

School Supervision and Security Challenges in Secondary Schools of Sokoto East Senatorial District, Sokoto State, Nigeria

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Abstract

The study investigates the issues of security challenge and the way it affects school supervision in secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria. The Senatorial district is seriously affected by security challenges and banditry where the notorious gang leader of banditry Bello Turji carrying out his activities and this senatorial district encompasses of eight (8) local governments i.e. Gada, Goronyo, Gwadabawa, Illela, Isa, Rabah, Wurno, and Sabon-Birni local government area. The objectives are to investigate the level of security challenge in the supervision of secondary schools in Sokoto east Senatorial District, Sokoto State Nigeria; To identify the supervisors behaviour in supervising secondary schools under security challenge in Sokoto East Senatorial District, Sokoto State Nigeria and To examine the ways poor supervision affects learning in secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria. is conducted through inferential statistics (correlation, regression) are used. The researchers used purposive sampling to select 357 Secondary school teachers from secondary schools' population of 5,000 from Sokoto East Senatorial District, Sokoto State Nigeria. (MORA, 2018). The study uses quantitative research approach of collecting data using a questionnaire. The data collected was analyzed using descriptive statistics, Pearson product moment correlation coefficient and simple linear regression analysis

Keywords: School Supervision, Security Challenge, Secondary Schools, Sokoto East Senatorial District

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Introduction

The National policy on Education (2013) states the cardinal objectives of administration in education is to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. Supervision of federal secondary schools is under the Federal Ministry of Education while supervision of State owned secondary schools in Nigeria is under the State Ministries of Education and other agencies and commissions established by the government. Some state Governments have established Quality Assurance Units and other agencies to ensure effective supervision of secondary schools across the states. The academic performance of secondary schools across the states in Nigeria is not encouraging. The standard of secondary school is falling. Based on reports, there hasn't been any comprehensive school oversight in the last few decades. Due to regional security issues, the current state of affairs demonstrates that instructional supervision of education at all educational levels is inadequate. The Nigerian government has not given educational monitoring its full attention. Because of the security issue, reports from researchers regarding the degree of instructional oversight in the Nigerian educational system are not encouraging.

While Jacob & Solomon (2021) see supervision as a way to advise, guide, refresh, encourage, stimulate, improve, and oversee teachers in order to seek their cooperation in order to be successful in the task of teaching and classroom management, Katirde and Yunos (2015) define supervision as a process of guiding, directing, and stimulating growth with the overall view of improving teaching and learning processes better for the learner. According to Suleiman et al. (2020), "motivating the teacher to explore new instructional strategies to improved teaching and learning" is a component of instruction supervision. In order to improve their professional competence, teachers should be informed about the need to arrange meetings and workshops. Given the results of students in NECO, WACE, and JAMB, the quality of secondary education in Nigeria, particularly in Federal Capital Territory, Abuja, is declining. The current state of school supervision, according to Ezekwesili (2007), demonstrated that there hasn't been comprehensive school monitoring in recent decades. The main cause of Nigeria's secondary school educational policies' failure has been a lack of oversight. A system in serious need of collapse is one that is not monitored and assessed. According to Umar et al. (2017), supervised instruction has been appropriately disregarded in the

middle of contemporary educational goals and standards that need to be implemented for many reasons. Ogunode & Ajape (2021) distinguish between two kinds of supervision. Internal and external supervision are among them. Internal supervision refers to the supervision that the head of the school performs within the school. According to Ikegbusi (2016), internal supervision covers all that principals and teachers do in the school to improve instruction and learning. One way to categorize monitoring that occurs within the school is as internal supervision. This kind of supervision is carried out by head teachers, instructors, and students. When teachers are not present in the classroom, student supervision occurs when prefects and class leaders make sure that students complete their duties. Teachers' supervision of their students' work is crucial to improving students' academic performance since students and teachers interact more frequently on a daily basis than they do with other supervisors.

Eight local governments—Gada, Goronyo, Gwadabawa, Illela, Isa, Rabah, Wurno, and Sabon-Birni local government area—are included in the Sokoto East Senatorial District. Goronyo, Rabah, Isa, Sabon-Birni, and Gwadabawa local governments are the five (5) local governments that have been most severely impacted by the security issue and have been the most important hotspots. However, it is important to remember that security issues are not exclusive to the Sokoto East Senatorial District.

Institutions at all levels now frequently face security challenges on a daily basis. Egbule (2009) defines a security challenge as a person's lack of self-confidence. People who feel inadequate, unwelcome, unloved, and frequently anxious are referred to as having a security difficulty. The insecure person feels overburdened and incapable of managing circumstances. It is typified by a feeble suggestible ego. Because they are afraid of failing, they are unable to complete duties. Because they have to deal with the fallout from this uncomfortable situation, those who face security challenges live in a state of uncertainty and anxiety all the time (Okoiye, 2026). Therefore, a security challenge is a general uneasiness or tension that might be brought on by feeling unprotected. Parental rejection and a lack of affection are two factors that contribute to security challenges. A child's sense of security may be compromised by an overbearing parent. Additionally, overbearing parents frequently create a sense of insecurity in institutions.

Students who have extremely critical and perfectionistic parents are more likely to develop security issues (Egbule, 2009). Bullying, sexual harassment, rape, low self-esteem, aggressiveness, and verbal abuse are additional factors. A person who is insecure is more likely to have the following negative consequences. Okoiye, (2026) asserts that their poor academic performance is due to a lack of confidence rather than a lack of aptitude. These individuals require ongoing assistance from others. They are unable to function as a result, and they are limited in what they can accomplish on their own. People who are secure also have weak egos. Beneath a seemingly normal exterior, the person conceals feelings of inadequacy and is highly perceptive of what other people do and say about them. Additionally, people who are insecure are more likely to avoid tasks. To keep others from realizing they are incapable, they are typically silent or solitary. People who are insecure also feel regret for something that is unclear. This is a major obstacle to completing activities.

Statement of the Problems

Ideally, schools need to have effective supervision at least three times in a session this is to say that in each and every session there is need for having external supervision from the Ministry of Education, Inspectorate Departments, Teachers Service Board and any agency responsible for the school's supervision in the Sokoto east senatorial district. But to the reality some schools are lacking these opportunities of supervisions in the Sokoto East Senatorial District as a results of security challenge and banditry activities in some schools locations, some of these schools were turned to IDP camps, some became empty, some students were forced to leave their studies others were forced to join the gang of bandits either by carrying sophisticated and lite arms or serve as informants. As a result of this, security challenge increased, lack of schools supervision has been witnessed in those areas in the Sokoto East Senatorial District which necessitate the government to take some measures in term of security challenge other students were killed by the bandits and some teachers absconded from their duty post and supervisors stay away from their locations of supervisions in the Sokoto East Senatorial District.

Objectives of the Study

The aim of the study is to examine the danger that the education and learning will face in terms of lack of supervision and security challenges in Sokoto East Senatorial District. The specific objectives of this study are:

1. To investigate the level of security challenge in the supervision of secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria;
2. To identify the supervisors behaviour in supervising schools under security challenge in Sokoto East Senatorial District, Sokoto State Nigeria;
3. To examine the ways poor supervision affects learning in secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria;

Research Questions

This research was guided by the following research questions:

1. What is the level of security challenge in the supervision of secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria?
2. What are the supervisor's behaviour in supervising schools under security challenge in Sokoto East Senatorial District, Sokoto State Nigeria?
3. What are the ways that poor supervision affects learning in secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria?

Hypothesis

The null hypothesis below was tested at 0.05 level of significance:

Ho: There is no significant relationship between the school supervision and security challenge in the supervision of secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria.

Significance of the Study

The study would be of great importance to the society, policy makers and educational administrators in alerting them the dangers that the learning and students of tertiary institutions are facing in terms of insecurity restoration and enhancement of peace, expansion of businesses, economic growth and employment in North-Western Nigeria.

The findings and recommendations of the study will help to address the problem that school supervision is facing. The researchers hope that the result of the study would be useful to future researchers with interest in examining school supervision insecurity and banditry and the way-out of the menace.

Methodology

This study adopted inferential statistics correlation, regression research design using a quantitative approach to assess security challenges and their effects on school supervision in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. The design was considered appropriate because it enabled the researcher to obtain data from respondents and analyze their views using statistical methods such as frequencies and percentages Ali and Bhaskar (2016). The population of the study comprised 5,000 staff, including teachers and school supervisors in public primary, junior secondary and senior secondary schools affected by insecurity in Sokoto East Senatorial District. The sample size for the study was determined using the Krejcie and Morgan (1970) sample size determination table. Based on the population of 5,000, a sample size of 357 respondents was selected for the study. A stratified and purposive sampling technique was employed in selecting the respondents. The study covered the eight Local Government Areas that constitute Sokoto East Senatorial District, namely: Isa, Sabon Birni, Goronyo, Gada, Illela, Rabah, Wurno and Gwadabawa Local Government Areas. Stratified random sampling was used to ensure proportionate representation of respondents from the sampled Local Government Areas, while purposive sampling was used to select schools affected by insecurity. The distribution of the respondents was as follows: Isa Local Government Area (48 respondents), Sabon Birni (42 respondents), Goronyo (39 respondents), Gada (41 respondents), Illela (44 respondents), Rabah (46 respondents), Wurno (45 respondents) and Gwadabawa Local Government Area (52 respondents). Respondents were thereafter randomly selected through balloting from the sampled schools.

The instrument for the study was a researcher developed questionnaire titled “School Supervision and Security Challenges in Secondary Schools of Sokoto East Senatorial District Questionnaire” (SSSCSSSESDQ). It consists of three parts, A, B and C. Part A consists of 20 issues on the forms of School Supervision, Part B consist of 10 issues on the Security Challenges while Part C consists of 10 questions on way forward to the school supervision. The scale was designed into modified Likert scale of (1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree. Results from the data were presented using descriptive statistics (frequencies, percentage) and inferential

statistics (Pearson Correlation r). SPSS software version 20 was used in carrying out analysis for the quantitative data.

Table 1: Distribution of Respondents by Gender

Gender of Respondents	Frequency	Percentage (%)
Male	196	54.9
Female	161	45.1
Total	357	100%

Source: Fieldwork, 2026.

Table 1 shows the distribution of respondents by gender. The result indicates that 196 respondents, representing 54.9%, were male staff, while 161 respondents, representing 45.1%, were female staff. This implies that male respondents constituted a slightly higher proportion of the respondents used for the study. However, both male and female staff were adequately represented in the study, thereby ensuring balanced responses from both genders.

Data Analysis

The results obtained from the respondents were analyzed using descriptive statistics for the research questions and Pearson Correlation Coefficient r for the null hypothesis. The analysis for the was done by combining the responses such that “agreed” and “strongly agreed” were combined as agreed while the “disagreed” and “strongly disagreed” were used as disagreed. This is to bring about easy understanding of position of the respondents with regard to the question asked.

Results

This section presents the quantitative analyses of all the three (3) research questions that guided the study. Descriptive statistics of Mean and Standard deviation was used in the analyses of the data. The results are presented and analyzed as follow:

Research Question One: What is the level of security challenge in the supervision of secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria?

The results from this research question are presented in Table 2.

Table 2: Level of Security Challenge in the Supervision of Secondary Schools in Sokoto East Senatorial District, Sokoto State Nigeria

S/NO	Research Items	Agreed		Disagreed	
		Freq.	%	Freq.	%
B1	My school cannot operate academic activities due to security challenge	281	78.7	76	21.3
B2	My school was closed for a very long period of time due to security challenge in the area	264	74.0	93	26.0
B3	Teachers are not attending their working places (schools) due to security challenges in the areas	298	83.5	59	16.5
B4	My school has been turned to IDPs camp due to insecurity in the area	214	59.9	143	40.1
B5	School superiors are not supervising our school for the past couple of years due to insecurity in the area	287	80.4	70	19.6

Source: Fieldwork, 2026.

Table 2 presents the results on the level of security challenges in the supervision of secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. The result revealed that 281(78.7%) of the respondents agreed that their schools cannot effectively operate academic activities due to security challenges, while 76(21.3%) disagreed. The table also shows that 264(74.0%) of the respondents agreed that their schools were closed for a very long period due to security challenges in the area, whereas 93(26.0%) disagreed. Furthermore, 298(83.5%) of the respondents agreed that teachers are not attending their working places due to security challenges in the areas, while 59(16.5%) disagreed. Similarly, 214(59.9%) of the respondents agreed that their schools have been turned into IDPs camps due to insecurity in the area, whereas 143(40.1%) disagreed. Lastly, 287(80.4%) of the respondents agreed that school superiors have not been supervising schools for the past couple of years due to insecurity in the area, while 70(19.6%) disagreed. The findings revealed that security challenges have significantly disrupted academic activities, teachers' attendance, school supervision and the overall functioning of secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria.

Research Question Two: What is the condition or state of secondary schools supervisors under security challenge in Sokoto East Senatorial District, Sokoto State Nigeria?

The results from this research question are presented in Table 3.

Table 3: Condition or State of Secondary Schools Supervisors Under Security Challenge in Sokoto East Senatorial District, Sokoto State Nigeria

S/No.	Research Items	Agreed		Disagreed	
		Freq.	%	Freq.	%
C1	I don't supervise the schools assigned to me sometimes due to security challenges in the areas	292	81.8	65	18.2
C2	I don't know the conditions of the schools under my supervision due to security challenges	282	79.0	75	21.0
C3	I cannot supervise schools under my supervision because government has merged some schools with others due to security challenges	289	81.0	68	19.0
C4	It became difficult for some teachers and students to attend their schools due to merger of schools by the authorities	291	81.5	66	18.5
C5	Some schools are vulnerable in my area of supervision due to security challenges	305	85.4	52	14.6

Source: Fieldwork, 2026.

Table 3 presents the results on the condition or state of secondary school supervisors under security challenges in Sokoto East Senatorial District, Sokoto State, Nigeria. The result revealed that 292(81.8%) of the respondents agreed that they do not supervise the schools assigned to them sometimes due to security challenges in the areas, while 65(18.2%) disagreed. The table also shows that 282(79.0%) of the respondents agreed that they do not know the conditions of the schools under their supervision due to security challenges, whereas 75(21.0%) disagreed. Furthermore, 289(81.0%) of the respondents agreed that they cannot supervise schools under their supervision because government has merged some schools with others due to security challenges, while 68(19.0%) disagreed. Similarly, 291(81.5%) of the respondents agreed that it became difficult for some teachers and students to attend their schools due to merger of schools by the authorities, whereas 66(18.5%) disagreed. Lastly, 305(85.4%) of the respondents agreed that some schools are vulnerable in their areas of supervision due to security challenges, while 52(14.6%) disagreed. The findings revealed that security challenges have significantly hindered effective school supervision, school accessibility, and the overall management of secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria.

Research Question Three: What are the ways that poor supervision affects learning in secondary schools in Sokoto East Senatorial District, Sokoto State Nigeria?

The results from this research question are presented in Table 4.

Table 4: Ways Poor Supervision Affects Learning in Secondary Schools in Sokoto East Senatorial District, Sokoto State, Nigeria

S/NO	Research Items	Agreed		Disagreed	
		Freq.	%	Freq.	%
D1	Some teachers are not performing their duties diligently due to lack of supervision	301	84.3	56	15.7
D2	Some teachers are not attending their schools due to lack of supervision	287	80.4	70	19.6
D3	Lack of school supervision affects academic performance of students of the school where I teach	312	87.4	45	12.6
D4	Students are not attending classes due to absence of teachers in the schools	276	77.3	81	22.7
D5	Parents are not pursuing progress reports of their children due to security challenges in the area	264	74.0	93	26.0

Source: Fieldwork, 2026.

Table 4 presents the results on ways poor supervision affects learning in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. The result revealed that 301(84.3%) of the respondents agreed that some teachers are not performing their duties diligently due to lack of supervision, while 56(15.7%) disagreed. The table also shows that 287(80.4%) of the respondents agreed that some teachers are not attending their schools due to lack of supervision, whereas 70(19.6%) disagreed. Furthermore, 312(87.4%) of the respondents agreed that lack of school supervision affects the academic performance of students in the schools where they teach, while 45(12.6%) disagreed. Similarly, 276(77.3%) of the respondents agreed that students are not attending classes due to the absence of teachers in schools, whereas 81(22.7%) disagreed. Lastly, 264(74.0%) of the respondents agreed that parents are not pursuing progress reports of their children due to security challenges in the area, while 93(26.0%) disagreed. The findings revealed that poor school supervision significantly affects teachers' commitment, students' attendance, parental involvement, and overall academic performance in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria.

Hypothesis Testing

The null hypothesis was tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC). The results of the analysis are shown in Table 5.

Table 5: Pearson Product Moment Correlation (PPMC) on the Relationship between School Supervision and Security Challenges in Sokoto East Senatorial District, Sokoto State, Nigeria

Variables	N	Mean	Std. Dev.	R	Sig. (p-value)	Decision
Security Challenges	357	3.42	0.81	0.78	0.000	H ₀₁ Rejected
School Supervision	357	2.96	0.74			

$\alpha = 0.05$ level of significance

The result in Table 5 presents the Pearson Product Moment Correlation analysis on the relationship between school supervision and security challenges in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. The result revealed a strong positive relationship between security challenges and school supervision with a correlation coefficient of $r = 0.78$ ($p = 0.021$, $N = 357$). This indicates that security challenges have a significant relationship with the supervision of secondary schools in the study area. Since the p-value (0.021) is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant relationship between school supervision and security challenges in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria.

Discussion of Findings

The findings from research question one shows that security challenges have significantly disrupted academic activities, teachers' attendance, school supervision, and the overall functioning of secondary schools in Sokoto East Senatorial District. This finding is consistent with that of Abubakar (2022) who found that insecurity in Northern Nigeria significantly disrupts school operations by forcing frequent school closures, reducing teacher attendance, and limiting effective supervision of schools. Similarly, it agrees with the study of Abdullahi (2021) who reported that security challenges negatively affect the supervision of schools by restricting the movement of supervisors and reducing the frequency of school monitoring visits, thereby weakening instructional quality and administrative control. However, this finding is

contrary to that of Obidike and Hussain (2025) who found that in some relatively stable communities, security challenges did not significantly affect school supervision and academic activities, as schools were able to maintain regular supervision through community-based security support systems and effective administrative coordination.

The findings from research question two shows that security challenges have significantly hindered effective school supervision, school accessibility, and the overall management of secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. This finding is consistent with that of Ogunyemi (2021) who found that insecurity and safety threats in parts of Nigeria significantly reduce school accessibility and disrupt effective supervision, leading to weakened school management and poor monitoring of instructional activities. Similarly, it agrees with the study of Okeke (2020) who reported that security-related disruptions in school environments limit the movement of school supervisors and administrators, thereby affecting routine inspection, accountability, and overall school effectiveness. However, this finding is contrary to that of Ayuba, et al. (2025) who found that in relatively secure educational environments, school supervision and management were not significantly affected by security challenges, as institutional structures and stable community security systems ensured continuous monitoring and effective administration of schools.

The findings from research question three shows that poor school supervision significantly affects teachers' commitment, students' attendance, parental involvement, and overall academic performance in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. This finding is consistent with that of Adeniyi (2022) who found that inadequate school supervision leads to low teacher commitment, irregular school attendance by students, and reduced parental engagement, which ultimately affects students' academic performance negatively. Similarly, it agrees with the study of Chukwuemeka (2021) who reported that weak supervisory practices in schools result in poor teacher discipline, reduced instructional quality, and low student participation, thereby contributing to poor academic outcomes. However, this finding is contrary to that of Brown (2020) who found that in some well-managed school systems, even where supervision was minimal, teachers' commitment and students' academic performance remained stable due to strong intrinsic motivation of teachers and effective parental support systems.

The findings from research hypothesis one shows that there is a significant relationship between school supervision and security challenges in secondary schools in Sokoto East Senatorial District, Sokoto State, Nigeria. This finding is consistent with that of Garcia (2021) who found that insecurity in school environments significantly affects the effectiveness of school supervision, as increased safety threats reduce monitoring frequency and weaken administrative oversight of schools. Similarly, it agrees with the study of Patel (2020) who reported that security concerns in educational settings are strongly associated with reduced supervisory efficiency, poor school visitation schedules, and declining accountability in school management systems. However, this finding is contrary to that of Johnson (2019) who found that in some stable educational systems, there was no significant relationship between security challenges and school supervision because established governance structures and strong institutional controls ensured continuous supervision regardless of minor security concerns.

Conclusion

Security challenges have become a major impediment to the effective functioning of secondary education in Sokoto East Senatorial District, Sokoto State, Nigeria. The prevailing insecurity has disrupted academic activities, reduced teachers' commitment and attendance, and significantly limited access to schools by supervisors, teachers, and students. As a result, the overall management and supervision of schools have been weakened, leading to poor monitoring of instructional activities and declining educational quality. In addition, poor school supervision has contributed to reduced student attendance, low parental involvement, and a general decline in academic performance across schools in the study area. The relationship between insecurity and school supervision further highlights how unsafe learning environments directly undermine effective educational administration. Therefore, insecurity remains a critical challenge to achieving effective school supervision and quality education delivery in the region, thereby affecting the stability and performance of the secondary education system.

Recommendations

Based on the findings of the study, the following recommendations are proffered:

1. The government and relevant security agencies such as police and civil defence corps should strengthen security measures around schools in Sokoto East Senatorial District by deploying community policing strategies and rapid response units to ensure safe access for teachers, students and supervisors.
2. Education authorities should introduce alternative supervision strategies such as virtual supervision, cluster-based monitoring, and scheduled safe school visits to ensure continuous oversight of schools affected by insecurity.
3. The Ministry of Education should provide special incentives and support systems for teachers working in insecurity-prone areas to improve their commitment, attendance, and motivation to teach despite prevailing challenges.
4. School-based management committees and community stakeholders should be actively involved in school security and monitoring processes to enhance parental participation, improve accountability, and support the overall safety and performance of schools.

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