Journal of Contemporary Research in Educational Administration & Management

Volume 3, Issue 4, 2026, 1-12

ISSN: 0795-951

www.edufdns.ng/jcream/index

Research Article

Governance and School Safety Failures in Nigerian Public Secondary Schools and Reforms

[1] Justina Henry Odion [2] Nwakor, Grace Chinyere

Email: [1]justinahenryodion@gmail.com [2]nwakorchinyere@yahoo.com

Phone: [1]+234 803 873 7187 [2]+234 806 571 0968

[1&2]Department of Educational Foundations, Faculty of Education, National Open University of Nigeria, Abuja

Abstract

Public secondary schools in Nigeria can no longer be described as safe learning environments. Over the last decade, insurgency, banditry, mass abductions, and violence within school communities have made this plain. This paper examines the governance failures behind the problem, in particular how poor safety administration has weakened school management and disrupted learning in public secondary schools.

The study draws on Maslow's Hierarchy of Needs and Transformational Leadership Theory and uses a qualitative, conceptual, and policy-analysis approach. Central to the analysis is the National Policy on Safety, Security and Violence-Free Schools (Federal Ministry of Education, 2021). The findings are not encouraging. A wide gap separates what the policy says from what schools experience. School-Based Management Committees (SBMCs) exist largely on paper, and safety infrastructure is underfunded. Principals increasingly spend their time managing security crises rather than providing instructional leadership, which affects teacher morale, staff retention, and female enrolment.

These outcomes are the products of governance failure, not accident. The paper recommends that state education boards set up a dedicated School Security and Safety Trust Fund to decentralise security financing, and that school boards make budget approvals conditional on verified SBMC security audits, which Section 3.2 of the national policy already requires. Safety in Nigerian public secondary schools will not improve in any lasting way until the structures responsible for policy implementation, accountability, and safety financing are themselves reformed and made to work.

Keywords: Educational Governance, School Safety, Administrative Accountability, Institutional Infrastructure, Public Secondary Schools.

Introduction

A nation's schools tend to reflect the quality of its governance. In Nigeria that link has been tested hard, and not in examination halls. It has been tested in the aftermath of abductions, attacks, and neglect that have made safety a precondition for schooling itself.

The safety of public secondary schools has become a major concern. Over the past decade, insurgency, banditry, kidnapping, armed attacks, cult-related violence, bullying, and vandalism have increasingly threatened schools. Disrupted lessons, psychological trauma, unstable staffing, and falling enrolment have weakened public confidence in government-owned schools.

The abduction of 276 schoolgirls from Government Girls Secondary School, Chibok, in 2014 exposed serious weaknesses in school safety administration and drew global attention to the vulnerability of Nigerian schools. Later attacks in Dapchi and Kankara, and more recent abductions reported in parts of Niger, Kebbi, and Oyo states, show that the threat has not gone away. UNICEF (2024), UNESCO (2024), and GCPEA (2022) report that continued attacks on schools have disrupted access to education and undermined learning, particularly among vulnerable learners. In day-to-day school administration in Nigeria, safety planning is rarely the product of structured institutional policy. More often it is the improvised response of a principal who has no emergency communication protocol, no functioning School-Based Management Committee (SBMC), and no budget line for security, but who is still expected to guarantee the safety of hundreds of students.

The ability of school leaders to identify risks and put preventive measures in place is therefore a central governance concern, and persistent failures in school safety raise questions about how well educational governance structures work. Previous studies have linked administrative effectiveness to better educational outcomes (Ekpenyong et al., 2020; Orji et al., 2024).

This paper argues that persistent school safety failures in Nigerian public secondary schools reflect wider governance weaknesses: poor policy implementation, inadequate accountability, weak monitoring, insufficient funding, and reactive administration. Drawing on Maslow's Hierarchy of Needs and Transformational Leadership Theory, it examines these failures in school safety administration and proposes reforms to make public secondary schools safer places to learn.

Conceptual Issues

School Safety

School safety has become a serious concern in educational administration, especially in countries like Nigeria where insecurity has moved from the periphery into the school compound. The concept goes beyond physical protection. It also covers the psychological and institutional conditions that make learning possible. A school is not safe simply because it has a fence or a gateman; it is safe when students can concentrate and teachers can teach without the constant possibility of violence disrupting everything.

In Nigerian schools this baseline is increasingly hard to maintain. Insurgency, kidnapping, cult violence, and banditry have collectively changed what safety means for school administrators in many states. For a principal in Zamfara or Borno, safety is no longer a background administrative function. It is the central daily preoccupation, and most principals face it with little institutional support.

Educational Governance

Educational governance refers to the structures and processes through which education policies are made, carried out, and held to account. Put plainly, it stands between a government's policy intentions and what actually happens in schools. Bush (2020) notes that effective governance requires leadership, accountability, and practical mechanisms that turn policy into outcomes, not just documents.

In school safety, governance shows up in concrete ways: whether an inspector visits, whether an SBMC actually meets, whether a principal who flags a security gap gets a response. When these processes fail repeatedly, insecurity becomes entangled with governance failure, and weak implementation and oversight contribute directly to unsafe schools. Nigeria's 2021 National Policy on Safety, Security and Violence-Free Schools (Federal Ministry of Education [FME], 2021) is a reasonable framework; the problem is that the governance structures have not been strong enough to implement it.

Educational Administration

Educational administration is concerned with coordinating people and resources toward educational goals. Traditionally this covered supervision, planning, staff management, and budgeting. Contemporary conditions have quietly added a much heavier burden.

Nigerian school principals today are expected to manage crises without frameworks, respond to security threats without resources, and hold communities together without support from the state. When a principal negotiates with local leaders to protect a school, or improvises an evacuation procedure on the spot, that principal is absorbing responsibilities that belong to government. The growing transfer of security responsibilities to principals reflects deeper weaknesses in the governance structures responsible for school safety.

Safe Learning Environment

A safe learning environment is more than a school without problems. It is a place where students can concentrate, teachers feel professionally secure, and the routine is predictable enough for learning to happen. In that sense safety is the precondition for every other educational objective. The concept of school climate, which covers the norms, values, and relationships that shape everyday school life, is closely tied to safety, since students who feel physically and emotionally secure tend to engage more with their studies (Cohen et al., 2009).

Where this condition is absent, the consequences are well documented: absenteeism rises, academic performance drops, teachers apply for transfers, and parents quietly withdraw their daughters. In many Nigerian public secondary schools this is not hypothetical. It is the present reality, and it is the problem this paper sets out to address.

Theoretical Framework

Maslow's Hierarchy of Needs

Maslow's (1943) Hierarchy of Needs holds that human needs are arranged in a hierarchy. Safety needs sit just above basic physiological needs: people need physical and psychological security before they can pursue higher-order needs such as learning, creativity, and self-actualisation. In schools, students and teachers can only work well when they feel safe. An unsafe school pushes them back down the hierarchy before they have a chance to climb it.

Maslow's theory is relevant here because it treats safety as a prerequisite for educational effectiveness. On this view, school safety is foundational to meaningful teaching and learning.

Transformational Leadership Theory

Transformational Leadership Theory, developed by Burns (1978) and extended by Bass (1985), holds that leaders bring about institutional change not by managing systems alone but by inspiring the people within them. Applied to school safety, the theory raises a pointed question: why do so many principals still respond reactively rather than lead preventively, when Nigerian policy frameworks already exist? Transformational leadership favours proactive over reactive governance and calls on administrators to strengthen preparedness and coordinate responses to security threats. Adebiyi et al. (2019) similarly argued that principals play a critical role in addressing security challenges through leadership, resource management, stakeholder collaboration, and the promotion of safe learning environments.

Review of Related Literature

School Safety and Educational Effectiveness

School safety is closely tied to teaching effectiveness, student learning, institutional stability, and educational development. Where students and teachers can work without fear of violence, intimidation, or disruption, learning proceeds. Where they cannot, absenteeism, psychological distress, and declining academic performance tend to follow, and the school's effectiveness suffers.

UNESCO (2024) shows that insecurity in and around schools affects not only access to education but also the quality of learning. When learners see their school as unsafe, attendance becomes irregular, concentration drops, and engagement weakens. In South Africa, Mestry and Grobler (2007) reported that effective school governance structures contribute significantly to safe learning environments. Harber (2014) likewise argued that school safety problems across many African countries are closely connected to governance capacity, leadership effectiveness, and institutional accountability.

The Global Coalition to Protect Education from Attack (GCPEA, 2022) found that attacks on schools frequently lead to prolonged closures, displaced learners, destroyed infrastructure, and broken educational continuity.

Nigerian studies point the same way. Gbesoevi et al. (2022) observed that inadequate safety planning and weak security structures harm school management and instruction in public secondary

schools in Lagos State, and that effective safety governance contributes directly to institutional stability and continuity. Mogboh (2022) reported that insecurity damages organisational climate, teacher effectiveness, and students' academic engagement in public secondary schools.

Communication matters as well. Odion and Mbanefo (2025) reported that effective communication positively influences the productivity of secondary school teachers in Karu LGA, Nasarawa State. Their finding points to the importance of administrative communication systems for stability, which matters most in periods of crisis and uncertainty.

Educational Governance and Institutional Accountability

Educational governance refers to the structures, processes, and institutional arrangements through which policies are formulated, implemented, monitored, and evaluated. Good governance keeps institutions to established standards and holds them accountable for implementation and outcomes.

Bush (2020) argues that contemporary educational leadership goes beyond routine administration to include accountability, strategic planning, stakeholder engagement, and institutional improvement. Educational authorities, in turn, need clear implementation mechanisms that can turn policy objectives into practical results. Orji et al. (2024) associate effective school management outcomes with administrative monitoring, quality assurance, and institutional accountability. Where governance systems lack oversight, implementation becomes inconsistent and performance declines.

School administrators are essential in raising awareness, improving readiness, putting management systems in place, and enforcing security protocols (Tumburku et al., 2025).

Educational Leadership and Crisis Management

Educational leadership plays a critical role in creating safe and effective learning environments. Principals are the main administrative leaders: they coordinate staff, apply policy, manage resources, and keep the institution stable. Today their duties increasingly include crisis management, emergency preparedness, risk assessment, and stakeholder coordination. The national policy places part of this responsibility on School-Based Management Committees, stating that "All schools shall establish functional School-Based Management Committees responsible for conducting annual safety audits and ensuring compliance with security standards" (FME, 2021, Section 3.2). Oweikpodor and Nnorom (2025) argued that insecurity harms educational effectiveness not only through external threats but also through weaknesses in a school's own security management and administrative response.

Leadership of this kind matters most when schools face safety threats, because an effective response usually requires teachers, parents, communities, and security agencies to work together.

Empirical Studies on School Safety Administration in Nigeria

The available empirical evidence suggests that school safety remains a significant challenge in Nigerian schools. Ekpenyong et al. (2020) found that effective administrative leadership contributes significantly to school safety management and institutional stability, and that proactive leadership strengthens preparedness and improves responses to security challenges.

Ike et al. (2023) reported that appropriate security measures improve school administration and contribute to safer learning environments, and they stressed collaboration among administrators, community stakeholders, and security agencies. Gbesoevi et al. (2022) similarly found that safety and security planning contributes significantly to the effective management of public secondary schools, and they highlighted proactive risk assessment, safety awareness programmes, and stakeholder participation. Recent reports by UNICEF (2024) and Amnesty International (2024) indicate that attacks on schools continue to affect participation, particularly among girls and vulnerable learners. In several affected communities, fear of insecurity has led to school closures, falling enrolment, and interrupted schooling.

Despite growing attention to school safety, much of the literature focuses on security threats and their educational consequences. Far less attention has gone to school insecurity as a problem of governance and educational administration. That gap matters because policy, leadership practice, accountability mechanisms, and management structures largely determine whether school safety initiatives work.

Governance Failure in School Safety Administration

The persistence of attacks on schools across Nigeria shows what weak safety governance and poor preparedness cost. According to Mom (2026), at least 2,531 students were abducted in 31 school attacks between 2014 and 2026, which indicates both the scale and the persistence of the crisis. After the attack on students at Federal Government College, Buni Yadi, Yobe State, and the abduction of 276 schoolgirls from Chibok in 2014 (Amnesty International, 2024), similar incidents followed in Dapchi, Kankara, Birnin Yauri, and Kuriga. More recently, armed attackers abducted 303 students and 12 teachers from St. Mary's Catholic School, Papiri, in Niger State (Otuchikere, 2025). In May 2026, attackers struck three schools in Ogbomoso, Oyo State, and kidnapped dozens of schoolchildren, along with a school principal and teachers (Nasiru, 2026).

These attacks have disrupted schooling, displaced learners, eroded community confidence in schools, and exposed thousands of students to physical and psychological harm. That they continue despite national school safety policies suggests that the problem is not only external threat. It also lies in weak policy implementation, thin accountability, poor emergency preparedness, limited coordination among stakeholders, and inadequate resources. Taken together, the attacks are not isolated security incidents. They point to systemic governance deficiencies, and they show that school insecurity in Nigeria is as much a failure of educational governance and safety administration as it is a security challenge.

Policy Implementation Gaps

The 2021 National Policy on Safety, Security and Violence-Free Schools provides a reasonable framework. It sets out SBMC responsibilities, compliance expectations, and monitoring requirements. Yet wide gaps remain between what the policy provides and what happens in many public secondary schools. Ibrahim and Alabi (2023) found that weak policy implementation remains one of the most persistent obstacles to educational development in Nigeria, despite the many reform frameworks on paper. The literature reviewed here points the same way in the safety context. Orji et al. (2024) observed that policy effectiveness often depends on institutional monitoring and administrative commitment, not on the existence of policy documents alone.

Okorji and Nwodo (2024) found that effective safety management depends on structured communication systems, clear safety procedures, and sustained administrative commitment, conditions that many public secondary schools lack. Without them, the policy above is largely decorative.

Accountability Failures

Weak implementation persists partly because accountability structures are too thin to enforce compliance. Chiemeka-Unogu (2022) linked growing insecurity in Nigerian secondary schools directly to governance deficiencies, arguing that ineffective institutional responses and poor management of public resources have let safety failures build up without consequence. The evidence reviewed here supports that argument.

SBMCs, which the 2021 policy positions as the main grassroots accountability mechanism, remain largely inactive in many states. Ayeni and Orhewere (2021) found that although many schools had basic safety facilities, preparedness was weak because they lacked disaster-management committees, emergency plans, and safety education programmes. Even where SBMCs were formally established, the evidence suggests they had limited operational effect.

Ogbo et al. (2021) also argued that safety outcomes depend heavily on administrative commitment and facilities management. That commitment only counts when someone is held responsible for it. When no one is, the failures continue.

Methodology

This study adopted a qualitative, conceptual, and policy-analysis design to examine governance failures in school safety administration in Nigerian public secondary schools. The design suits a study that generates no primary numerical data. Its purpose is to analyse existing policy frameworks, identify governance gaps, and develop reform recommendations grounded in current evidence. Approaches of this kind are well established in educational administration research, where the concern is less to measure variables than to understand how and why institutional failures persist.

Literature was sourced through structured searches of Google Scholar, ResearchGate, African Journals Online (AJOL), and ERIC. Search terms included “school safety,” “school security,” “educational governance,” “school administration,” “institutional accountability,” “secondary education,” and “Nigeria,” and various combinations of these terms were used to locate relevant peer-reviewed studies and policy documents. Sources were limited to 2019–2026 so that the review reflects current realities in Nigerian school administration and recent empirical evidence on school insecurity. Foundational theoretical texts and a small number of earlier studies were retained because they bear directly on the framework and the argument: Maslow (1943), Burns (1978), Bass (1985), Leithwood and Jantzi (2005), Mestry and Grobler (2007), Cohen et al. (2009), and Harber (2014). Thirty-two sources were retained in all, including journal articles, books, reports from UNESCO, UNICEF, GCPEA, and Amnesty International, news reports, and the FME’s 2021 national safety policy. Titles and abstracts were screened first, followed by full-text assessment of potentially relevant sources. Studies that did not directly address governance, school safety, or educational administration were excluded.

The policy-analysis component examined the National Policy on Safety, Security and Violence-Free Schools (FME, 2021) closely, with particular attention to its provisions on SBMCs under Section 3.2, funding responsibilities, monitoring requirements, and compliance obligations. These provisions were

compared with empirical evidence from the reviewed literature to identify the gap between policy intention and practice in schools.

Implications for School Management

Implications for Principals' Administrative Responsibilities

Adebiyi et al. (2019) found that principals who treat safety as an active leadership responsibility, even with severely limited resources, tend to run more stable schools than those who do not. This has practical implications for how principals organise their time, set priorities, and understand what effective leadership looks like in the Nigerian context today.

Onaolapo and Makhasane (2025) found that although school managers used various safety strategies, collaboration with local police and community stakeholders remained consistently weak.

Leithwood and Jantzi (2005) likewise observed that effective school leadership contributes significantly to organisational resilience, institutional improvement, and a positive school climate. Leaders who plan ahead and communicate well are generally better placed to respond to crises and keep their schools running through disruption. Nigerian studies point in the same direction. Orji et al. (2024) found that principals' management strategies significantly influence quality assurance outcomes in public secondary schools, which suggests that administrative leadership is an important determinant of institutional resilience where conditions are uncertain and operations are strained.

Institutionalisation of School Safety Planning

The evidence reviewed in this study suggests that many public secondary schools have no documented safety plans and no structured emergency preparedness. That needs to change, and beginning to change it does not necessarily require significant new resources. It requires a shift in administrative culture: safety planning should be treated like timetabling or staff appraisal, as something that happens on a schedule, is documented, and is owned by someone accountable for it. That shift can start at school level even while governance reforms are pursued above it.

Reform Imperatives

Improving school safety governance requires stronger funding arrangements backed by effective accountability systems. State governments, through their education boards, should establish a dedicated School Security and Safety Trust Fund to decentralise security financing and pay for critical needs such as perimeter fencing, controlled access, communication equipment, and other protective infrastructure. Access to the fund should depend on regular school safety assessments and active SBMC oversight, and school boards should make budget approvals conditional on verified SBMC security audits, in line with the National Policy on Safety, Security and Violence-Free Schools (FME, 2021). This would improve the supply of resources for school protection and strengthen accountability and commitment to safety governance at the local level.

Educational authorities should also invest in modern security technology, particularly in high-risk areas. CCTV cameras, alarm systems, and emergency communication devices can improve surveillance, help detect threats early, and speed up emergency response. In line with existing school safety

frameworks, such technology should complement broader security planning and be backed by regular maintenance, staff training, and clear operating guidelines (FME, 2021; Ike et al., 2023).

School administrators, principals in particular, need regular professional training in crisis management, emergency communication, and institutional risk assessment. Transformational leadership depends on leaders who can turn vision into action, and that takes competence as well as commitment. A principal who has never had structured training in emergency response cannot be expected to lead one well, however dedicated. Adebiyi et al. (2019) made a similar point when they identified crisis response and stakeholder coordination as core leadership responsibilities in insecure environments, responsibilities that currently fall on principals who have received no preparation for them.

Stronger community-based protection frameworks are also needed. The reviewed literature identifies collaboration among schools, local authorities, traditional rulers, and security agencies as a practical way to share early warnings and local intelligence (GCPEA, 2022; Onuorah & Nwankwo, 2020). This matters most for rural schools in isolated communities, where formal security presence is limited and community relationships often decide whether a threat is reported early or not at all.

Finally, educational authorities need to develop academic continuity plans for use after an incident. Schools in conflict-affected areas rarely have a structured framework for keeping learning going when a security incident forces them to close. UNESCO (2024) has documented how the absence of continuity planning deepens the long-term educational damage caused by attacks, particularly for girls and other vulnerable learners. Continuity planning should be built into school safety governance, and current evidence suggests it remains underdeveloped in many Nigerian public secondary schools.

Conclusion

School safety failures in Nigerian public secondary schools are not only the work of armed groups. They also reflect weak implementation of existing policy, thin accountability, inadequate funding, and a habit of leaving principals to improvise protection that the state should provide. The 2021 national policy offers a workable framework, but SBMCs that do not function, safety budgets that do not exist, and monitoring that does not happen leave it largely unimplemented. The reforms proposed here, namely a dedicated safety trust fund tied to verified SBMC audits, trained school leaders, community protection arrangements, and continuity planning, target those governance gaps directly. Without them, schools will keep being asked to guarantee a safety that the system around them does not deliver.

References

Adebiyi, D. O., Adebiyi, T. F., Daramola, A. O., & Seyi-Oderinde, D. R. (2019). The behaviours and roles of school principals in tackling security challenges in Nigeria: A context-responsive leadership perspective. *Interdisciplinary Journal of Education Research, 1*(2), 74–88.

Amnesty International. (2024, April 14). *Nigeria: Decade after Boko Haram attack on Chibok, 82 girls still in captivity*. Amnesty International. https://www.amnesty.org/en/latest/news/2024/04/nigeria-decade-after-boko-haram-attack-on-chibok-82-girls-still-in-captivity/

Ayeni, A. O., & Orhewere, I. O. (2021). Safety intelligence and security management in public secondary schools in Epe Local Government Area, Lagos State. *International Journal of Disaster Response and Emergency Management, 4*(1), 63–87.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage.

Chiemeka-Unogu, C. M. (2022). Good governance and the challenges of insecurity on secondary school administration in Nigeria. *Journal of Education and Practice, 13*(6), 28–34. https://doi.org/10.7176/JEP/13-6-04

Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record, 111*(1), 180–213.

Ekpenyong, J. A., Uzoigwe, G. O., Onabe, B. J., & Onwochei, D. A. (2020). School safety management and effective administration of secondary schools in Nigeria. *International Journal of Educational Administration and Policy Studies, 12*(2), 95–104.

Federal Ministry of Education. (2021). *National policy on safety, security and violence-free schools in Nigeria*. Federal Ministry of Education.

Gbesoevi, E. S., Ola, B. A., & Oladipo, S. A. (2022). Safety and security planning and effective management of public secondary schools in Lagos State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies, 7*(1), 106–118.

Global Coalition to Protect Education from Attack. (2022). *Education under attack 2022: A global study of attacks on schools, universities, their students and staff*. GCPEA.

Harber, C. (2014). *Schooling in sub-Saharan Africa: Policy and practice*. Routledge.

Ibrahim, A., & Alabi, M. O. (2023). Policy implementation challenges and educational development in Nigeria. *Nigerian Journal of Educational Management, 21*(1), 77–89.

Ike, C. O., Onourah, C. A., Eziamaka, C. N., & Ofojebe, W. N. (2023). School security measures and effective administration of public secondary schools in Nigeria. *Journal of Educational Management and Policy Studies, 5*(1), 45–58.

Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), *The essentials of school leadership* (pp. 31–43). Sage Publications.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. https://doi.org/10.1037/h0054346

Mestry, R., & Grobler, B. (2007). Collaboration and communication as effective strategies for school safety in South African schools. *Educational Research and Review, 2*(10), 272–278.

Mogboh, V. E. (2022). Challenges of insecurity in organizational climate and teaching effectiveness in public secondary schools in Nigeria. *International Journal of Research Development, 13*(1), 1–11.

Mom, C. (2026, June 1). *TIMELINE: At least 2,531 students kidnapped in 31 school attacks since 2014*. TheCable. https://thecable.ng

Nasiru, J. (2026, May 15). *Police say two people killed in Oyo school attack, launch manhunt for gunmen*. TheCable. https://www.thecable.ng/police-say-two-people-killed-in-oyo-school-attack-launch-manhunt-for-gunmen/

Odion, J. H., & Mbanefo, M. C. (2025). Perceived influence of instructional materials sustainability and effective communication on secondary schools' teachers' productivity in Karu LGA, Nasarawa State. *NOUN Journal of Education (NOUNJE)*, Special Edition 2025, 175–183. Faculty of Education, National Open University of Nigeria. ISSN: 2504-8945

Ogbo, R. N., Nwanga, S. A., & Nnebedum, C. (2021). Safety measures adopted by principals in management of public secondary schools in Enugu State, Nigeria. *British International Journal of Education and Social Sciences, 8*(1), 26–35. https://cirdjournals.com/index.php/bijess/article/view/223

Okorji, P., & Nwodo, C. E. (2024). Safety management practices adopted by principals for effective administration of public secondary schools in Anambra State. *UNIZIK Journal of Educational Management and Policy, 6*(3), 59–68.

Onaolapo, A. A., & Makhasane, S. D. (2025). The management of secondary school security and safety practices in Nigeria: School managers' perspectives. *Interdisciplinary Journal of Education Research, 7*(1), 1–15. https://doi.org/10.38140/ijer-2025.vol7.1.25

Onuorah, H. C., & Nwankwo, F. I. (2020). Human security management practices utilized by principals for effective administration of public secondary schools in Anambra State. *Sapientia Foundation Journal of Education, Sciences and Gender Studies, 2*(2), 373–384.

Orji, A. T., Kajo, D. T., & Mando, P. N. (2024). Influence of principals' management strategies in the achievement of quality assurance in public secondary schools in Benue State, Nigeria. *International Journal of Research and Innovation in Social Science, 8*(8), 1142–1155. https://doi.org/10.47772/IJRISS.2024.808091

Otuchikere, C. (2025, November 22). *Abducted Niger school pupils now 303 – CAN*. The Punch. https://punchng.com/abducted-niger-school-pupils-now-303/

Oweikpodor, V. G., & Nnorom, J. N. (2025). Insecurity on teachers' job performance and security management strategies available for principals of public secondary schools in Abuja, Nigeria.

American Journal of Management Practice, 2(5), 16–22. https://doi.org/10.51699/ajmp.v2i5.1688

Tumburku, W. G., Danjuma, M., & Mamuda, S. (2025). Leadership and school safety: The role of leadership in managing both physical and psychological safety in secondary schools in Northwest, Nigeria. *International Journal of Innovative Education Research, 13*(2), 66–76. https://doi.org/10.5281/zenodo.15272258

UNESCO. (2024). *Programme issues, B. Protect education from attack*. UNESCO Digital Library. https://unesdoc.unesco.org/ark:/48223/pf0000391181

UNICEF. (2024, April 15). *On the 10-year mark of the Chibok abductions, UNICEF urges action to secure children's education in Nigeria*. UNICEF Nigeria. https://www.unicef.org/nigeria/press-releases/10-year-mark-chibok-abductions-unicef-urges-action-secure-childrens-education