teaching experience, as well as those from Arts backgrounds and General and OBC categories (Mahato & Behera, 2018, p. 12). This suggests that targeted interventions and support systems could enhance their practical teaching experiences and foster more favorable attitudes towards the profession (Mahato & Behera, 2018, p. 1). Such interventions could include specialized mentorship programs, enhanced practical exposure, and curriculum adjustments designed to address the specific challenges faced by these groups (Mahama, 2023, p. 16). Additionally, given that female trainees often exhibit greater confidence in gender pedagogy, integrating targeted gender content and practical strategies within teacher education programs could further enhance their professional development and preparedness (Ouahabi et al., 2025).

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