
SECURITY THREATS AND THE CONCENTRATION OF LEARNING ACTIVITIES IN CLASSROOMS OF BACHA KHAN UNIVERSITY STUDENTS CHARSAKDA

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ABSTRACT

The study's goal was to find out that how security threats affected the student's concentration on classroom learning activities at Bacha Khan University in Charsakda's. Teachers and students were the key participants. The research uses a questionnaire to collect data. Basically, it is quantitative research. 238 students, 69 teachers, and 41 administrators collected data. Concentration on classroom learning activities is the primary variables for the research work. The researcher used a five-point Likert scale made up of 8 items. The research's key findings, on which stakeholders agree, are that security should be provided to educational institutions, are its main point of interest. Due to the environment now a day's student's concentration level on education is getting low which is a serious kind of issue. Providing good and feasible environment for student is the main right of students all the stakeholders acknowledge that the process of learning after security threats has been break and interrupted.

KEYWORDS

Security threats, learning attitude, terror, concentration, Education

INTRODUCTION

At present terrorism is the serious threat that the whole world is suffering. At the present era it is most complicated and debatable phenomenon that the world is facing. There is no one yet who define universal definition on terrorism which makes a clear definition on terrorism. Every country facing their own kind of terrorism and they have their own definition on terrorism. The countries and the areas which are affected by terrorism is something which is beyond the description. The fear and the aggression are on the peak in those countries which is directly hit by terrorism. According to researchers, it has been seen that one group of fighters is another group of terrorists who are struggling for their freedom (Whittaker, 2001, p. 33).

Terrorism can be activating by many aspects like psychological, political, economic, social, ethnic and ideological aims. We can see clearly that terrorism is politically motivated for their illegal activities and to create fear and threat to paralyse institutions, society and countries psychologically. According to Stephen salon: terrorism definition is changeable according to time and place because with the passage of time the meanings gets changed, people linked with terrorism activity because of political change, ideological change and religious change but in the real changed is not happened at all the meaning is same the aim is same (Zalman, 2007). There are many attacks on educational institution, which effects educational institution because of getting close for long time some time colleges, schools, universities are on the direct hit of terrorism because they create fear and anxiety among people. All educational institutions, whether it is their school, college or university, are being hit by militant attacks by the Taliban to ensure that society does not get treats to achieve its goals (Safdar Naveed, 2004).

Learning happens when performance or actions are practiced in long lasting and well knowledge is gained. It is currently changing or becoming more demanding and adding pressure to action, talent, and understanding. According to situation we can make plans according to our circumstances that what is happening to us, whether they are horrible, superior, wrong or right, insensible or aware to it. Everything relies on how we are feeling and what kind of psychological presentation we are experiencing. Humans change as a result of knowledge, and those changes end up being permanent. Knowledge is a response to understand that is affected by inspiration. Only and most importantly, inspiration is essential for learning. It is said that it is attention that leads people to change and the knowledge factor that causes them to react. A thirst for knowledge is deeply linked to knowledge. We can see that Learning is not a fast adopting process; it requires prior knowledge and does not

accomplished happen all at once. Knowledge is a process by which a person can more accurately recognized by what we previously recognized. In fact, there is a link between inspiration and horror. You can wait and wrestle if you're experiencing fear and are worn out from wanting to leave (Woolfolk, 2008).

The main connection between people, whether they are youngsters or young people, is their interaction with one another to raise their understanding of society and help them make decisions that will improve society. The primary objective is to develop better relationships between the elements of the personality course set and others. For the optimal learning experience, we must allow students and the educational process to form connections with other enterprises, veer off course, and retain connections with family, friends, and other educational institutions and public services (Blayney, 2012).

Education is the most significant and respected direction in society for providing a brilliant and prominent place in society. The fundamental and sole tool aimed at the advancement of the republic and the progress of civilization is the education process. Education is a beacon of hope in lives of persons in civilization, and no person can repudiate its significance. Currently, if we examine the educational infrastructure, we can see that terrorism has seriously damaged the Pakistani government education system, and this simply happens because terrorists have no level of education. They have illiterate minds, which is why they only seek to destroy the educational system, which is the means by which the average man gets awareness (Rana, 2005).

Learner attention, assistances, inspiration, correction, broadmindedness, luxury, attentiveness and numerous additional are examples of learning attitudes. Presence, castigation, comfort, attention, regularity, services, good attitude, positive conduct, and deeper relationships with students are further characteristics of learning attitudes. The current study concentrates on security threats and the concentration of learning activities in classrooms of Bacha Khan university student's charsadda. The consequences of security risks on students' focus on classroom learning activities are something the researcher is curious to learn about from instructors, students, and administrators at Bacha Khan University in Charsadda. The analysis of these perspectives will assist the university administration in taking additional actions to ensure the safety of the students, as well as determining the current state of concentration due to security risks at Bacha Khan University Charsadda.

There is no other documented study found to determine the perception of stakeholders regarding the security threats and the concentration of learning activities in classrooms of bacha Khan university students' charsadda, so this study is important to highlight to this important issue of terrorism on educational institutions of Pakistan. This

study helps us to understand how stakeholders precise mental and physical damage caused by security threats, and to know about how much attack on Bacha Khan University change student's life, and their academic career.

LITERATURE REVIEW

The current investigation will provide researchers with a novel technique to comprehend the safety disputes impacting educational institutions. It may help in the creation of acceptable, secure, and long-term learning environments for investigators. It may investigate the cases of safety danger in the instructive organizations on their academic achievement specially concentration level of the students. This study may help presenters, tutors, and lecturers in taking various beneficial phases in transporting lectures in class to overawed students' terror of violence and safety issues so that they may concentrate on their educational successes. This research will help other educational institutions understand the conditions before and after the extremist spasm at Bacha Khan University in Charsadda.

Khyber Pakhtunkhwa is Pakistan's furthestmost affected radicalism area, with a worse scenario than other provinces. Nobody knows how long this province has been plagued by terrorism; these terrorists do everything they can to instill dread in people to make people life uncomfortable, and as a result, many people have died in various terrorist incidents which include bomb attacks and suicide attacks. Nothing is safe in this province, including health care, education, and other government institutions and staff. Terrorism destroys several educational institutions in Khyber Pakhtunkhwa, and practically every city is devastated due to bomb and suicide attacks. In such conditions, our first job is to protect and safe our children's education and keep them away from violence and fear. To eliminate terrorism from the country, it is essential to first understand why it exists. Once the root cause is understood, security plans can be developed to protect the country against terrorists.

Terrorist attacks have a negative impact on students' entire lives; they are frightened and unable to concentrate on their educational institution; their reactions are varied and irrigative; and students are suffering from a variety of psychosomatic disorders. For this reason, we would want to conduct a study to learn more about security threats, their effects on and general personality, student attitudes, positive behavior, professional communication, society interaction, and many other topics in order to better understand present security procedures and their impact on student mindset (Abbas.H, 2004)).

Behaviour of Students

Behaviour is what we do to other people. It is an action or reaction taken by a person in opposition to an external or internal motivation. Responses to motivation are often

spontaneous, and people are capable of doing so. Any circumstances that consistently organise behaviour or creature growth are called motivations. Behaviour is a response to how something feels. Like hostility, unease, pronounced withdrawal, and beating of the coast actions may be the response to any stroke. Children may act rashly out of simple concern or outright dread. (Renold, 2006).

Threats to our security and terrorism can fundamentally alter how we think, act, and live. It immediately affects how both victims and onlookers behave. Terrorists want to psychologically impact the entire population in addition to actual victims. People can be psychologically affected by tragic occurrences in a variety of ways, even if they are only onlookers rather than victims (Dr. Ritu Pareek,2008)

After that attack, Bacha Khan University students felt poor concentration and an inability to focus their thoughts on a single task. Those who were immediately impacted found it harder to focus on academic work and solve problems due to intrusive thoughts about the tragedy. Students who fear worries about safety do poorly in class and underachieve. They lose the advantages of interactive learning experiences as a result of their fear, which results in low engagement in the classroom. They frequently display poor social skills. It is now difficult for them to concentrate on routine duties. They frequently forget the lectures and struggle to make preparations. Students are reluctant to engage in activities that call for sustained mental work, and their ability to stay focused has declined. The idea that the world is dangerous and that a horrible incident would happen again has students feeling overwhelmed. (Irshad M ,2011).

Terrorism effects on learning:

Learning is the precise organisation of the link between Reward and reaction. As a result of an early phase in the direction of adulthood, distress may change the way one judges oneself, the environment around us, the distribution of knowledge and behaviour, and the reaction to new events. Institutions must limit shock-oriented participation to their disturbed students and aid in reducing learning deficiency and behavioural issues. In order to understand the defensive need for this intervention following traumatic disasters, one must first recognise the tasks of the mind under the frightening circumstances (Bremner, 2001).

Ninety percent of children regularly recall frightening incidents, with the exception of memory being imperfect in the direction of essential conflict. However, if a warning is not present, the child's intelligence may be terrified. Mental processes, in addition to behavioural modifications, are frequently misconstrued for conflict, rigidity, overreaction, folly, clash, or facing a lack of understanding. (Aladejana FO, 2000).

RESEARCH OBJECTIVE

1. To recognize security threats and the concentration of learning activities in classrooms of Bacha Khan university students Charsadda.

RESEARCH HYPOTHESIS

1. There is no significant difference of security threats and the concentration of learning activities in classrooms of bacha Khan university students' charsadda.

RESEARCH METHODOLOGY

Male and female faculty members, male and female administrators, and male and female students from two faculties and eight departments of Bacha Khan University charsadda made up the population of this particular study.

Population size**Table 1**

Faculty	Stakeholders	Gender		Sub-Total	Total
		Male	Female		
Arts	Teacher	36	10	46	1493
	Student	1131	230	1361	
	Administrator	86	0	86	
Science	Teacher	44	8	52	1190
	Student	947	107	1054	
	Administrator	79	5	84	
Total	-	2323	360	-	2683

Sample of the study

In this particular research project, 10% of the professors, 10% of the administrators, and 30% of the students were chosen.

Sample Size:**Table 2**

Faculty	Stakeholders	Gender		Sub Total	Total
		Male	Female		
Arts	Teacher	16	5	21	160
	Student	82	46	128	
	Administrator	11	0	11	
Science	Teacher	40	8	48	188
	Student	83	27	110	

	Administrator	25	5	30	
Total	-	257	91	-	348

Sampling Technique of the study

In this study, data were gathered using a simple random sampling technique. Every member of the subset will be able to choose themselves independently and equally according to this strategy. The sample were taken according to the Yamane (1967:886) simplified formula and through online calculator for sample size of population. The sample size from Yamane formula is 348.

$$n = \frac{N}{N(e)^2}$$

Mode of Data Collection

The researcher used a simple random sample technique to select the teachers, students, and administrators after personally visiting Bacha Khan University in Charsadda to collect data from the selected Teachers, Students, and Administrator. Data were gathered by the researcher's using a rating scale.

Research Instrument

A five-point Likert scale was utilised as the research instrument for evaluating stakeholders' perceptions Five points Likert scale is ranging from strongly agrees, agree, undecided, disagree and strongly disagree. Renis Likert created a Likert scale, often known as a rating or evaluation scale, in 1932. It is commonly used for questionnaire analysis. Renis Likert created this technique, which he called "A technique for Attitude Measurement." Each teachers, students, and administrator's response were considered individually, and the data was turned into quantitative form as shown below:

Five Point Likert Scale

Table 3

Range	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Values	5	4	3	2	1

Research Instrument Development

At first, the researcher constructed the research instrument with the guidance of relevant source and materials. The data was gathered from reliable reports, authoritative publications, related books, academic journals, university research papers, magazines, connected websites, and blogs.

Validity of research tool

A five point's Likert type rating scale was design and validated. This scale was developed with the support of literature, administrative staff, and education department professionals. By distributing this research tool to 17 people with relevant educational expertise, the instrument's content validity was checked. This rating scale was improved in response to comments, issues, and uncertainties raised by experts. The scale was pilot tested after the content validity was validated. For the purpose of collecting data, the researcher has prepared 12 questions, of which 4 have been rejected by experts due to their unclear meanings and use of difficult language. Experts have accepted 8 questions. The main objective of the pilot project was to do an instrument pre-test on a small sample.

Reliability of research tool

The consistency after making sure the questionnaire's content validity, Cronbach's Alpha was calculated. Utilising the most recent version of SPSS, the validity of the research tool was examined. For all 8 questions combined, Cronbach's Alpha yielded an internal consistency coefficient of 0.79. The internal consistency Cronbach's alpha is Acceptable in Range. Rowntree (1981) a feasibility study that was planned out earlier than some significant tasks could be used to test the proposed methods while there is still chance for modifications to be made (P.217).

DATA ANALYSIS AND FINDINGS

Table 4: Security threats and the concentration of learning activities in classrooms of bacha khan university students' charsadda.

Statement	Stakeholder	SD	DA	UD	A	SA
Students suffered from dis-regulated attention mechanisms	Teachers	2.9%	0.0%	0.0%	36.2%	60.9%
	Students	0.4%	1.7%	0.0%	39.1%	58.8%
	Administration	0.0%	0.0%	0.0%	31.7%	68.3%
Capacity to concentrate on academic tasks has been decreased	Teachers	0.0%	4.3%	17.4%	43.5%	34.8%
	Students	1.7%	0.0%	15.1%	49.2%	34.0%
	Administration	0.0%	0.0%	17.1%	41.5%	41.5%
To avoid distraction have become much harder	Teachers	0.0%	1.4%	5.8%	53.6%	39.1%
	Students	1.3%	0.0%	4.2%	50.4%	44.1%
	Administration	0.0%	0.0%	4.9%	46.3%	48.8%
Poor concentration led	Teachers	1.4%	0.0%	26.1%	18.8%	53.6%
	Students	0.4%	2.1%	22.7%	16.4%	58.6%

to low academic performance	Administration	0.0%	2.4%	24.4%	12.2%	61.0%
Hesitation to engage in tasks that require sustain mental effort has been increased	Teachers	1.4%	8.7%	30.4%	29.0%	30.4%
	Students	0.0%	4.2%	31.1%	32.4%	32.4%
Students start the task but quickly lose focus and are easily side-tracked	Administration	0.0%	7.3%	24.4%	31.7%	36.6%
Concentration problems disturbed daily routine of the students	Teachers	0.0%	0.0%	11.6%	72.5%	15.9%
	Students	0.0%	0.0%	12.6%	68.1%	19.3%
Students have difficulty in organizing an activity needing to get done	Administration	0.0%	0.0%	7.3%	65.9%	26.8%
	Teachers	0.0%	1.4%	43.5%	34.8%	20.3%
Students have difficulty in organizing an activity needing to get done	Students	0.4%	1.3%	42.0%	38.7%	17.6%
	Administration	0.0%	0.0%	41.5%	34.1%	24.4%
Students have difficulty in organizing an activity needing to get done	Teachers	0.0%	2.9%	11.6%	56.5%	29.0%
	Students	1.7%	0.4%	10.5%	59.7%	27.7%
Students have difficulty in organizing an activity needing to get done	Administration	0.0%	0.0%	7.3%	68.3%	24.4%
	Teachers	0.0%	2.9%	31.9%	15.9%	49.3%
Students have difficulty in organizing an activity needing to get done	Students	1.3%	0.0%	37.0%	15.1%	46.6%
	Administration	0.0%	0.0%	34.1%	22.0%	43.9%

Statistical Treatment of Hypotheses

Table 5: Show the security threats and the concentration of learning activities in classrooms of bacha khan university students' charsadda.

Test variable	Categorical variable	Respondents	N	Mean	Std Dev	df	Calculated t. value	Table Value	P-Value
Perception of male and female	Gender	Male	257	4.18	.299	346	1.447	1.960	.027
		Females	91	4.13	.252				

students

The researcher created an independent sample t-test to assess the hypothesis. The viewpoint of male and female pupils about their concentration on classroom learning activities in the wake of security risks was hypnotised to show that there is no discernible difference. The researcher's null hypotheses are accepted, and the results of the hypotheses are confirmed, according to the p value of.027, which is higher than the alpha () value of 0.05, and the calculated t-value of 1.47, which is lower than the tabulated t-value of 1.960. This means that there is no significant difference security threats and the concentration of learning activities in classrooms of Bacha Khan university students' charsadda.

FINDINGS

The following findings were obtained after analyzing the data.

It had a negative impact on the university's environment, which is unsuitable for excellence in education.

Many respondents believe that students are losing interest in learning as a result of low attendance at educational institutions. This is due to the state-created environment not being favorable to learning, and we can observe that multiple terrorist attacks have previously targeted educational institutions directly.

Numerous studies have identified a number of factors that affect students' ability to concentrate, including: intellectual conflicts, nutrition, adequate knowledge and, mastery of the subject, classroom teaching approach, use of teaching aids, light, and ventilation of the classroom.

DISCUSSION

The research analyses revealed that Bacha Khan University charsadda have a fear component. The respondents had the opinion that children experience panic when they hear the sirens of police or ambulance vehicles or other loud noises. It has been observed that pupils frequently inquire about these sounds and begin making predictions about what will occur in their neighborhoods.

Many respondents believe that students are losing interest in learning as a result of low attendance in educational institutions. This is due to the fact that the state environment is unsuitable for students, as evidenced by the fact that many terrorist attacks have directly targeted educational institutions in the past. As a result, students are losing marks in exams because they did not complete their coursework, according to many respondents. The study's findings suggest that teachers should focus on students' status in order to improve their focus and drive to participate in class. Therefore, the following suggestions can aid in solving the issue of tiredness, lack of

focus, or motivation: making the offered content appealing, teachers' word choice, students' participation in class discussions, and scheduling sessions at suitable times.

RECOMMENDATIONS

These recommendations were made in light of the study's findings and the conclusions made.

Students' motivation should be encouraged by teachers and administrators in order to increase their positive attitude towards learning.

Teachers and higher-ups at the institution should treat each student equally and respond to them equally.

The university should set up efficient co-curricular activities for students in order to combat the effects of security threats.

Teachers should try to work on attractiveness of the provided content

Teachers choice of words is must be appropriate.

Allow students to participate in classroom discussions.

Study Future researchers can carry out this sort of study in universities, colleges, and other institutions that are subject to security threats.

Can also be conducted using some other type of tool than questionnaire for data collection like interview etc.

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