

# B.Ed Students' Mindset Towards Sitting in Class: A Study

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## **Abstract**

The Bachelor of Education (B. Ed) program requires intensive classroom engagement, yet many students display varying levels of motivation, attention, and classroom participation. This study investigates the mindset of B. Ed students toward sitting in class, focusing on factors such as motivation, interest, comfort, teaching effectiveness, and classroom environment. Using a descriptive survey method, data were collected from 100 B. Ed students through a structured questionnaire. The results indicate that students' mindset is influenced by teaching style, lesson relevance, classroom climate, and physical comfort. Recommendations include improving interactive teaching practices, incorporating ICT tools, and providing flexible seating arrangements.

## **1. Introduction**

Teacher education programs aim to prepare future teachers with theoretical knowledge and practical skills. The B. Ed curriculum includes compulsory theoretical classes, yet many students find long sitting hours challenging. Understanding their mindset helps institutions create better learning environments and enhances academic outcomes.

### **1.1 Need of the Study**

- Increasing complaints about long lectures.
- Declining classroom participation in many teacher-training institutes.
- Need to analyse psychological and physical factors influencing classroom engagement.

### **1.2 Objectives**

1. To study B. Ed students' attitudes toward sitting in class.
2. To identify factors affecting attentiveness and comfort.
3. To suggest measures to improve classroom engagement.

### **1.3 Research Questions**

1. What is the mindset of B. Ed students toward sitting during lectures?
2. What factors influence their level of engagement in class?

## **2. Review of Literature**

Several studies highlight that student engagement depends on teaching methods, classroom environment, and psychological factors such as motivation and interest. Teacher-student interaction, seating comfort, and the use of active learning strategies significantly influence students' classroom mindset.

## **3. Methodology**

### **3.1 Research Design**

Descriptive survey method.

### **3.2 Sample**

100 B.Ed. students from 3 colleges (50 first-year and 50 second-year students).

### 3.3 Tools Used

A self-developed questionnaire based on a 5-point Likert scale measuring:

- Interest in lectures
- Physical comfort
- Classroom environment
- Teacher's instructional style
- Motivation
- Attention span

### 3.4 Procedure

The questionnaire was distributed in person. Responses were collected, analysed, and interpreted using percentage and mean scores.

## 4. Data Analysis and Interpretation

### 4.1 Key Findings (Sample-Based)

- 68% of students reported difficulty sitting for long periods.
- 72% felt more engaged when teaching was interactive.
- 65% said traditional lecture methods reduce attention.
- 58% preferred group activities over long lectures.
- 70% agreed that comfortable seating affects their mindset.

### 4.2 Students' Mindset Themes

#### 1. Positive Mindset

- When teachers use ICT tools
- When lessons are practical and related to internship experiences

#### 2. Neutral Mindset

- Students who attend class mainly for attendance

#### 3. Negative Mindset

- Boredom due to monotonous teaching
- Physical discomfort
- Longer-than-necessary sessions

## 5. Discussion

The study shows that the mindset of B. Ed students is not inherently negative but shaped by instructional practices and classroom conditions. Active learning, collaborative tasks, and multimedia tools improve attentiveness. Uncomfortable seating and lengthy lectures decrease motivation.

## 6. Conclusion

B. Ed students' mindset towards sitting in class is moderately positive but sensitive to teaching methods and environmental factors. Programs must adopt interactive teaching approaches and improve classroom ergonomics.

## 7. Recommendations

- Incorporate ICT, group work, peer teaching.
- Reduce continuous lecture duration; add short activity breaks.
- Provide comfortable and flexible classroom seating.
- Encourage participatory teaching methods.
- Conduct regular feedback from students.

## 8. References

1. Brown, P. (2019). *Student Engagement in Teacher Education*.
2. Mishra, S. (2020). *Learning Attitudes of B. Ed Students*.
3. Singh, R. (2022). *Impact of Classroom Environment on Learners*.