

Full Length Research

Learner's Response to Threat Situations in the Academic Environment

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Threats development in any environment is a serious issue that, no one is ever ready to welcome it. It retards progress and produce minimum outcomes. In a school situation, academic results are almost destroyed every year, and teachers are reluctant to serve their nation's assignment as teachers there. In all of these, whether the learning environment is prone to threat cases or not, there must be ways and means to allow learning in the school. The managements are all the time with strategies to deal with threat. They always document, report to the authorities, and involve the community in discussions to address situations of threat. Here comes the question, on how learner's coped with threats and studies their books for their future! This has brought to the light for analyses in research on how learner struggle in the midst of threat and studies to pass successfully.

Keywords: Threats, Academic, Environment, and Peer Group

INTRODUCTION

I have chosen this topic for the term observation, because threats in schools are inevitable. Learners become threatened through advice, punishments, classrooms study responsibilities, and other peer pressures.

Learners should act protectively to endure all these threats situations. We have all pass through school activities, only little forgetfulness is making us behave as threatening situations are new to learners. It is obvious that, a learner should protect his or herself through obedience, respect to one another and one self. Involving oneself in school activities is paramount to learners gaining confidence and enduring the hardship of threats in academic environment. So the topic of this paper for publication this term; Learner's Response to Threats Situations in The Academic Environment, is to prove the notion that, threat has only small portion in the learner's developmental growth in attaining the right career trait in the learning environment.

Facilities Used

1. The premises of Elmina Roman Catholic Cluster Basic Schools. Both Boys and Girls.
2. Professor Ajaye Educational Centre.

METHODS

Observations are done on the entire schools and the students. Weekly visit to the Schools to ascertain on the paper being developed.

Findings were developed through writing, and assessments on the outcomes are collated for a Paper work to be submitted for publication.

Obedience

Obedience is a testable fact for threats endurance. More often than not, learners are obedient,

and try as much as possible to fall within school regulatory activities. This is because; punishments are often attached to them. Rules and regulations are causes of threat and panic in schools. These rules bound the following; Regular attendance, Punctuality, Classroom; exercises, assignments, project works, class assessment tests and, end of term examinations. The learner must be obedient to all these school activities. You could see that, the obedient child will pass through successfully, while the disobedient child finds it difficult to go through the program successfully. I picked obedience to be a factor to threat development because, breaking school rules and regulations defines disobedience among learners. Most at times, when students are punished, either corporal or fieldwork, they become threatened and try to do the right thing next time. Though, the regulations still pend as threats, the changed students become accustomed to the right attitudes as obedient and pass academic work successfully. Teachers are not happy when learners misbehave. The outcome of misbehavior is treated with various forms of punishment.

So learners are always advised to obey school rules and regulations, in order to endure academic difficulties in the learning environment. Obedient students always gain favor from his or her teachers and parents as well. There are intelligent favors too. Here the senses of the learner become attentive and supportive during lessons in classroom and examinations. Obedience forms the learner uniquely in all aspects of academic treatments. It can easily define who in future the learner will be.

Most at times, when the school experiences disorders and insubordinations among the learners, the community is given the chance to intrude in the affairs of the school, informally. This brings the issue of good moral on the part of the learners. Meaning, good morals cultivated in the school, hardly develop disorders and insubordination. So how do you think vandals in the community would be able to intrude into the affairs of the school negatively, when the students are morally upright?

The school is always given support, and defense needed when there is a perception of threat and vandalism. Good behavior is what every society is ready to support and fight for. Aside this too, bad people in the community find it difficult to invade the school premises for any evil act. The attitudes of learners can develop defensive mechanisms toward school-related threats and panics.

Curiosity

Students are curious in certain things; they want to find out some occurrences in their academic lives. These attitudes of students make them know issues around them and find ways of dealing with them. When

they get to know the root causes of problems around them, they then make choices within that. Some do vow in statement that I will not become such and such person or career. This is as a result of incidences that happen around in their learning environment. So the occurrences in schools predetermine choices of careers students make. Sometimes, when there is a chaos in school, they begin to ponder on the reason why such should occur. They go through this, and finally define their own findings, and try as much as possible to lead a good life and manage the existing situation in the school. Here threat is then defeated through curiosity.

Another way that learners can make enquiries is by asking questions in classroom. The answers to these questions from the teacher become their basis to what career opportunities await them. They develop toward that. When the environment is not academically conducive, thus threat set in, learners intensify their demand for answers to some bordering questions.

What then happens is that, when the root cause of threat is noticed by these learners, they learn to endure such occurrences and manage the already existing academic atmosphere to better their studies in the classroom. What happens later on is an upgrade in percentage of the entire school's academic records. Though the school may have been devilled with threat and vandalism, learners' endurance to them go a long way to maintain the school's record.

Learners Commitment in the School

Another way to respond to threat occurrences in school in order not to jeopardize the academic record of the school is the learner's commitment in the school. There are governing mechanisms around which the school makes her operations with, to be able to shape learners into their career aspirations.

The school regulates learners with these clauses:

- i. Regular attendance
- ii. Punctuality
- iii. Performance of sectional duties
- iv. Classroom involvements
- v. Assignment and homework completion
- vi. Good usage of instructional language
- vii. Presence in all classroom test and examinations
- viii. Proper dressing, and
- ix. The ability to keep their environment clean.

All these tasks are meant for the learners to go through in their daily school program. Learners' commitment to these school chores, make them gain courage and confidence in dealing with situations in the learning environment.

Teachers and parents look up to the commitment of learners to the school compound and minor needs when their academic obligation is put aside, and become ready to upgrade the needed performing credence for students. So it could be seen that, when students are

committed to school activities, parents and teachers are always ready to compromise in making provisions for the school, which go a long way to help the learners in their quest for good result.

Students have individual talent required by the school. Those good in the extra-curriculum activities are supposed to be committed to raise the image of the school high. Those who are better in academics are also expected to do their maximum best place the school on top of the academic lists in the municipality. These what education needs from the learners, total commitment on the part of these learner go a long way to nullify threats set-in, in the school when teaching and learning is ongoing. It is psychologically true, that learners are with so many tension that couple their phobia of school activities.

Learner's commitments to school duties do help in instilling courage, confidence, and bravery in the trying to assimilate theories in classroom lessons. With this, any threat or problem outbreak does not affect academic work and the final result of the school at all.

Peer Grouping

Students are fond of forming groups in the school; this is their behavior in their respective homes too. There is an adage saying, 'two heads are better than none' they form solid groups, and are in the category of age mates. These groups have their own agenda, and could regulate themselves as if being directed by an adult. In case of any ill circumstances, they can discuss among themselves the causes and bring out possible solutions. They are called peer groupings.

Peers in school can easily find out an outbreak of threat or negative occurrences, and quickly spread information through the rest of the groups. They then form peer resolution groups, and try to find ways and means of dealing with them. They make their own internal investigations and manage to stay strong while learning takes place. They easily come out with ideas and solutions that give them courage and confidence to stay in the school and carry on their learning task.

The management of the school go on to make their report to the appropriate quarters and do their managerial duties. In all of this, they observe individual student, and in the observation, could be hearing and making prior judgment to the possible cause before the main authority's investigations.

Peer groupings in Learning Centres, are very important and play significant role in the development of schools and its academic performing records.

In learner environment, students are found to be a major source of information giving, and that, they are among of the questioning suspects, when it comes to vandalism. They are also asked to provide information on a particular case happening in the school. Peer

influence on members, when positive, can create endurance to threat set-in.

Analyses

If students are critically observed in school, miniature departments are seen in their relationships. These as we call peer groups, exhibit some relational languages. Their meetings and conversations describe the sort of information they get and reactions among members. They do not boarder about anything, except things that can make them happy.

They are described by their equal ages, and structure inclusively. The peer groups act like a formidable association that has been formally initiated into the school society. Sometimes, when cases happen in a school, the management is able to find solution quickly when peer groups are consulted. Some of its members may have seen the culprit secretly or maybe staying closer to the perpetrator in the community. They are easily persuaded to blurt secrecies of bad occurrences in the school.

So it is important to check and observe day to day activities of students, when peer grouping is noticed among them. This will help direct the groups in an acceptable way, and good morals advocated all the time by the school, could be easily shared when the meet as peers in the school.

This groups when observed and manage well, in the long run help the learners cope with the academic conditions in the school and try harder to make good grade despite scandals and vandalism occurrences in the learning environment.

CONCLUSION

In conclusion, we can argue that threats in school, is far more in observation than what is experienced from the outside community. Most learners are with complexes in the learning classrooms. Some find it difficult to ask questions, answer questions, clear their minds on some issues in classroom, or read when call upon. Though this characteristic feature does not finally define the ability of the learners, they are constituents of threats.

I am more particular about the external threat forces and the reactions of students with respect to academic performance. In the nutshell, the student has to weigh between the strength of the threat and the intelligence for proving their inclusive in the level of educational expectations. So they will find ways and means to clampdown threat impediments in their academic career. Thus; Learner's Response to Threat Situations in the Academic Environment

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