

Research Article

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“Adjustment as a predictor of attitude towards teaching practice among B.Ed. Trainers”

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Abstract

Keywords

attitude,
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The approach which B.Ed. trainers have towards the teaching practice is the key factor which defines how much successful they are and how effective they become in their professional growth. Adjustment which involves personal aspects, academic, and social dimensions is very crucial in influencing these attitudes. The experiment probes into how adjustment predicts attitude towards teaching practice on the part of the B.Ed. trainers. The prime aim would be to check whether adjustment levels have significant impact on trainers or their attitude and commitment in teaching practices. Survey-Correlational research design was used where 480 B.Ed trainers (selected as samples through stratified random sampling) of different teacher education institutions participated. Adjustment and attitude towards the practice of teaching were measured on standardized scales, and the Kruskal-Wallis test was used to analyze the data in the form of Pearson correlation alongside a linear regression. The results reflect a statistically significant positive correlation ($r = 0.189$, $p < 0.05$) between adjustment and attitude towards teaching practice that means adjustment level is associated with favorable attitude. It was also found via regression analysis that adjustment was a strong indicator of attitude. In the study, the experience of adjustment of trainers to realize their teaching practice has indicated that teacher education programs are important to the teaching practice experiences. The study proposes further study to investigate the inner mechanisms of such correlations, as well as to understand how other psychological and institutional variables work in a variety of educational settings.

Introduction

Teacher education quality is popularly considered as a pillar towards the formation of the entire educational system. The core of the teacher education lies in pre-service teacher trainers, namely those who study Bachelor of Education (B.Ed.) degrees and have their attitude to the teaching practice, which largely determines its professional competence, acceleration, and subsequent success in the classroom (Gill et al., 2020; Panda & Sahoo, 2024). The idea of adjustment, i.e., an amalgamation of personal, social, and academic adaptation, is the concept that has become a key yet unmeasured element of the modern educational environment among other issues that influence these attitudes (Rahman et al., 2021).

Teaching practice, usually referred to as the culminant experience in B.Ed. courses, turns out to be the means of linking theoretical course work with the practical requirements of the classroom teaching (Thomas & Abraham, 2023). It gives trainees a chance to utilize their education in pedagogy and practice instructional skills and endeavor personal professional attitude needed in teaching successfully. Nevertheless, the shift to practice can be a highly challenging period, and the role of adjustment cannot be overestimated as the mediator of the process (Akram & Ghazi, 2019).

Adjustment can be defined as an active system of how persons can handle new or demanding circumstances either or both. The teacher education area is characterized by adjustment that entails how B. Ed trainers can adopt to an academic challenge, organizational culture, relationships with peers and various expectations of the teaching practice (Devi & Dutta, 2018). Such low adaptation can be characterized by stress, feeling anxious, or disengaging, which affects teaching practice quality and further influences a trainer attitude toward their profession in a negative way (Singh & Rajput, 2021).

Although awareness of this is still increasing, there is a paucity of studies on the role of adjustment in determining attitude towards teaching practice vis-a-vis B.Ed. trainers, especially in multicultural education, and its institutionalization (Kaur & Kaur, 2022). That gap is an indication of the necessity of rigorous research in order to disentangle the complicated nature of the relationship between adjustment and professional attitudes and attempt to guide policy and practice in the area of teacher training.

Reasons that justify the study

One can provide multiple reasons in support of the idea to conduct a narrow inquiry into the predictive value of adjustment on the attitude that B.Ed. trainers have towards teaching practice:

Change of Academic to Practical Learning: There are major transition problems which are connected with the shift of academic learning to the hands-on teaching practice. Trainees have to operate in new environments, control classroom dynamics and match their expectations with realistic possibilities (Jha & Mukherjee, 2015). The knowledge of success rates in trainees regarding the adaptation to these changes can yield vital revelations on the process of attitude formation in trainees.

Professional Development: The attitude to teaching practice is one of the factors that predetermine further professional development and responsibility. Having good attitudes leads to engagement, innovation and resilience, whereas bad attitudes can suppress professional growth and performance in the classroom (Sharma & Singh, 2016; Kumar et al., 2020).

Student Outcomes: The learning outcome of students is directly associated with the adjustment encounters of teachers which build up their attitude towards students. Positively-oriented trainees have higher chances of applying effective instructions in teaching and establishing a conducive learning environment as well as motivating student success (Patel & Joshi, 2019).

Institutional Effectiveness: Gaps in adjustment-related issues, when allowed to exist, have the potential to hurt the effectiveness of institutions conducting teacher education. Understanding of the adjustment-attitude nexus could be used to design specialized strategies, facilitating systems, and curriculum change as a means of better trainee satisfaction and programmatic completion (Gill et al., 2020).

Policy implications: On a larger scale, the importance of the topic of adjustment in the development of teaching practice attitudes is consistent with current trends in the education policy of various countries that emphasize teacher well-being and retention and ensure the quality of teacher education (Panda & Sahoo, 2024).

Filling The Lapses of Past Research

Whereas some researchers considered factors that influenced attitudes towards teaching practice, only a few of them have been able to conduct a systematic investigation of how adjustment predicts and fits in the context of the Indian population and beyond. Research also tends to be cross-sectional, narrow in focus, or simply lack more in-depth or subtle treatment of institutional and demographic moderators (Akram & Ghazi, 2019; Banerjee et al., 2017). The present study attempts to fill these gaps by employing a rigorous methodological design and analyzing a wide range of institutional contexts in order to offer practical implications to the stakeholders in teacher education.

Materials and Methods

Research Design:

The present study took a descriptive-correlational research design to look into the predictive relationship between adjustment and attitude towards teaching practice among the B.Ed. trainers. The design was selected because it allows descriptively explaining the existing state of the variables and determining the strength and direction of the relation between the variables without affecting any of them (Creswell, 2018).

Sample size and sample technique:

The study targeted B.Ed. trainers who study at the government, aided, and unaided teacher education establishments in the region of choice. The stratified random sampling technique was adopted and 480 B.Ed. trainers were adopted as respondents. The stratification was achieved by having sufficient variety of the types of institutions and streams of academics (Arts, Science and Commerce), and gender representation to maximize the generalizability of the results.

Sampling Technique:

Stratified random sampling proportionate allocation of sample in terms of institution type, stream of study and gender.

Research Method

Quantitative method was done in collection and analysis of data. The descriptive part of the research concentrated on the profiling of elements of adjustment and attitude among the sample while the correlational element investigated the relationship and predictive strengths of attitude of adjustment towards teaching practice.

Procedure:

Permission and Ethical Research: The heads of the selected institutions were consulted and given permission to collect the research data before collecting the data. This was done in a voluntary manner and the respondents guaranteed of secrecy and anonymity.

Participant Briefing: The strength of the study and the reason behind study were made clear to the participants. Informed consent was obtained.

Tool Administration: The highly organized questionnaire was disseminated face-to-face during set dates. Precisions were made when necessary and the participants were encouraged to take time and answer.

Study objectives:

The author intends to achieve the following objectives:

1. To determine the overall attitude of B.Ed. trainers towards teaching practice with respect to their study habits and adjustment.
2. To compare the significant differences of B.Ed. trainers' attitude towards practice teaching across selected variables.

Study hypotheses:

1. There is no significant difference between attitude scores of male and female towards teaching practice.

2. There is no significant difference between male and female B.Ed. trainers' attitude towards teaching practice with respect to adjustment scores.

Results

H₀ 1: There is no significant difference between attitude scores of male and female towards teaching practice.

Table no 1.1: represents the mean scores of attitude scores of gender

Gender	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Male	130	118.08	43.70	1.970	478	0.000*	No
Female	350	125.68	28.39				

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. It was hypothesized that there is no significant difference between attitude scores of male and female pre-service B.Ed. trainers towards teaching practice. It was tested with the two tailed t-test. The table 4.4 reveals that female B.Ed. trainees (M=118.08, SD=43.70) is significantly higher than the male (M=125.68,

SD=28.39). $t(478) = 1.970$, $p = 0.000$. This shows there is a significant difference.

Inference: Therefore, the above stated null hypothesis can be rejected and we accept alternative hypothesis. It can be restated and the findings recommend that there is a statistically significant difference in attitude towards teaching practice among male and female trainers.

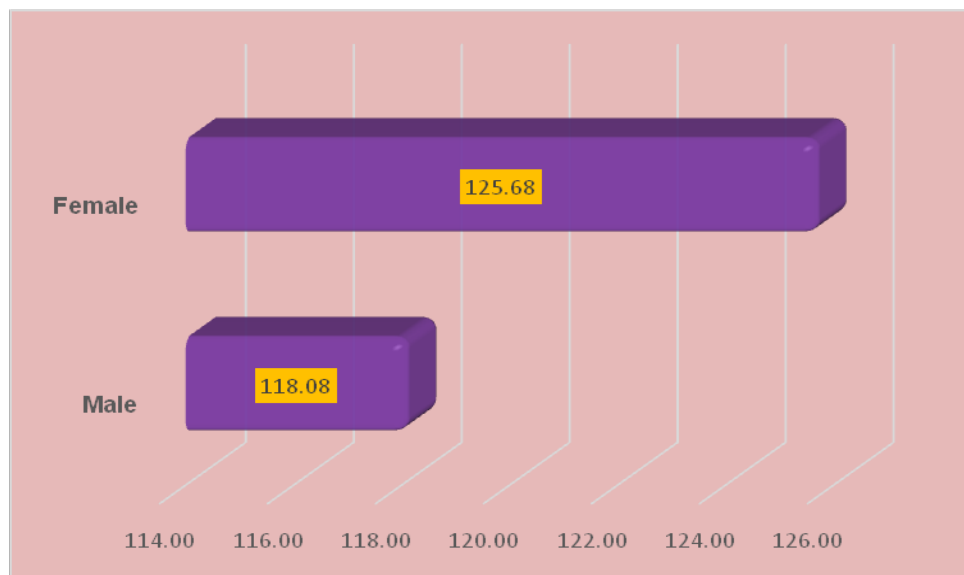


Fig 1: Shows the comparison of male and female B.Ed trainers attitude

H₀ 2: There is no significant difference between male and female B.Ed. trainers' attitude towards teaching practice with respect to adjustment scores.

Gender	N	Mean	SD	t-value	df	p-value	Hypothesis supported
Male	130	52.27	25.05	1.971	476	0.502	No
Female	350	52.61	21.04				

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 adjustment scores across gender. It was tested with the two tailed t-test. It reveals that female B.Ed. trainees (M=52.27, SD=25.05) is similar to that of female (M=52.61, SD=21.04). $t(476) = 1.971$, $p = 0.502$. This shows there is no significant difference.

Inference: Therefore, the above stated null hypothesis can be accepted. It can be retained and the findings recommend that there is no statistically significant difference in attitude towards teaching practice with respect to study habits scores across gender.

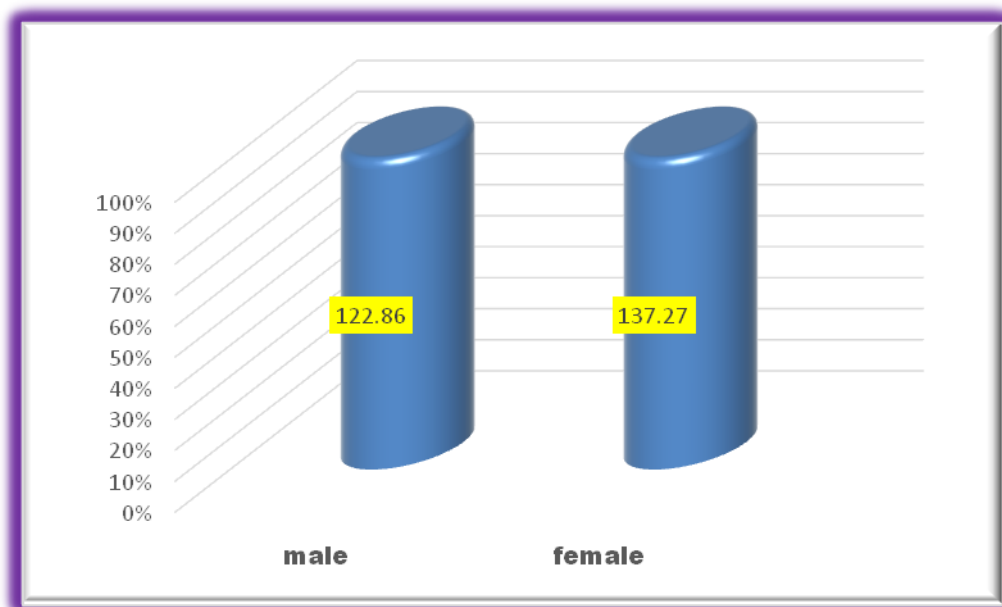


Fig 2: Shows the comparison of male and female B.Ed trainers attitude with respect to adjustment


Discussion

The study revealed that there is no significant difference in attitudes to the teaching practice or the adjustment across streams of studies (Arts, Science and Commerce). This agrees with the assertion by Banerjee et al. (2017) that academic background of the teacher trainees had no

significant effect on their attitude towards teaching practice. Similarly, Singh and Rajput (2021) also found that trainees across streams of B.Ed. had similar attitudes, but they attributed it to the standardization of the curriculum and training methodologies under the teacher education programs conducted in India nowadays.

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