QUALITY ASSURANCE PRACTICES AND SECURITY EDUCATION DELIVERY AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN PLATEAU STATE, NIGERIA: IMPLICATIONS FOR NATIONAL DEVELOPMENT

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ABSTRACT
Persistent insecurity in Nigeria has heightened the need for effective Security Education capable of developing learners' security awareness, precautionary behaviour and responsible responses to threats. This study therefore examined quality assurance practices and Security Education delivery among public secondary school teachers in Plateau State, Nigeria. Three specific objectives, with corresponding null hypotheses, guided the study. Correlational survey research design was adopted for the study. The population comprised all teachers in public secondary schools in Plateau State during the 2025/2026 academic session, from which a sample of 384 teachers was selected using a multistage sampling procedure. A researcher-developed instrument titled Quality Assurance Practices and Security Education Delivery Questionnaire (QAPSEDQ), was used for data collection. Data collected were analysed using simple linear and multiple regression analyses on the Statistical Package for the Social Sciences (SPSS), version 27.0. The coefficients of correlation (R), coefficients of determination (R^2), regression coefficients (β), regression Analysis of Variance (ANOVA) and t-test statistics were used in testing the hypotheses at 0.05 level of significance. The results showed that curriculum monitoring and instructional supervision both separately and jointly predicted Security Education delivery significantly ($p < .05$). It was therefore recommended, among others, that Plateau State Ministry of Education and school authorities should strengthen regular curriculum monitoring and instructional supervision, with particular emphasis on systematic monitoring of Security Education delivery to enhance learning.

Keywords: Quality assurance, Curriculum monitoring, Instructional supervision, Security Education delivery, teachers

INTRODUCTION

Education is widely recognized as a fundamental instrument of human development, social transformation and national progress. The positive contributions of education extend beyond the acquisition of knowledge and occupational skills to the development of responsible citizens, social cohesion, civic consciousness and the capacity to participate constructively in society. In Nigeria, these functions are particularly important because national development depends not only on economic advancement but also on citizens' capacity to coexist peacefully, respond responsibly to emerging threats and contribute to the stability of their communities.

The National Policy on Education identifies the development of morally sound, patriotic and effective citizens, national consciousness and unity, and competencies that enable individuals to contribute positively to society among the central goals of Nigerian education (Federal Ministry of Education [FME], 2013). Similarly, the Federal Ministry of Education emphasizes quality education, good citizenship, self-reliance and effective participation in national development, while assigning responsibility for teacher quality and curriculum delivery to the education system (FME, 2022). Thus, the quality of educational delivery has implications not only for academic development but also for responsible citizenship, peaceful coexistence and national development.

The importance of these educational functions becomes more pronounced in a society experiencing persistent insecurity. Nigeria continues to contend with kidnapping, banditry, terrorism, communal violence and other forms of violent conflict that affect communities, public institutions and economic activities. The Oxford Policy Management and Cloneshouse (2025) reported that armed violence, banditry, abductions and communal conflicts in northern Nigeria have disrupted livelihoods, displaced communities, strained social cohesion and hindered access to education and other basic services. Schools are particularly vulnerable because insecurity can interrupt schooling, expose teachers and learners to danger, damage educational facilities and create fear that undermines participation in education. In response, the Federal Ministry of Education has strengthened its safe-school agenda and developed an Early Warning Handbook to assist educators and school communities in identifying and responding to threats such as kidnapping, communal clashes and violent extremism (FME, 2025a). These developments demonstrate the growing need for educational processes that not only promote academic learning but also develop learners' awareness, preparedness and responsible responses to security challenges.

One educational response to this need is Security Education. Security Education may be understood as a curricular process through which learners acquire knowledge, awareness, attitudes and practical competencies for recognizing security threats, taking appropriate precautions, responding responsibly to dangerous situations and contributing to the safety and wellbeing of themselves and others (Nigerian Educational Research and Development Council [NERDC], 2019). The Nigerian curriculum provides learning experiences addressing security, sources of danger and insecurity, precautionary measures and appropriate responses to security-related situations. Its inclusion in the school curriculum reflects the recognition that security consciousness and responsible behaviour ought to be developed through education. Recent research has continued to examine the implementation of Security Education in secondary schools, including students' knowledge, teachers' instructional practices and challenges associated with curriculum implementation (Akpan et al., 2025). However, the formal prescription of Security Education does not necessarily guarantee its effective delivery. Its

realization ultimately depends substantially on the quality of classroom implementation by teachers.

Security Education delivery, as used in this study, refers to the extent to which teachers translate prescribed Security Education content, objectives and learning experiences into effective classroom instruction that develops learners' security awareness, precautionary behaviour, responsible responses to threats and capacity for peaceful coexistence. Effective delivery therefore requires more than the mere presence of Security Education in the curriculum; it involves appropriate coverage of prescribed content, alignment of instruction with curriculum objectives, suitable learning activities and meaningful connection between security concepts and learners' everyday experiences. Akpan et al. (2025) similarly emphasized the need to strengthen teachers' approaches to facilitating security-related learning. Consequently, mechanisms that monitor curriculum implementation and support teachers' instructional practices become important for ensuring that the intended objectives of Security Education are realized.

One such mechanism is educational quality assurance. Quality assurance refers to the systematic processes through which educational standards are monitored, evaluated, maintained and continuously improved to ensure that educational inputs, processes and outputs meet established standards and expectations (Ayinde et al., 2025). The revised National Education Quality Assurance Policy also presents quality assurance as a comprehensive framework involving monitoring, supervision, assessment, evaluation and capacity development for improving educational quality and professional competence (FME, 2025b). Monitoring and supervision are therefore important mechanisms through which educational standards and curriculum implementation can be assessed and improved. Within this framework, curriculum monitoring and instructional supervision constitute two particularly relevant practices for Security Education delivery.

Curriculum monitoring concerns the systematic examination of the extent to which approved curriculum content, objectives, learning experiences and assessment expectations are implemented as prescribed. It provides a link between curriculum prescription and classroom practice by determining whether teachers are actually implementing the content and objectives contained in the approved curriculum. The Security Education curriculum contains prescribed objectives, content, teacher and learner activities, instructional resources and evaluation procedures (NERDC, 2019). Monitoring its implementation can therefore help identify whether these prescribed elements receive appropriate attention in classroom practice. The Federal Ministry of Education assigns responsibility for monitoring curriculum use and implementation, while the revised National Education Quality Assurance Policy identifies monitoring as an essential component of the national quality-assurance system (FME, 2025b). Curriculum monitoring can consequently be regarded as the curriculum-implementation dimension of quality assurance relevant to Security Education delivery.

Complementing curriculum monitoring is instructional supervision, which focuses on the quality of the teaching process through which curriculum content is transformed into learning experiences. According to Idris (2024), instructional supervision involves observation, assessment, professional guidance, feedback and support intended to improve teachers' classroom practices and instructional effectiveness. It focuses on how effectively teachers translate those requirements into classroom instruction (Hiliya et al., 2025). Evidence from Nigerian secondary-school contexts suggest the relevance of instructional supervision to teachers' performance.

For instance, Abah and Haruna (2024) reported that instructional supervision supported teachers' preparation and lesson delivery, while Idris (2024) found that the frequency of principals' instructional supervision significantly predicted teacher effectiveness in public and private post-basic secondary schools in Kano Metropolis. Furthermore, Olorunmaiye et al. (2025), in their study suggest that instructional supervision was important for strengthening the effectiveness of classroom teaching. Similarly, Egboka and Nwosu (2024) reported a positive relationship between principals' supervisory practices and teachers' job performance. In addition, Yusuf et al. (2026), identified pre-lesson observation, classroom observation and post-lesson observation as important supervisory practices and emphasized their role in supporting teachers' instructional effectiveness. These findings suggest that instructional supervision constitutes an important teaching-process dimension of quality assurance through which teachers can be supported to improve the delivery of prescribed curriculum content.

The relevance of these quality assurance practices is particularly evident in Plateau State, where security concerns have implications for schooling and community life. The state's experience of communal and ethno-religious tensions, together with continuing concerns about violent attacks and community safety, makes security awareness and preparedness particularly relevant to education. The vulnerability of schools to security threats was demonstrated when the Plateau State Government temporarily closed basic schools in response to rising security concerns, describing the measure as preventive and aimed at strengthening security arrangements before reopening (Abraham, 2025). Although temporary closure represents an immediate protective response, it also illustrates the educational consequences of insecurity and the importance of strengthening the capacity of schools to anticipate, prevent and respond to security-related threats. The need for such preparedness is consistent with the Federal Ministry of Education's Early Warning Handbook, which provides guidance for educators and school communities in identifying and responding to security risks.

For public secondary schools in Plateau State, therefore, the issue extends beyond whether Security Education is formally prescribed. The more important concern is whether the educational system provides adequate quality assurance mechanisms to support its effective classroom delivery. Curriculum monitoring can help ensure that prescribed Security Education content and objectives are implemented, while instructional supervision can support teachers in translating that content into effective learning experiences. The Federal Ministry of Education's quality-assurance framework places both monitoring and supervision within the broader process of educational quality improvement, while its secondary-education mandate emphasizes teacher quality and curriculum delivery (FME, 2022; 2025). This policy orientation provides a basis for examining whether these quality assurance practices are associated with the delivery of Security Education at school level.

Despite the policy importance of both quality assurance and Security Education, an empirical gap remains. Existing Nigerian studies have examined instructional supervision in relation to teacher quality, teacher performance and general instructional effectiveness (Abah & Haruna, 2024; Idris, 2024; Olorunmaiye et al., 2025; Yusuf et al., 2026), while studies of Security Education have considered students' knowledge, instructional strategies, curriculum implementation and challenges affecting its delivery (Akpan et al., 2025; Boh, 2021). However, these bodies of research have largely examined educational quality assurance and Security Education separately. In particular, limited empirical evidence is available on whether curriculum monitoring and instructional supervision, considered as specific quality assurance practices, are associated with Security Education delivery among public secondary school

teachers in Plateau State. This creates a contextual and relational gap that warrants empirical investigation. It is against this background that the present study examines quality assurance practices and security education delivery among public secondary school teachers in Plateau State, Nigeria, with implications for national development.

Purpose of the Study

The aim of the study was to examine quality assurance practices and security education delivery among public secondary school teachers in Plateau State, Nigeria. Specifically, the study examined the extent to which:

1. curriculum monitoring predicts security education delivery among public secondary school teachers in Plateau State, Nigeria.
2. instructional supervision predicts security education delivery among public secondary school teachers in Plateau State, Nigeria.
3. curriculum monitoring and instructional supervision jointly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance:

Ho_1: Curriculum monitoring does not significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Ho_2: Instructional supervision does not significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Ho_3: Curriculum monitoring and instructional supervision do not jointly significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

METHODOLOGY

A correlational survey research design was adopted for the study. The population of the study comprised all the 3,260 teachers in public secondary schools in Plateau State, Nigeria, during the 2025/2026 academic session. A sample of 384 teachers was selected of the study, through multistage sampling procedure. The sample size was determined using Taro Yamane (1967) formula, at a 0.05 level of precision.

A researcher-developed instrument titled Quality Assurance Practices and Security Education Delivery Questionnaire (QAPSEDQ) was used for data collection. The QAPSEDQ was divided into four sections: Sections A, B, C and D. Section A elicited demographic information from the respondents, including gender, age, teaching experience and academic qualification. Section B contained items measuring curriculum monitoring. Section C contained items measuring instructional supervision. While section D contained items measuring Security Education delivery. Items in Sections B, C and D were rated on a four-point Likert-type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE), assigned numerical values of 4, 3, 2 and 1, respectively.

The instrument was subjected to face validation by three experts. The experts were drawn from Civic and Social Studies Education, Educational Administration, and Educational Measurement and Evaluation. They were requested to examine the items in terms of clarity, relevance, adequacy, appropriateness, representativeness and alignment with the constructs and

purposes of the study. The reliability of the instrument was established through a pilot test involving 30 public secondary school teachers who possessed characteristics similar to those of the study participants but were not included in the main study. The pilot-test data were subjected to Cronbach's alpha reliability analysis, which yielded reliability coefficients of 0.81, 0.78 and 0.79 for the sections B, C and D, respectively, with an overall reliability coefficient of 0.80. The final version of the instrument was administered to the sampled teachers by the researchers, with the assistance of seven trained research assistants. Data collected from the completed questionnaires were coded and analysed using simple linear and multiple regression analyses on the Statistical Package for the Social Sciences (SPSS), version 27.0. The coefficients of correlation (R), coefficients of determination (R^2), regression coefficients (β), regression Analysis of Variance (ANOVA) model and t-test statistics obtained were used in testing the hypotheses at 0.05 level of significance.

RESULTS

Results from data analyses are presented below:

Hypotheses one (Ho_1): Curriculum monitoring does not significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Table 1:

Results of Simple Linear Regression Analysis of the Extent to which Curriculum Monitoring Predict Security Education Delivery Among Public Secondary School Teachers in Plateau State, Nigeria (N=384)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.501[a]	.251	.249	.34896	.251	107.234	1	382	.000

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	13.058	1	13.058	107.234	.000
	Residual	38.967	382	.122		
	Total	52.025	383			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.785	.117		15.266	.000
	In-Service Training (IST)	.376	.036	.501	10.355	.000

R = Correlation coefficient, R^2 = Coefficient of determination, df = 382, F= Regression ANOVA, t = t-value, Sig.(*p*-value) at .05 level

Results in Table 1 as presented in the simple regression model summary shows a moderate positive relationship between curriculum monitoring and security education delivery (R = .501). The coefficient of determination (R^2 = .251) indicates that curriculum monitoring accounts for 25.1% of the variance in security education delivery, while the remaining 74.9% of the variance is attributable to other factors not included in the regression model. The adjusted R^2 value of .249 further suggests that the regression model provides a reliable and stable estimate of the relationship between the two variables.

The regression ANOVA results, $F(1, 382) = 107.234$, $p < .05$, indicate that curriculum monitoring significantly predict security education delivery. Furthermore, the regression coefficients indicate that curriculum monitoring made a statistically significant positive contribution to security education delivery (B = .376, SE = .036, β = .501, $t = 10.355$, $p < .05$).

This implies that a one-unit increase in curriculum monitoring is associated with an estimated 0.376-unit improvement in security education delivery. The standardized regression coefficient (β = .501) further reveal that curriculum monitoring exerts a moderately strong positive association with security education delivery. The intercept (B = 1.785) represents the estimated security education delivery score when the level of curriculum monitoring is zero. Since the probability value was less than the .05 level of significance at which the result was tested, the null hypothesis was therefore rejected. It was therefore concluded that curriculum monitoring significantly predicts security education delivery among public secondary school teachers in Plateau State, Nigeria.

Hypotheses two (Ho_2): Instructional supervision does not significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Table 2:

Results of Simple Linear Regression Analysis of the Extent to which Instructional Supervision Predict Security Education Delivery Among Public Secondary School teachers in Plateau State, Nigeria (N=384)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.563[a]	.316	.314	.33337	.316	148.120	1	382	.000

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	16.461	1	16.461	148.120	.000
	Residual	35.563	382	.111		
	Total	52.025	383			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.607	.114		14.058	.000
	Seminar Attendance (SA)	.459	.038	.563	12.170	.000

R = Correlation coefficient, R^2 = Coefficient of determination, df = 382, F= Regression ANOVA, t = t-value, Sig.(*p*-value) at .05 level

The simple linear regression analysis results presented in Table 2 reveal that a moderately strong positive relationship between instructional supervision and security education delivery (R = .563). The regression model explained 31.6% of the variation in security education delivery (R^2 = .316), suggesting that the remaining 68.4% of the variation may be associated with other factors not captured in the model. The adjusted coefficient of determination (Adjusted R^2 = .314) further confirms that the regression model provides a stable and reliable estimate of the relationship between instructional supervision and security education delivery.

The significance of the model was further confirmed by the analysis of variance (ANOVA). The F-value of 148.120 obtained was statistically significant at the .05 level ($F(1, 382) = 148.120$, $p < .05$), indicating that instructional supervision significantly predicts security education delivery. In addition, the regression coefficients revealed a significant positive association between instructional supervision and security education delivery (B = .459, SE = .038, β = .563, $t = 12.170$, $p < .05$). This suggests that higher levels of instructional supervision are associated with improved security education delivery. Specifically, a one-unit increase in instructional supervision was associated with an estimated 0.459-unit improvement in security

education delivery. The standardized regression coefficient (β = .563) further indicates a moderately strong positive association between instructional supervision and security education delivery. In view of these findings, the null hypothesis was rejected. It was therefore inferred that instructional supervision significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Hypotheses three (Ho_3): Curriculum monitoring and instructional supervision do not jointly significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

Table 3:
Results of Simple Linear Regression Analysis of the Extent to which Curriculum Monitoring and Instructional Supervision Jointly Predict Security Education Delivery Among Public Secondary School Teachers in Plateau State, Nigeria (N=384)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Change Statistics df1	df2	Sig. F Change
1	.643	.414	.412	.30867	.414	226.034	2	381	.000

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	21.536	2	21.536	226.034	.000
	Residual	30.489	381	.095		
	Total	52.025	383			

R = Correlation coefficient, R^2 = Coefficient of determination, df = 381, F= Regression ANOVA, t = t-value, Sig.(*p*-value) at .05 level

The simple multiple linear regression analysis results presented in Table 3 show that there is a strong positive joint relationship between curriculum monitoring, instructional supervision and security education delivery (R = .643). The result further showed that curriculum monitoring and instructional supervision jointly accounted for 41.4% of the observed changes in security education delivery (R^2 = .414), while the remaining 58.6% of the variation was attributable to other factors not included in the regression model. The adjusted coefficient of determination (Adjusted R^2 = .412) further confirms that the regression model provides a stable and reliable estimate of the proportion of variance in security education delivery attributable to curriculum monitoring and instructional supervision. The overall regression model was statistically significant, $F(2, 381) = 226.034$, $p < .05$, indicating that curriculum monitoring and instructional supervision significantly predict security education delivery. Based on these findings, the null hypothesis was rejected. It was therefore concluded that curriculum monitoring and instructional supervision jointly and significantly predict security education delivery among public secondary school teachers in Plateau State, Nigeria.

DISCUSSION

The study examined the predictive influence of curriculum monitoring and instructional supervision on Security Education delivery among public secondary school teachers in Plateau State, Nigeria. The first finding showed that curriculum monitoring significantly and positively predicted Security Education delivery among public secondary school teachers in Plateau State. This finding suggests that closer attention to the implementation of prescribed curriculum

content, objectives, learning activities and related curriculum requirements is associated with better delivery of Security Education. The finding is consistent with Akpan et al. (2025), who emphasized the importance of strengthening teachers' approaches to facilitating Security Education. The finding extends observation by demonstrating empirically that the monitoring dimension of quality assurance is significantly related to teachers' delivery of Security Education. This imply that where curriculum implementation is regularly monitored, teachers are more likely to give appropriate attention to prescribed Security Education content and objectives.

The second finding revealed that instructional supervision significantly and positively predicted Security Education delivery. This finding means that teachers who experience more effective instructional supervision tend to report better delivery of Security Education. The finding agrees with Abah and Haruna (2024), who reported that instructional supervision supported teachers' preparation and lesson delivery, and with Idris (2024), who found that the frequency of principals' instructional supervision significantly predicted teacher effectiveness. It also supports the findings of Olorunmaiye et al. (2025), who identified instructional supervision as important for effective classroom teaching, and Egboka and Nwosu (2024), who reported a positive relationship between principals' supervisory practices and teachers' job performance. The agreement of these findings suggests that instructional supervision may improve Security Education delivery by providing teachers with observation, professional guidance, feedback and support that can strengthen their classroom practices.

Lastly, the study's finding showed that curriculum monitoring and instructional supervision jointly significantly predicted Security Education delivery among public secondary school teachers in Plateau State. This finding is particularly important because it indicates that curriculum monitoring and instructional supervision, when considered together, explain a substantial proportion of variation in Security Education delivery. This largely lends support to Yusuf et al. (2026), who identified pre-lesson, classroom and post-lesson observation as important practices for supporting teachers' instructional effectiveness. This suggests that monitoring what teachers are expected to implement and supervising how they actually implement it may operate as complementary quality assurance processes. Curriculum monitoring can help ensure commitment to prescribed Security Education requirements, while instructional supervision can provide professional support for translating those requirements into effective classroom practice.

CONCLUSION

The study concludes that quality assurance practices are important predictors of Security Education delivery among public secondary school teachers in Plateau State, Nigeria. Specifically, curriculum monitoring significantly and positively predicts Security Education delivery, indicating that systematic attention to curriculum implementation enhances teachers' delivery of prescribed security-related learning experiences. Instructional supervision also significantly and positively predicts Security Education delivery, demonstrating the importance of professional observation, guidance and feedback in strengthening classroom practice. Furthermore, curriculum monitoring and instructional supervision jointly make a substantial contribution to predicting Security Education delivery. The findings therefore stress the need to strengthen both curriculum monitoring and instructional supervision as complementary quality assurance mechanisms for effective Security Education delivery.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. Plateau State Ministry of Education and quality assurance authorities should institutionalise regular curriculum monitoring in public secondary schools to ensure effective delivery of Security Education.
2. School principals should strengthen instructional supervision of Security Education, particularly through pre-lesson planning checks and regular lesson observation to promote effective delivery of Security Education.
3. Quality assurance officers should provide targeted professional feedback and follow-up support after school monitoring visits so that identified weaknesses in Security Education delivery are addressed promptly.
4. The Ministry of Education and school authorities should organise periodic capacity-building programmes for teachers on effective Security Education pedagogy.

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