

# Last Bencher's Self Attitude: A Reflective Analysis Among Secondary School Students

**Dr. Neelambike M. Huddar**

BEHMS ,MA, MEd, MPhil, PGDHE,MBA, Ph.D

Assistant Professor

Shri Gavisiddeshwar College of Education, Koppal, Karnataka,India

hneelambike@gmail.com

**Abstract:** *The modern global class room teaching method oriented towards students. In present scenario ,the teachers are unable to manage class properly. Even educationist and academicians designed innovative method of classroom management. But there is gap between teacher and students in terms of classroom teaching learning process. Generally the first bench filled with toppers and last bench occupied with low achievers. The present study focus on last benchers attitude. The hypotheses were framed. 1. There is no significant difference between male and female last bench students of secondary schools with regard to their self attitude.2. There is no significant difference between male and female teachers attitude towards last bench students.3. There is no significant difference between male and female parents attitude towards last bench students. The study revealed that the secondary school last bench male students significantly high in self attitude score ( $t=19.1204, p<0.05$ ) at 0.05% level of significance. The secondary school female teachers significantly high in teacher attitude scale ( $t=21.1309, p<0.05$ ) at 0.05% level of significance. the female parents significantly high in 'parent attitude scale' score ( $t=15.2305, p<0.05$ ) at 0.05% level of significance. The study concluded that male students need to counseled and male teachers and male parents should develop positive gesture towards last benchers*

**Keywords:** Creativity, Discipline, Encouragement, Motivation, Nurture

## I. INTRODUCTION

A global teaching area includes many innovative methods of teaching to reach students. Even educationist and experts trying connect teachers teaching and students learning. But there is gap between teacher's teaching and student's learning. The teachers are unable to reach all students in the class and the students are unable to understand all teacher's teaching. Always high achievers are accepted and loved by teachers and parents. Generally in all classrooms low achievers are back benchers. These are not accepted by teachers and parents. The society has labelled them as back benchers back in all areas of life. Everybody considers them as dull and problem creator. The present study reveals that attitude of teachers parents and self attitude back benchers towards sitting at last bench.

## II. REVIEWS

1.The study conducted on 'A Study of Psychometrics of front Benchers and Back-Benchers of High School Students of Sultanpur City' by Dr D. P. Mishra ,Associate Professor Department of Education K.N.I. Sultanpur U.P India. A systematic analysis of the data reveals the following tentative conclusion. (1) It can conveniently be conclude that the two contrasted groups namely "front benchers" and "back benchers" have many interesting similarities and differences. (2) In general "front benchers" sampled in this study have higher IQ's are compared with that of the "back benchers". (3) Even in sociometric status "front benchers" are found to be substantively higher than the "back benchers". (4) Both the groups have a variety of personal problems. There appears to be some differences in the frequency of problems but these can not be considered as a highly marked. (5) On an average "front benchers" appear to be superior in academic achievement as compared with the "back benchers". (6) Lastly even on the variable of personality adjustment "front benchers" are found to be substantively high than the "back benchers".

2. The study conducted on the topic 'Conceptualizing back-row sitters' perceptions: A case study of selected students in three schools in Baidoa, South-West State, Somalia (SWSS)' April 2021 International Journal of Contemporary Educational Research 6(2):34-41, by Mohamed A. Eno, University of Southern Somalia, Mohamed Aweys, University of Southern Somalia. Abstract: Focusing on students who consistently sit at the same place throughout the academic year, we discovered that choices vary from one reason to another and even from one situation to the other, hence disagreeing with the dominant perception that back-row sitters have undesirable intentions for selecting their location inside the classroom. Interviews were conducted with thirteen students from four classes in three coeducational schools in Baidoa city, South West State of Somalia. The aim was to explore the pupils' reasons for their selection of the back-row desks. The findings reveal that while certain students might have ill intentions for keeping their distance from the teacher, others had not even chosen their back desks but were assigned by teachers. The study concludes that students may take their desks at the back of the classroom dependent on context, environment, and perhaps due to a variety of reasons including visibility/lighting problems, timidity, avoidance of physical confrontation with rival classmates as well as considerateness to shorter peers in the class.

### **OBJECTIVES**

1. To study the self attitude of secondary school last bench students.
2. To study the teachers attitude towards last bench students.
3. To study the parents attitude towards last bench students.

### **III. SIGNIFICANCE OF THE STUDY**

- 1. Last bencher Perspective:** The last bencher creates noise and disturbs teachers so always punished by teachers and parents. But it is very important to analyse problems from last benchers perspective.
- 2. Love and Acceptance:** If last benchers are neglected and not guided properly they may involve in antisocial activities. They badly need love and affection and acceptance and counselling.
- 3. Patience:** The teachers and parents need to be calm and cool while dealing with last bencher problems. Otherwise they will become rebel towards system. The students always imitate elders so that if teachers losses control on their anger that will reflect in the behaviour of students.
- 4. Sublime bad behaviour:** The last bencher may behave in disrespectful way or disturbs the class. That can be sublime or controlled or counselled by teachers or parents.
- 5. Shape behaviour:** As skinner says shaping mechanism for behaviour of students is essential. So shape good behaviour of students and discourage or provide negative reinforcement for negative behaviour.

**I**

### **V. HYPOTHESES**

1. There is no significant difference between male and female last bench students of secondary schools with regard to their self attitude.
2. There is no significant difference between male and female teachers attitude towards last bench students.
3. There is no significant difference between male and female parents attitude towards last bench students.

### **V. METHODOLOGY**

#### **A. Data Collection**

**a. Population and samples:** The overall student's population only students who always sits at last bench are considered for study. The stratified sampling method was employed. The total ten secondary schools were selected to collect samples. The researcher visited to schools and observed different class. The clinical interview was conducted for teacher and parents and students with regard to last benchers. The students total three hundred (300) one hundred fifty (150) male and one hundred and fifty (150) female students considered who were always sat at last bench were selected and acted as samples and are currently studying 7<sup>th</sup> to 9<sup>th</sup> standard in Koppal, Vijayapura and Belagavi districts, Karnataka, India. The teachers who were teaching same ten schools at secondary schools total one hundred and twenty (120), among them, sixty (60) males and (60) female teachers samples were considered for study. The parents of ten

secondary schools considered for this study, among hundred (100) parents fifty male parents and fifty female parents are acted as samples.

**b. Research Tool:** The Last Benchers Self Attitude Scale (LBSA) constructed under five level of standardization process and fifty one items were followed by likert scale. The teachers attitude scale constructed three level validation process thirty one items. Internal consistency checked, Chronbach alpha method was followed. The items were finalized followed by likert scale. The parents attitude scale was constructed with five level validation process twenty one items finalized followed by likert five point scale.

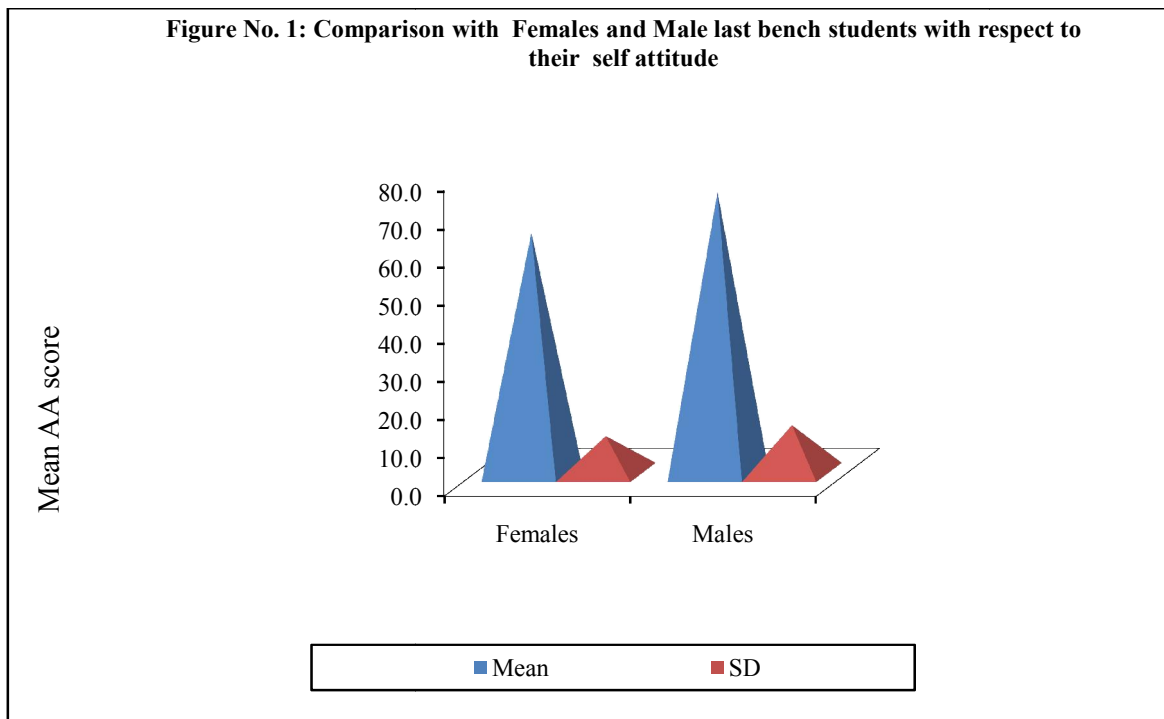
**B. Data Analysis**

**Hypothesis .1.** There is no significant difference between male and female last bench students of secondary schools with regard to self attitude

**Table No.1.** Results of t-test between Female and Male female last benchers of secondary school with respect to self attitude.

Group	N	Mean	SD	t-value	p-value	Signi.
Female	150	62.6812	9.5308	19.1204	<0.05	S
Male	150	73.3871	12.3852			

From the results of the above table, It is observed that, the secondary school last bench male students significantly high in self attitude score ( $t=19.1204$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, secondary school last bencher male students enjoys sitting at last bench.

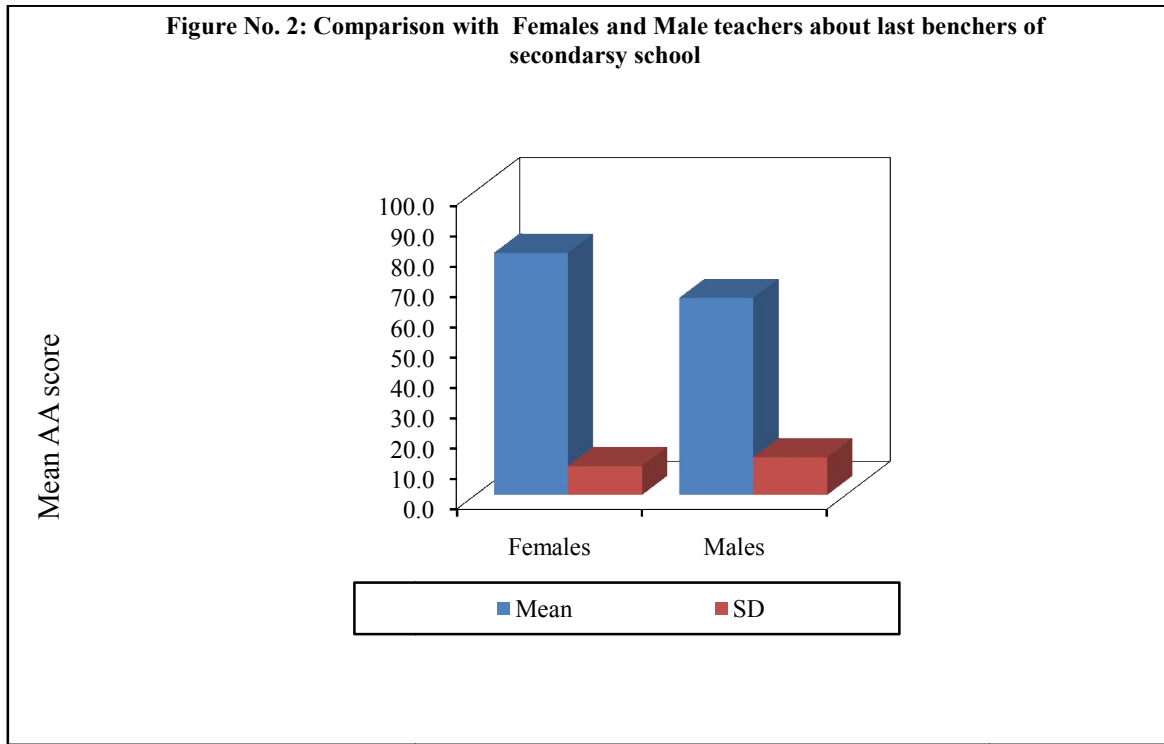


**Hypothesis . 2.** There is no significant difference between male and female teachers attitude towards last bench students.

**Table No.2.** Results of t-test between Female and Male female last benchers of secondary school teachers attitude towards last bench students.

Group	N	Mean	SD	t-value	p-value	Signi.
Female	60	89.6610	9.5309	21.1309	<0.05	S
Male	60	64.8371	12.3936			

From the results of the above table, we observed that, the secondary school female teachers significantly high in teacher attitude scale ( $t=21.1309$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, secondary school female teachers shown better opinion about last benchers.



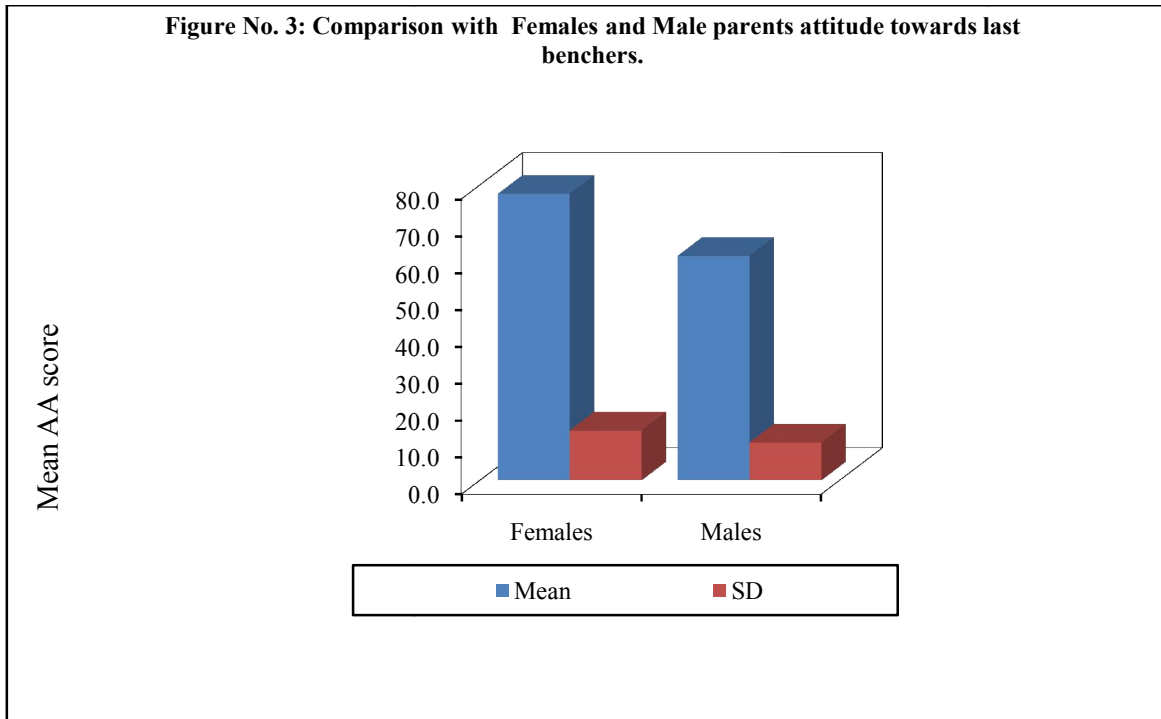
**Hypothesis . 3.** There is no significant difference between male and female parent’s attitude towards last bench students.

**Table No.3.** Results of t-test between Female and Male female last benchers of secondary school parents’s attitude towards last bench students

Group	N	Mean	SD	t-value	p-value	Signi.
Female	50	77.6322	13.5208	15.2305	<0.05	S
Male	50	60.8461	10.2842			

From the results of the above table, we observed that, the female parent’s significantly high in ‘parent attitude scale’ score ( $t=15.2305$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. The mean scores of ‘Parents attitude scale ‘according to male and female students are presented in the following figure.

**Figure No. 3: Comparison with Females and Male parents attitude towards last benchers.**



## VI. ANALYSIS AND INTEPRETATION

1. The study reveals that, the secondary school last bench male students significantly high in 'self attitude' score ( $t=19.1204$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, secondary school last benchers' male students enjoy sitting at last bench. They responded towards 'Strongly agree' to this item that is 'Did you enjoy and making fun by sitting at last bench in the classroom'. They disturb the class by commenting on teachers and other classmates. Some time murmurs film songs, many time last bench has considered as singing room form them. Many male students responded last bench is like a kitchen because they can have snacks and its is also said that its bedroom for cool sleeping. They freely expressed what their inner voice said. It is hot burning area of education. But one thing I noticed even they create noise and misbehave in the class but they are good at helping others and following some social and moral values school out side campus. No individual is good or bad by birth but circumstances or situation or environment made him in different person. However we must see the problem in the angle of students that what kind of problems they face at home and at school and society. The last bench students are making noise and enjoying punishment means what teachers are doing and what parents are doing. Who held responsible for such kind of behavior. The last benchers neglecting only academics but they are good in performing social skills and social values outside the school. The academic life of last benchers need to be shaped with meticulous plan by looking at their perspective.

2. The result of the study says that, the secondary school female teachers significantly high in Teacher Attitude Scale ( $t=22.1203$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the female teacher expressed positive gesture towards last benchers as compared to male teachers. The female teachers expressed 'strongly agree' for this item 'Do you show tolerance attitude towards the last benchers for their mischievous in the classroom?' The female teachers are ready to accept the last benchers and guiding right path to them in peaceful manner. But male teachers expressed in the view that they are likely to give corporal punishment which makes last benchers to addict to it. They start enjoying punishments. More than two hundred last benchers expressed their view that they are labeled with dull and low achiever, useless so they are not ready to do good in academics. But this attitude should change. They need to be guided effectively by experts.

3. It is observed that, the female parents significantly high in 'Parent Attitude Scale' score ( $t=16.2304$ ,  $p<0.05$ ) at 0.05% level of significance. The female parents like mothers and sisters and female guardians shown positive gesture towards last benchers. They expressed the view that the last benchers need to be shaped and encouraged by teacher. The teacher one who can enlighten the path of students. The female parents responded 'Strongly agree' for the item 'Do you peaceful attitude if you received complaint /memo latter from school about your last bencher you son/daughter.' The female parent/mother/sister/granny expressed that if any complaint or any issues in the school. They will handle peacefully. So they are real counselors for our new generation last bencher youths. More than thirty uneducated parents also gave opinion that last benchers are troubling at home and not listening to elders. But parents should see in to the problem with empathetic value. The last benchers answered that they are ready to do good in academics but nobody is guiding them with love and affection. The last benchers more than one fifty(150) For the item 'Do you follow rule and regulation of school if rules said with peaceful and loveable manner' they responded strongly agree this shows that they badly need love and affection from teachers and parents. So it is elders bounded duty to guide them with techniques and tactics which must make last benchers to high achievers.

### VII. SUGGESTIONS

1. It is suggested that the same study can be conducted in other streams of education. This study limits only koppal, Vijayapura, Belagavi districts. But can be conducted in all districts of different states, nations of the world.
2. In curriculum there must be guidelines regarding last benchers need so that every teacher parents have create rosy situations for them. Sitting at last bench does not mean they are dull. Even back bencher also scored high in their interesting subject.
3. The last benchers cannot be labled. They must be taken care with smooth, polite talk or counselling. If they have guided they may create miracle in their future. It's undeniable that many successful persons in today's world had been bad students at some point in their lives. Consider the case of Virgin's Richard Branson, Microsoft's Bill Gates and Apple's Steve Jobs. All of them reached the pinnacle of success in respective career paths even if they have histories of being dropouts in educational lives but numbers may less.

### VIII. CONCLUSION

This study reflects that difference between male and female back benchers attitude. The male students expressed more attitude. So the male students need to be nurtured with care. The female parents and female teachers shown positive gesture towards last bencher but male teachers and male parents need to be guided to take care of last bencher. So it is requested to all teachers and parents of world not to hate or neglect last benchers because they are our future.

### REFERENCES

- [1] Arulampalam W, Naylor R, Smith J. Dropping out of medical school in the UK: Explaining the changes over ten years. *Med Educ.* 2007;41(4):385-94.
- [2] Dzulkifli MA, Alias IA. Students of low academic achievement-their personality, mental abilities and academic performance: how counsellor can help? *IJHSS.* 2012;2(23):220-25.
- [3] West C, Sadoski M. Do you study strategies predict academic performance in medical school? *Med Educ.* 2011;45:696-703.
- [4] Locke EA, Latham GP. A theory of goal setting and task performance. Englewood Cliffs, NJ: Prentice Hall, 1990.
- [5] McCoach DB, Siegle D. A comparison of high achievers' and low achievers' attitudes, perceptions, and motivations. *Academic Exchange Quarterly.* 2001;5:71-76.
- [6] Talib N, Sansgiry SS. Determinants of academic performance of university students. *PJPR.* 2012;27(2):265-78.
- [7] Covic T, Adamson BJ, Lincoln M, Denison A, Currie A, Laing M, et al. Good for them or good for us? The role of academic guidance interviews. *Med Educ.* 2006;40:1188-91.
- [8] Abdulghani HM, Al-Drees AA, Khalil MS, Ahmad F, Ponnampereuma GG, Amin Z. What factors determine academic achievement in high achieving undergraduate medical students? A qualitative study *Med Teach.* 2014;36:S43-S8.

- [9] McCoach DB, Siegle D. The school attitude assessment survey-revised: A new instrument to identify academically able students who underachieve. *EPM*. 2003(b);63(3):414-29.
- [10] Kleijn WC, Ploeg HM, Topman RM. Cognition, study habits, test anxiety, and academic performance. *Psychol Rep*. 1994;75:1219-26.
- [11] Kirschenbaum DS, Perri MG. Improving academic competence in adults: A review of recent research. *J Couns Psychol*.1982;29(1):76-94.
- [12] Cokley K. An investigation of academic self-concept and its relationship to academic achievement in African American college students. *JBP*. 2000;26(2):148-64.
- [13] ten Cate O. What happens to the student? The neglected variable in educational outcome research. *Adv Health Sci Educ Theory Pract*. 2001;6:81-88.