

PERCEIVED INFLUENCE OF SECURITY CHALLENGE ON THE SUPERVISION OF INSTRUCTIONAL PROCESSES IN PUBLIC SECONDARY SCHOOL, NASARAWA STATE

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ABSTRACT

This study investigated perceived influence of security challenge on the supervision of instructional processes in public secondary schools. Three research questions guided the study. Two hypotheses answered research questions. Theoretical Framework; on General Strain Theory by Agnew 1992, and Psychological Theory of Attribution by Heider 1958; Survey design was adopted. 20237 is the population of the study. Public secondary school teachers are the target population. 392 is the sample size gotten through Taro Yamane computation. A self-constructed questionnaire is the instrument titled: perceived Influence of Security challenge on the Supervision of Instructional Processes in Public Secondary Schools in Nasarawa State questionnaire (PIISIPSS in NSQ), structure on four modified rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). 392 copies of instrument were administered by the researchers and researchers' assistant through direct contact approach to the respondents. Data collected were adequately analyzed using mean and standard deviations while hypothesis were tested at 0.05 level of significance using chi-square goodness – of – fit. The major findings safely affirmed that security challenge influence the supervision of Instructional Processes in public secondary schools. The government should ensure conducive environment for the supervision of instructional processes in institution of learning.

Keyword: Security challenge, Supervision, and Instructional processes.

INTRODUCTION

Education is a lifelong process through instructional processes, it empower populace by encouraging and promoting lifelong skills and know-how, thereby, liberating the individual from poverty and want. Education is the process through which every society attempts to preserves and upgrade the

accumulated knowledge, skills and attitudes in its cultural settings and heritages in order to foster the well-being of mankind and guarantee its survival against unpredictable event at time of hostile and destructive elements and forces of man and nature. Psychologists proposed that security is crucial for human survival. The inability to satisfy the need for security causes stress in individuals and then hinders

them from pursuing higher level needs. Faild Al-Quad cited in Ekpo and Is'haq (2014) submits that:

If a nation is successful in educating its people as a strong and complete individuals, it will be able to realize a glorious future for herself, promote peace within her boundary and defend her sovereignty. However, if a nation fails to educate its citizenry and make the deficient in carrying out some of the activities of life effectively then, that nation is doomed to witness destruction and obscurity.

Recently, major stakeholders in education have been lamenting over the inefficient instructional processes which could be due to inadequate supervision of instructional processes. Security challenges in an instructional of being scare and distance educational administrations, instructors and learners which disrupted instructional processes.

Instructional processes should be protected through adequate and efficient supervision to ensure that, there are sufficient trained and qualified educational instructors, sufficient and efficient carry out instructional processes in school. This calls for environment that is free from fear, anxiety and uncertainty. Unfortunately, our institution of learning have become hot spots where cases of security challenge are recorded (Ojukwu and Nwauma, 2017).

Supervision in education is a systematic approach to oversee teaching and learning processes. According to Asemah in Odeh (2019) supervision is a way of stimulating growth, guiding, improving the process, refreshing, encouraging, and overseeing operational process.

The supervision of instructional processes ensures to maintain and improve adequacy of instructional process in the educational system. Nwakwo & Nwaogbe (2009). For sustainable effective supervision of instructional processes, the educational system should be uninterrupted, the environment should be conducive and workable, there should be effective communication skills, and effective application of instructional materials align with academic standards. Aliyu & Lawal (2018) affirmed that there is deficiency in carrying out the supervision of instructional processes which could lead to incompetent manpower which might in turn pave way to security challenge in the society.

There is no gainsaying the security or lack of it, is at present taking an out-sized proportion of time, attention, and resources of government and the general public. Security challenge in Nigeria causes threats which triggers traumatic disorder and toxic tress that disrupts educational System. The attacks

by insurgents on schools, frustrate and destabilizes successful supervision of instructional processes.

Statement of the Problem

Right from the inception of democracy in Nigeria, in 1999, security challenge has become a major issue of concern to every citizen (Omotola, 2010). On a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, Kidnapping, bombing abduction, rape, cult activities and high rise in ethnic and communal clashes, which have become regular occurrences and characterized life in Nigeria. Institution of learning have become hot spots where cases of security challenge are recorded. The inefficient educational system of secondary education due to activities of insurgent perpetrating the peace of populace and that of educational administrators and planners could lead insufficient supervision of Instructional Processes. The insecure environment triggers traumatic disorder and toxic stress, as parents pull their children out of schools, while in some cases, security challenge has led to closure of schools, Wale-Awe & Adebayo (2020) opined, the attacks by insurgents on schools led to disruption of supervisory practice for effective instructional processes in public secondary schools.

Consequently, government resources are depleted as funds meant for other developmental projects are channel in tackling the aftermath of the attacks. Where academic attainment in terms of quality of graduates and manpower regrettably suffer. It is therefore the considered View of the researchers that a thorough investigation into educational system to elicit the influence of security challenge on academic attainment of any institution of learning.

Accordingly, the researchers investigates the influence of security challenge on the supervision of instructional processes in public secondary schools, by identifying the causes of security challenge, finding out whether security challenge influence the Supervision of instructional processes in public secondary schools and ascertain the extent at which security challenge influence the supervision of instructional processes in public secondary schools in Nasarawa State.

The researchers ponder on the following research question such as: (i) what are the causes of security challenge? (ii) How does security challenge influence the supervision of Instructional Processes in public secondary Schools and (iii) to what extent does security challenge influence the supervision of Instructional Processes in Nasarawa State?

To answer the research questions, the following hypothesis were considered (i) most threats do not significantly cause security challenge in Nasarawa State (ii) security challenge does not significantly

influence the supervision of Instructional Processes, in public secondary schools in Nasarawa State.

Theoretical Framework

The researchers employed reasoning in drawing a conclusion on what we do, due to a circumstantial evidence rather than on the basis of direct observation. On such note, the researchers adopted attribution theories such as Heider Psychological theory of attribution and General strain theory by Agnew.

General Strains, theory By Agnew 1992. Agnew considered strain as event or condition that are dislike by individuals. He propounded that, various forms of excessive and hurtful tension cause individuals to exhibit negative emotional state such as anger, depression and fear that may hinder achievement of aspiration and expectation of individuals. It is worthy to note that, anger, and fear are agents that causes stress to an individual which could lead to crime. And it is certain that when individual basic needs are not met they seek criminal means to deal with their negative emotions. Insurgent activities are criminal means of getting things done through illegal means to achieve their goals.

In essence, aspiration and expectation based on a will to succeed on ground upon which something excellent is expected to happen. It is every ones wish that school children are groomed to have a useful life to themselves and the society at large for peaceful coexistence.

Unfortunately, excessive and hurtful tension in an institution of learning leads to unconducive environment (goal blockage), presenting negative emotion leading to loss of positive values stimuli, where both human and natural resources might be strain up, get deteriorated, wasted and finally prevent progressive and efficient supervision of Instructional Processes in schools.

Psychological theory of Attribution by Heider 1958

Heider explained events by indicating a cause. He proposed that transient event were attributed to actors' disposition or to stable characteristics of the environment. We tend to belief and have a desire that could lead to what we perceive about disposition or situational event which could be controllable and uncontrollable character that may affect our persistence on task. Security challenge is an emergence event. The psychological theory of attribution broaden the mind of educationist to be aware that the more we feel that our behaviour is under our conscious control the greater the effective response on educational task. It helps us to understand that security challenge is an undesirable

means, that educational supervisors would require intelligent strategies so that our belief and desire would lead to good intension even in the face of all difficulties due to transient event.

LITERATURE REVIEW

Secondary School System

Secondary school system in Nigeria follows the 6+3+3 system of primary-secondary education. Six years of primary education are followed by three years of junior secondary education and three year of senior secondary education. Secondary school is an institutional of learning founded for educational functions where instructional processes were formulated and followed to achieve educational goals such as (i) a free and democratic society, (ii) a just egalitarian society (iii) a united, strong and self-reliant nations, and (iv) a great and dynamic economy (National Policy on Education, 2013).

This can only be achieved through effective instructional processes where children are the center of learning involving them in cooperation activities to use their critical thinking and kinesthetic to solve identified problems for useful living to themselves and the society to be strong and self-reliant. To achieve this, education is an essential tool, it has to be developed to aid populace educated. Sadiq (2013) asserts that educational populace is an asset to a nation. Education is a means of improving desirable human traits, like; honesty, sincerity, hand working, punctuality, productivity, innovation, patriotism, selflessness, brotherhood and friendship.

Instructional Processes

Instructional processes involves putting the student at the center of learning through techniques emphasizing learning by doing and situated learning. Situated learning involves students in cooperative activities where they are challenged to use their critical thinking and kinesthetic abilities. According to Smith and Ragan (2005), that instructional processes are structured guidelines designed to facilitate learning by providing learners with clear objectives, content, and assessment strategies that lead to the acquisition of Knowledge and skills.

Likewise, Clark and Mayer (2016) opined that instructional processes encompasses both the content delivered and the methods used to deliver, ensuring that learners can effectively process and apply knowledge. Instructional processes in secondary Schools are activities that improve knowledge or skill for useful living. It is advisable that the instructors, learners, and the instructional materials should be available and in good condition for the process. Under curricular functions, the classroom control, the communication process, and

effective utilization of instructional material is obvious for efficient teaching and learning process as safely agreed by Eze, & Nwachukwu C. I. (2021). Instructional process should be stimulated, guided, improved, refreshed, encourage and maintained, ensuring that there are trained and qualified instructors, relevant materials resources to achieve instructional goals.

Supervision of Instructional Processes

Supervision is a way of Stimulating, guiding, improving, refreshing, encouraging, and maintaining operational processes. According to Adepoju in Odeh (2019), the term supervision is derived from Latin words, “to oversee”. It is an interaction between at least two persons for the improvement of instructional procedures, and condition that are consciously designed to advance effectiveness of individual and groups. Supervision is not aim at witch-hunting or fault finding. It focus on helping trainee to correct their mistake and giving sure guidance when need arises. To Tyokyaa (2016) supervision helps educate instructors to see beyond their present condition and seek improvement to coordinate effort and resources for more efficient input on educational processes.

Supervision of instructional processes is a systematic approach aim at enhancing teaching and learning processes. For Sustainable supervision of instructional processes, there should be uninterrupted educational system, conducive and workable environment with sufficient and efficient resources well monitored, checkmate and coordinated, Akpan et al (2017). To sustained quality instructional processes calls for cooperation among and with instructors interacting and participating through instructional activities with the application of instructional materials to improve classroom control for the achievement of instructional goals. For this reason, AKintunde, (2015) observed that, supervision of instructional processes should adhered to curriculum content in shaping the direction and utilization of instructional materials to stimulate growth in instructors in order to improve the quality instructional processes. The Following strategies were observed by Godwin (2014) as a process of stimulating growth in instructors:

- i. instructors must see each other as colleague
- ii. Cooperates as they interact with each other in providing relevant information from instructional activities, brainstorming on possible ways of improving effective instruction.

- iii. Identify problem and lapses to analyze and proffer Solution to the identified issue.

When there is deficiency in carrying out supervision of instructional processes might lead to incompetent man power which could in turn pave way to security challenges issues in an institution of learning. Security challenge leads to poor attention to education. As protection of life and properties is most priority. The education sector suffered most where different ugly forms of attitude such as poor turning to school programme and poor programme implementation due to unforeseen circumstance in and from the environment, Akinda & Oladipo (2019), it thus, deterred the supervision of Instructional Processes leading to poor achievement of instructional goals.

Effective Supervision of Instructional Processes

Protection of life and properties is the most priority for effective supervision of instructional processes in schools. The process of overseeing instructors and learners requires the following among others.

1. Efficient communication process
2. Efficient and sufficient time
3. Conducive environment
4. Qualified educational administrators and planners
5. Adequate material resources

Unfortunately, the feasibility of aforementioned conditions for effective supervision of instructional processes are difficult to achieve due to security challenges confronting the land. The supervision of instructional processes in public secondary schools degraded and dissipated leading to efficient and ineffective instructional processes in public secondary schools.

Security Challenge

Security challenge is a state of not been free from anxiety and uncertainty Achumba (2013) define security challenge from two perspectives. Firstly; security challenge is the state of being open or subject to danger or threat of danger. Secondly, security challenge is the state of being exposed to risk or anxiety. Best (2016) sees security challenge, as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury. Katsina (2012) reviewed the state of security challenge in Nigeria and submitted that it is a concomitant of “the deep and structurally entrenched crisis of development that creates conditions for inequality, poverty and unemployment”

Causes of Security Challenge

Security challenge is a product of injustice. The dangerous trend in security challenge comes with Boko Haram heightened fears among the populace, and the hostility has gone beyond religions or political coloration. The coordinated assaults from the Boko Haram sect in the northern part of the country, besides making life miserable for Nigerians, was rightly stated by Adagba et al (2012) that the security challenge is worsened by the state of violence attacks by the Jama'atu Ahlis Sunnah Ladda' Awati wal jihad otherwise called Boko Haram that Western education is forbidden in Hausa Language. One can posit that Nigeria has witnessed an unprecedented level of security challenge. Inter and intra ethno-religions violence, armed robbery, assassination, murder, gender based violence and bomb explosion leading to enormous loss of life and property and a general atmosphere of siege and social tension for the populace (Ibrahim in Adagba et al 2012). Security challenge causes unconducive environment confronting the supervision of instructional processes then we tend to absent ourselves from where we should be discharging our obligation and services.

Influence of Security Challenge on the Supervision and Instructional Processes

Supervision of instructional processes is a systematic approach to overseeing and enhancing instructional processes. It requires uninterrupted environment for the achievement of instructional goals. To rise to the challenges of working and showing commitment for the supervision of instructional processes in public secondary schools, it required conducive and workable environment where educational supervisors can oversee instructional process effectively. Unfortunately, educational administrators and planners find it very difficult to rise to the standard of working and showing commitment for the supervision of Instructional processes in public secondary schools due to security challenge confronting education sector, Ibrahim et al (2020). Security challenge leads to school closure, deterioration of schools facilities, creating fear and anxiety into administrators. Nobody wants to be killed! Fear creates anxiety leading to uncertainty and absence of confidence. These factors lead to ineffectiveness of any events be it educational or business wise.

Security challenge is an unstable situation of extreme danger and its disruption is felt by many instructional supervisors and Planners around the world and a massive shock to individual's life and productivity as well, Idris, & Muhammed, S. A (2018). State of feeling insecure discourages supervision of instructional processes. For fear of being kidnapped and killed by insurgents pushes

educational administrators and planners into an inactive stage, this can prevent supervision of instructional processes more so, proliferation of illegal arms and light weapons around host community of an institution of learning has havoc on the supervision of instructional processes. Security challenge confronting educational system triggers negative feelings in educational supervisors and this also disrupted, discouraged and destabilized successful supervision of instructional processes. This interruption will not just be a short time issue, but can also have long term consequences for sustainable education systems in the country. The physical learning process in the dynamic society has been disrupted by insurgency leading to a vulnerable and disadvantage atmosphere for achieving instructional goals. The impending doom of security challenge before now and now on human and quality education in public secondary schools is worrisome.

Extent at which security challenge influence the supervision of Instructional Processes in Public Secondary Schools

The gravity at which security challenge has pulled down the standard of education in Nigeria is unacceptable to National development, such that its consequences devalued the supervision of instructional processes to the extent that educational attainment at public secondary schools degraded in quality, cause more havoc in the society and the country at large.

Proliferation of illegal arms and light weapons around a host community of an institution of learning creates fear, anxiety, and uncertainty in educational system. Aliyu et al (2018) frustrate the effort of educational administrators and planners at public schools. Security challenge confronting education sector, leads to unconducive environment which triggers negative feeling in educational administrators and planners leading to abandonment of educational functions to the extent that instructional processes suffered most leading to poor academic achievement and underdevelopment of the Nation, opined by Idris et al (2018).

METHODOLOGY

Survey design was adopted. 20237 is the population of the study. Public secondary school teachers are the target population. 392 is the sample size gotten through Taro Yamane computation. A self-constructed questionnaire is the instrument titled: Perceived Influence of Security challenge on the Supervision of instructional processes in Public Secondary Schools in Nasarawa State questionnaire (PIISIPSS in NSQ), structure on four modified rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). 392 copies of instrument were administered by the

researchers and researchers' assistant through direct contact approach to the respondents. Data collected were adequately analyzed using mean and standard

deviations while hypothesis were tested at 0.05 level of significance using chi-square goodness – of – fit.

RESULTS

Research Questions 1: What are the causes of security challenge in public secondary schools?

Table 1: Mean responses of the respondents on the causes of security challenge in public secondary schools in Nasarawa State.

S/N	Items	\bar{x}	SD	Decision
1.	Insurgency causes security challenge in schools	3.393	0.657	Agreed
2.	Ethno-conflict causes security challenge in Schools	3.006	0.624	Agreed
3.	Poor disposition of security personnel breeds weak security system	3.101	0.926	Agreed
4.	Uncertainty in School premises create anxiety in Schools	2.710	0.893	Agreed
5.	Unchecked inflow of arms and weapons due to porous borders has criminality	2.708	1.085	Agreed
6.	Cultism in school has described as cancer militating against Educational development	2.803	0.736	Agreed
7.	The scourge of kidnapping, a fertile ground for robbers and all sort of criminalities are major causes of security challenge in Schools	2.901	0.690	Agreed
8.	Religious violence is a cause of security challenge in Schools	2.901	0.818	Agreed
9.	Uncertainty in education sector causes havoc in secondary schools	3.006	0.766	Agreed
10.	Injustice in an institution of learning creates anxiety in educational administrators	2.814	0.739	Agreed
Cluster Mean/SD		2.934	0.793	Agreed

The result in Table 1 revealed the mean responses on the causes of security challenge in public secondary schools in Nasarawa State with their corresponding standard deviations. It can be seen

from Table 1 that the mean cluster is above 2.50. This affirmed that most threats cause security challenge in Nasarawa State.

Hypothesis 1: Most threats do not cause security challenge in secondary schools.

Table 2: Frequency Count and Chi-Square Test Statistics

Options	Observed Number	Expected Number	Residual	Chi-square	df	Asymp. Significance	Remark
SD	11	98	-87	415.705	3	.000	Rejected
D	26	98	-72				
A	99	98	1				
SA	256	98	158				
Total	392						

P (.000) < alpha (0.05)

The result in table 2 p (.000) and alpha level (0.05) this means that p (.000) < alpha level (0.05). This implies that the null hypotheses is rejected. It there

can be affirmed that most threats cause security challenge in secondary schools.

Research Question 2: How does security challenge influence the supervision of Instructional Processes in public secondary schools in Nasarawa State?

Table 3: Mean responses with their corresponding standard deviation on how security challenge influence the supervision of instructional processes in public secondary schools.

S/N	Items	\bar{x}	SD	Decision
11.	State of feeling insecure discourages supervision of instructional processes in public secondary schools	3.436	0.661	Agreed
12.	Security challenge disrupts supervision of instructional processes in public secondary schools	3.006	0.624	Agreed
13.	Closure of schools due to anxiety prevents supervision of instructional processes in public secondary schools	3.134	0.931	Agreed
14.	Depression pushes educational administrators and planners into inactive stage, this can destabilize supervision of instructional processes in public secondary schools	2.743	0.921	Agreed
15.	Lack of conducive environment in an institution of learning discourages supervision of instructional processes in public secondary schools.	2.708	1.085	Agreed
16.	Proliferation of illegal arm and light weapons around a host community of an institution of learning create fear and anxiety into educational supervisors, causes havoc on the supervision of Instructional Processes in public secondary schools.	2.803	0.736	Agreed
17.	For fear of being kidnapped and killed, educational supervisors abandons their duties, leading to inefficient supervision of Instructional Processes in public secondary schools.	2.943	0.717	Agreed
18.	For fear of attacks, educational supervisors abandoned their obligations which altered supervision of instructional processes in schools	2.901	0.817	Agreed
19.	Injustices in education sector frustrate the effort of educational supervisors to effectively supervise instructional processes in public secondary schools	3.088	0.786	Agreed
20.	Security challenge confronting secondary education, triggers negative feeling in educational supervisors and this destabilizes successful supervision in secondary schools	2.804	0.739	Agreed
Cluster Mean/SD		2.952	0.701	Agreed

The result in Table 3 above revealed that, state of feeling insecure in an institution of learning disrupts and discourages supervision of instructional processes in public secondary schools. That closure of schools due to anxiety prevent supervision of instructional processes, causing depression and pushes administrators into inactive stage. In addition, lack of conducive environment discourages supervision of instructional processes in public secondary schools. Proliferation of arm and light weapons around a host community of an institution of learning create fear and anxiety into educational supervisors which has havoc on

supervision of instructional processes in public secondary schools. More so, fear of attack and injustice in education sector frustrate the effort of educational supervisors in public secondary schools. Likewise, negative feelings in educational supervisors due to security challenge confronting secondary education destabilizes successful supervision of instructional processes in public secondary schools. All items has mean response above 2.50. The Cluster mean 2.952. This implies that security challenge influences the supervision of instructional processes in public secondary schools.

Hypothesis 2: Security challenge does not significantly influence the supervision of instructional processes in public secondary schools in Nasarawa State.

Table 4: Frequency Count and Chi-Square Test Statistics

Options	Observed Number	Expected Number	Residual	Chi-square	df	Asymp. Significance	Remark
SD	26	98	-72	267.071 ^a	3	.000	Rejected
D	22	98	-76				
A	136	98	38				
SA	208	98	110				
Total	392						

$P (.000) < \alpha (0.05)$

The result in Table 4 revealed that the $P(.000) < \alpha$ level (0.05). This shows that the null hypotheses is rejected. It therefore can be affirmed

that security challenge significantly influenced the supervision of instructional processes in public secondary schools in Nasarawa State.

Research Question 3: To what extent does security challenge influence the supervision of instructional processes in public secondary schools?

Table 5: Arithmetic Mean of the respondents on the extent at which security challenge influences the supervision of instructional processes in public secondary schools in Nasarawa State

S/N	Items	VGE (5)	GE (4)	AE (3)	LE (2)	NE (1)	Mean	Remark
21.	State of feeling insecure discourages supervision of instructional processes in public secondary schools.	161x5 = 805	112x4= 279	93x3= 279	25x2 =50	2x1= 2	$\frac{1584}{392}$ = 4.04	4.0
22.	Proliferation of illegal arm and light weapon around a host community of an institution of learning create fear and anxiety in educational supervisors that distracted effective supervision of instructional processes.	168x5 = 840	110x4 = 440	90x3 = 270	21x2 =42	3x1= 3	$\frac{1595}{392}$ = 4.06	4.1
23.	Due to anxiety, the supervisions of instructional processes was highly disrupted to the extent that, educational supervisors got discouraged to carry out their functions as expected.	170x5 =850	120X4= 480	95x3= 285	6X2= 12	1x1= 1	$\frac{1628}{392}$ = 4.15	4.2
24.	Unconducive environment in an institution of learning discourages the process of guiding and refreshing instructors and learners leading to poor academic achievement in public school.	166X5 = 830	150 x 4 = 600	70 x 3 = 210	6x2= 12	0x1= 0	$\frac{1652}{392}$ = 4.21	4.2
25.	The extent at which security challenge leads to the closure of public secondary schools, highly prevents the supervision of instructional processes in public secondary schools.	200 x5 = 1000	99x4=3 96	90x3= 270	3x2= 6	0x1= 0	$\frac{1672}{392}$ = 4.27	4.3
26.	Injustice in education sector frustrate the effort of educational supervisors' leads to lost of confidence on education sector.	195x5 =975	130x4= 520	57x3= 171	7x2= 14	3x1= 3	$\frac{1683}{392}$ = 4.29	4.3
27.	Security challenge causes depression in educational supervisors pushes them into inactive stage where supervision of instructional processes suffered most.	189x5 =945	165x4= 660	30x3- 90	7x2= 14	1x1= 1	$\frac{1710}{392}$ = 4.36	4.4
28.	For fear of being kidnapped and killed distracted educational processes which devalued teaching and learning process in public secondary school.	163x5 =815	191x4= 764	31x3= 93	5x2= 10	2x1= 2	$\frac{1684}{392}$ = 4.29	4.3
29.	For fear of attacks, both instructors and learners abandoned schools programme, to the extent that, teaching and learning process becomes inefficient.	192x5 =960	151x4 =604	41x3= 123	6x2= 12	1x1= 1	$\frac{1700}{392}$ = 4.34	4.3
30.	Security challenge issues confronting public secondary school, triggers negative feelings in educational administrators and planners and this destabilizes successful supervision of	167x5 =835	115x4= 460	95x3= 285	13x2 =26	2x1= 2	$\frac{1608}{392}$ = 4.0	4.1

instructional processes in public
secondary schools

Decision Rule

Range	Remark
4.1 – 5.0	Very Great Extent (VGE)
3.1 – 4.0	Great Extent (GE)
2.1 – 3.0	Average Extent
1.1 – 2.0	Little Extent (LE)
0.1 – 1.0	No Extent (NE)

The result in Table 5 revealed that all the items have arithmetic mean at very great extent which security challenge influence the supervision of Instructional Processes. Where the state of feeling insecure, discourage, supervision of instructional processes has mean of 4.0, the proliferation of illegal arm and light weapon around a host community of an institution of learning creates fear, anxiety and uncertainty into educational supervisors with mean 4.1. Due to anxiety, the supervision of instructional processes was highly distracted has mean of 4.2 unconducive environment discourages the process of guiding and refreshing instructors and learners leading to poor academic performance has mean of 4.2 while the extent at which security challenge leads to the closure of public school highly prevents the supervision of instructional processes 4.3 has it mean. 4.3 An arithmetic mean on the extent where injustice in education sectors frustrate the effort educational supervision in public schools. Likewise security challenge causes depression and pushes educators into inactive stage where supervision of instructional processes suffered most has 4.4 mean score. For fear of kidnapped and killed distracted educational process which devalued teaching and learning process in public school has 4.3 as mean score. In addition, for fear of attacks both instructors and learners abandoned school programme to the extent that teaching and learning becomes inefficient with 4.3 mean. Security challenge triggers negative feelings, this destabilizes successful supervision of instruction in public schools and with 4.1 arithmetic mean score. The results revealed that items are at very great extent which security challenge influence the supervision of instructional processes in public secondary schools; except item 1 that state of feeling security challenge discourages supervision of instructional processes felt at great extent with mean 4.0 based on the decision rule.

Summary of Major Findings

1. Most threats causes security challenge in Nasarawa State
2. Security challenge significantly influence supervision of instructional processes at

very great extent in public secondary schools in Nasarawa State.

Discussion of Findings

Based on the analysis obtained from the findings, the discussion of findings is organized around 3 research questions and 2 hypothesis reported by the major finding. The first finding revealed that insurgency Ethno-conflict, bullying, inflow of small aim and light weapon, cultism, Kidnapping, religion Violence, uncertainty and injustice among other are the Causes of security challenge. This findings agrees with Adagba et al (2012) reported that inter and intra ethno - religion violence, armed robbery, assassination, murder, gender-based violence and bomb explosion leading to enormous loss of life and properties and a general atmosphere of siege and social tension for the populaces. It is shown on table 1 that cluster mean of the respondents as 2.934 which met criterion mean from major findings it affirmed that most threats cause security challenge in Nasarawa State.

Due to the state of feeling insecure. The second (2) finding revealed that security challenge cause depression and pushes educational administrator and planners into inactive stage which frustrate and destabilizes successful Supervision of Instructional Processes. Teachers are the fulcrum on which the level of educational system rested. They are instructors, the largest and most crucial group of educational system, who influence the quality of educational input, they are to be encourage, stimulate, guide, improve, and oversee as stated by Godwin (2013) that there is need for trained and qualified instructors for effective instructional processes to achieve instructional goals. From the analysis of the data in Table 1, the finding revealed that security challenge discourages, disrupts, prevent and hinders sufficient and efficient supervision of Instructional Processes in public secondary school in Nasarawa State. It also revealed that, security challenge in an institution of learning causes depression and pushes educational administrators and planners into inactive stage leading to inappropriate implementation of secondary education curriculum. From the major findings, it can be safely affirmed that, security challenge influence the supervision of instructional processes in public secondary Schools in Nasarawa State

The third (3) findings revealed that, proliferation of illegal arms and light weapons around a host community of any institution of learning, creates

fear, anxiety and uncertainty in education system thus; frustrating the efforts of educational administrators and planners at public secondary schools. Perfectly agreed by Abubakar (2011), that security challenge causes developmental challenge such as inadequate supervision of institutions.

Conclusion

It is everyone's wish that instructional processes in public secondary school are stimulated, guided, improved, refreshed, encouraged and maintained to achieve instructional goals. Unfortunately, due to the wave of security challenge confronting education sector, where both human and material resources were strained up, prevents successful supervision of Instructional Processes in public secondary schools.

Recommendation

1. The government and levels of educations should double their effort and be bold enough to establishing the intelligence and the conflict prevention mechanism in the country to provide a safe and enabling environment for the populace to meet their needs. There should be conducive and workable environment where the host community member, schools personnel, parents, agent from the ministries of education, educational supervisors, and security, collaborating through the intelligent network to ensure that every institution of learning is conducive for the supervision of Instructional Processes for the achievement of instructional goals.

Contribution to Knowledge

This study contributes to knowledge in several significant ways:

1. **Understanding the influence of Security challenge on the Supervision of Instructional Processes:** It provides insight into how security challenge can disrupt the learning environment, affect teacher performance, and reduce students' learning outcomes.
2. **Identification of Causes of Security challenge:** The study uncovers various factors contributing to security challenge in Nasarawa State, which can help stakeholders, such as policymakers, security agencies, and educators, to address the root causes of security challenge in the region.

3. **Policy Implications for Educational Development:** The findings emphasize the need for governments and education administrators to create a secure and conducive environment for education.

Suggestion

The researchers suggest that, there should be investigation on how prolonged exposure to threats affects students' performances and overall academic achievement in any institution of learning in Nigeria. And any other research topic on educational development for sustainable national development as well.

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