



Education in Emergency and the Need for Teachers' Development in Northern Nigeria

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ABSTRACT

This study examined education in emergency and the need for teacher development in northern Nigeria. The learning situation in northern Nigeria has faced many challenges. This ranges from school attacks, kidnapping, terrorist invasions of communities, lack of funding, and other prevailing conditions from school closure. This situation has created many gaps or vacuums for children and young adults from primary to tertiary institutions in the country. With the need to understand the peculiarities and other issues that must be put in place to ensure that learning institutions remain a high priority for the government of Nigeria, there is a vital need for teacher development. Using the desk research approach, data will be derived from secondary data and majorly sourced from articles, journals, government publications, and internet sources. The various pieces of information have undergone empirical and systemic reviews of literature. Many children are continuously affected by multiple degrees of crisis and conflict, and the school system is overburdened with challenges. Teachers and other educators are faced with the challenges of being equipped with the necessary skills, which poses a danger in revamping the various schools affected by the country's crisis. This study recommends that the federal government, nongovernmental organisations, and the United Nations commit to education in emergency funding and teacher development to achieve sustainable development goals and build a better future for every child in Nigeria.

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Introduction

Education is an activity directed at goals, such as imparting knowledge or promoting skills and character (Abel, 2022). These goals include developing understanding, rationality, kindness, and honesty. Various researchers have emphasized the role of critical thinking in distinguishing education from indoctrination. Some theorists claim that education leads to student improvement, while others prefer a value-neutral definition. In a slightly different sense, education can also refer not to the process but to the outcome: the mental state and character of educated people (Gamage, Dehideniya and Ekanayake, 2021).

Nigerians also have to deal with a generalized lack of security, which has hurt the education sector, and in the north, armed groups kidnap locals and schoolchildren in exchange for ransom (Dzirutwe and Reuters News, 2024). The level of insurgencies and banditry across the northern region has resulted in mass displacement of people. According to Bailey (2022), the constant attacks on schools in northern Nigeria jeopardize the quality of education and skilled labour needed to run the economy in the long term. Based on a previous report by SB Morgan (SBM) Intelligence, Nigeria has recorded 28 attacks on schools in six years, from the Chibok girl incident on April 4, 2014, in Borno to the most recent attack by Barkin Ladin on January 12, 2021, in Plateau. This incident disrupted academic activities and resulted in the closure of several affected schools at different times. Reports indicated that of the 28 incidents, 23 were infiltrated by armed men, three by Boko Haram terrorists, and two by unidentified gunmen (SB Morgan, 2022).

Education has always been a strong player in any society and is considered an indispensable tool for positive changes in people's social, political, economic, and cultural life. Teachers are key agents that shape the world for positive development. It is said that the teacher plays a central role in education. Preparing teachers and educators for the teaching profession is a

higher priority in every country because this profession is vital, leading to the nation's improvement and progress in various fields. Given the importance of education in any society, teachers are expected to be competent professionals in their respective fields and subjects. As such, they must possess extensive knowledge and skills in teaching practice and assessment to meet the demands and high standards of educational quality (Boudersa, 2016).

According to Peterside (2022), political leaders' attention shifts between elections and politics as the education sector crisis deepens. Although the development of other political sectors is fundamental and must receive proper attention, this must focus on the education sector, which is experiencing an in funding, and human capacity development, which requires urgent attention. Governments at all levels in Nigeria are indifferent to education in emergencies. They need to formulate a better education management method to provide children with quality education. Educational policies are either unfit for purpose or need to produce the desired results, and the institutions overseeing education are dying where they are.

According to a report, "1,823 students and teachers were involved in the incident; 1799 students and 24 teachers were involved. Most participating students were high school students, followed by elementary school students, and the least in college" (SB Morgan, 2022). The report further highlighted that Katsina state had the highest number of student attacks, followed by Zamfara. In contrast, Federal Capital Territory Abuja (FCT) had the fewest, and no cases were recorded in Kwara. On the other hand, most attacks on teachers were recorded in Kebbi, followed by Zamfara, Yobe, Niger, Kaduna, and FCT. Insecurity hampers education when schools are closed and children and teachers stay home; experts say it threatens the workforce quality and human resources needed for a sustainable economy (Bailey 2022).



Moreover, to enter the advanced league for a developing country like Nigeria, especially in this knowledge-based economy and global competitiveness, requires regular training and retraining of teachers, who are the main engine of our education system. Section 8 of the National Education Policy (the Federal Republic of Nigeria (FRN), (2004; p. 65) states that "In-service training should be developed as an integral part of teacher development and will also address deficiencies". Emphasizing the importance of in-service training, the policy states, "Efforts to improve the quality of education at the primary and secondary stages must incorporate regular in-service training programs for teachers and principals (National Education Policy (Federal Republic of Nigeria, p.70). These two policy statements draw attention to the need for consistent teacher training to improve the Nigerian education system, thereby enhancing the quality of education for learners at all levels. It should, therefore, be noted at this point that teacher education is not limited to higher institution studies but a lifelong process, so we hope that effective teacher management through resource allocation, reallocation of teachers between schools, and retraining will not only improve the quality of education and strengthen the education system, but also the curriculum for the Nigerian education system used effectively and efficiently to carry out educational goals and tasks (Awodiji and Ogbudinkpa, 2020).

Research Objectives

With the ongoing need to understand the current educational situation and the need for teacher development in Nigeria, this study examined education in emergency and the need for teacher development in northern Nigeria. Meanwhile, the following specific objectives will be considered:

- I. To examine the issue of education in emergency in northern Nigeria;

- II. To ascertain the importance of teacher development in northern Nigeria;
- III. To examine the challenges facing teacher development in northern Nigeria and;
- IV. To find the necessary recommendations for improving education and teachers' development in northern Nigeria.

Research Method

The study adopted the desk research method. While the content analysis, the researcher can measure and examine the occurrence, significance, and connections of particular words, topics, or concepts. The secondary sources include articles, academic journals, government report, and other document are critically sourced to ensure the research questions are answered empirically. Decide whether to reexamine, disregard, or reevaluate the assigned sources for unnecessary, undesired, or underused text. By identifying and grouping related categories, the analysis process lowers the amount of text that is gathered and attempts to make sense of it.

Since conceptual content analysis can only quantify the data, results should be interpreted cautiously. Gaps identified in the study are filled with the right inclusions of data and reports showing the issues of education emergence and the need for teacher development in northern Nigeria. The purposive sampling of specified secondary sources is applied to ensure the information is correctly presented to the audience.

Conceptual Discourse

Education in Emergency: The term "education in emergencies" describes providing education to people impacted by unanticipated events like armed conflict or natural catastrophes (Sinclair, 2007). A crucial human right is education. Education ensures that learning continues and gives children and youth involved in emergencies a feeling of normalcy and the key to a new



future. Generations that receive an education are better equipped to weather crises and steer the globe toward a sustainable future (UNESCO, 2023).

Emergencies resulting from pandemics, natural catastrophes, armed conflict, instability, and the effects of climate change disrupt education and cause millions of children and youth to miss school globally. People lose not only their homes and loved ones but also their access to school and a secure learning environment in nations and areas hit by sudden and protracted crises. This affects both their futures and the prospects of society at large. Education in an emergency is vital in creating a better bridge that holds the nation to development. Ensuring that those impacted by conflict or disaster have access to education allows impacted children and adolescents to see a better future instead of falling into crippling depression or turning to violent means of venting their emotions.

Teachers Development: According to Smith (2010), professional development for teachers (PD) is an internal or external cycle wherein teachers participate in a formal or informal model enmeshed in the progressive evaluation of professional practice. According to the literature, an effective teacher or educator must be sufficiently knowledgeable about specific and effective ways of teaching pedagogies and be able to support students in developing an impressive understanding both in the classroom and outside. As a result, teachers need to familiarize themselves with research knowledge and abilities as well as the ability to supervise students while they do their studies. Teachers, including those in conflict regions, can improve as educators and expand their knowledge and skill sets through professional development. It is a means to push inside and outside the classroom, improve as a teacher, and gain a deeper understanding of the children (Avanti Team, 2022). Online or traditional courses, seminars and conferences, workshops, specialist training, instructional films and

books, and other activities can all be used for professional development.

Discussion and Findings

1. Issues on Education in Emergency and Teachers Development in northern Nigeria

A. Education in Emergency

Education in Emergencies refers to quality learning chances for all ages in crises, including early childhood, primary, secondary, non-formal, technical, vocational, tertiary, and adult education (Inter-agency Network for Education in Emergencies-INEE 2018). Education in an emergency provides physical, psychosocial, and cognitive security that can sustain and save lives. Common crises where education in emergency programmes is critical include conflict, violence, forced displacement, disasters, and public health emergencies.

The rights of children and young adults are not suspended in an emergency, including the right to education (International Rescue Committee 2023). Quality education protects cognitive development and assists psychosocial well-being. In times of crisis, there is hope for children. Meanwhile, the Sustainable Development Goal 4 plan to ensure inclusive, equitable, and quality education by 2030 will only be achieved with a much greater commitment to planning, prioritizing, and ensuring education, particularly in contexts of conflict and crisis (United Nations, 2015).

Based on a report by Nextier SPD (2022), the intensity of violence in Nigeria is vulnerable to significant risks to children in schools. Several educational institutions were reduced to rubble by attacks by non-state armed groups. The cases are more frequent in Nigeria's northeastern zone, where the insurgency has lasted more than 12 years. In the Northwest and North-Central zones, bandits also pose a significant threat to education, with massive piracy of places of learning (Ejiofor 2022). In the southeastern zone, school activities are closed on Mondays and other days, as



determined by the Indigenous People Biafra (IPOB) (Ogunode and Okwuagwu 2022).

Emergencies caused by armed clashes and instability, natural disasters and hazards, pandemics, and the impacts of global climate change affect education and keep millions of children and young people out of school worldwide (Desgroseilliers, Kent Page and Education Cannot Wait 2022). In countries and territories hit by protracted emergencies and crises, young people have lost not only their homes and loved ones but also access to education and a safe learning environment, affecting their future and that of society (UNESCO, 2022).

Widespread terror has severely limited learning center enrollment in Nigeria. The nation has a problem of dropping out of school, estimated at 18.5 million children (Voice of America (VOA), (2022). The number is a sharp increase from 10.5 million in 2021. UNICEF attributes the spike to terrorism and banditry in the Northeast in the northwestern and north-central regions (Ojewale, 2021). In addition to violence, there are limitations, often due to security concerns, in assisting the many children trapped in conflict-affected environments. In addition, many children live in crisis areas with limited social services. Education services seem to be of secondary importance in dealing with the ongoing humanitarian crisis.

According to the Interagency Network for Education in Emergencies (INEE) (2022), quality education protects cognitive development and psychosocial well-being by giving children hope in times of crisis. Providing educational services to millions of underprivileged children in Nigeria means addressing the structural, cultural, security, and humanitarian factors that limit children's access to education. With a net attendance percentage of 53%, the situation is much worse in the country's north. Similar to poverty and geography, gender has a significant function in the pattern of educational marginalization in Nigeria. According to

UNICEF (2023), female gender primary net attendance records in the northeast and northwest are 47.7% and 47.3%, respectively, and more than half of the girls are not enrolled in school. Many issues, including sociocultural norms and practices that discourage participation in formal school, particularly for girls, and economic impediments are the main causes of the education deficit in northern Nigeria.

B. Teacher's Development

Teacher education and training are continuous and never-ending processes that cultivate the skills teachers need to equip their students with the highest and most effective standards of teaching possible (Nzarirwehi and Atuhumuze, 2019). Teacher education and professional development can be delivered in various formats and styles, e.g., formal classes, seminars, workshops, courses, or online distance learning. Teacher training and professional development can be compulsory in schools, determined by boards of education or government agencies, or voluntary, with teachers taking personal responsibility for seeking and conducting training to improve and develop their skills (Curran, 2021).

According to Okolo (2013), education is a pillar of human resource development. Undoubtedly, national transformation can only occur with a clear human resources agenda. Moreover, human resource development is a function of education at all levels. Education can only be directed toward human resource development if it is functional, qualitative, and driven by the knowledge economy. This achievement can only be done by teachers who have been produced through a dynamic and innovative teacher education system.

Furthermore, this scholar argues that whatever tool or approach to national development and transformation, functional and quality education remains the most powerful tool. Still, the system needs to be reformed and repositioned because a static education system does not change society. Education can be transformed



and used for national development only if teacher education is changed and expanded to serve that purpose (Orji and Maekae, 2013). Teacher education addresses challenges teachers may face in the classroom and provides them with the necessary skills or training to overcome them. For example, a teacher must clearly explain what they know, encourage student involvement, or keep their attention. In that case, the teacher must manage the class more effectively through communication (Sword, 2020). Students slowly lose interest, and instead of enjoying the class or taking something from it, they become discouraged or afraid of the class.

The goal of teacher professional development is personal development in the profession and professional development. To succeed, professional development must focus on the relationship between teacher skills and knowledge and student learning. Most writers on teacher professional development agree (Elmore 2002; Villegas-Reimers, 2003). Teacher competence is strengthened by various support in training welfare provision and the ability to work with various technological tools (Ogunyinka, Okeke, and Adedoyin, 2015). Therefore, teachers who have mastered a variety of subjects must also have a wide repertoire of different teaching (pedagogical) methods and strategies and an understanding of student learning processes. Shulman (1987), in introducing pedagogical content knowledge, emphasizes combining content knowledge and pedagogical skills needed to organize classroom situations and learning activities.

Teacher education is an organized institution designed for the professional training of individuals involved in the art and science of teaching. Osuji (2009) believes that teacher education is the professional training of teachers to acquire attitudes, skills, and knowledge that will make them effective and efficient in their work, according to the needs of society at a certain point in time. Comprising on-the-job training (pre-service) and in-service training/in-service (on-the-job or on-the-

job). Also, teacher education can be defined as policies and procedures to equip prospective teachers with the knowledge, attitudes, and skills they need to design effectively design their roles in the classroom and society (Eduwen and Osagie-Obazee, 2016). Juniper Education (2022) stated that continuous Professional Development helps teachers refresh existing skills, which can be very useful in supporting students with special educational needs and disabilities (SEND).

Type of Professional Development for Teachers

Different types of professional development can be identified, and professional development programs can be provided for teachers. For example, Richards and Farrell (2005) distinguish between two types of career development: individual and institutional. Another example comes from Pelochino (2014), who identified five main types of teacher professional development. Teachers can use this well-known type to improve their teaching and advance their teaching careers.

a. Internal professional development: This form of professional development is offered to teachers on the school's website. This type of professional development takes a week and is the responsibility of the individual school staff. Different employees may have different meetings throughout the year.

b. Training across departments or organizations: This type of teacher training requires cross-site collaboration, which can be planned and time-consuming. This can be half-day, full-day, or multi-day Training. In this way, teachers can develop professionally, collaborate, and learn something together because they are from the same field and can meet in such cases. Such educational events involve having a guest speaker, usually a professional in the field, who will attend or guide.

c. Institutional, professional development: Institutional professional development is long-term and usually focuses on the same theme or content, e.g.,



methods of assessment or teaching. This type of professional development for teachers is often associated with universities, nonprofits, or research institutes. Such events are funded, and teachers may receive time and attendance allowances.

d. Professional survey group: Groups of teachers can come together for this type of professional development to learn something that is of great interest to the whole group. This type of teacher professional development can be location-based because it cannot be. The teacher group meets regularly and works together to learn new things and share new teaching experiences.

e. Coaching: In this type of professional development, sites have field and district trainers for their teachers. The role of these trainers is to assist and support teachers in various ways. Beginners will also have a new teacher trainer, and the latter will have one assigned work aimed at helping new teachers gain the necessary credentials.

2. Importance of Teacher's Development in northern Nigeria

Teacher education is necessary for the 21st century, especially since today's students need to understand traditional teaching methods. Teachers cannot teach today's students with old teaching methods (Mormah and Bassey, 2021). Students in the 21st century need a personalized education. The Indian education system follows the custom of viewing the class as a whole rather than the individual students, which is unfair to most students. Students are unique in many ways, including thinking, analyzing, understanding, and engaging with academics. Therefore, Nigeria's existing systems need to implement these changes. It is crucial to teach teachers to see their students as unique individuals with different learning styles. Once teachers understand this and how to handle different learning styles, they will positively impact hundreds and thousands of students (Learning Matters, 2022).

In the face of the pandemic, the state has combined high-tech and low-tech approaches to help teachers better support student learning. In northern Nigeria, for example, education leaders and institutions have developed a strategy combining SMS, printed brochures, and continuous teacher feedback, taking advantage of the country's high mobile phone penetration. This approach goes beyond providing low-tech materials: it provides information on how to access the curriculum, ensures students have access to paper-based learning materials, and includes home visits to monitor distance learning activities (Barron et al., 2021).

According to Ogunsanya (2021), as an educator with a deep-rooted passion for work and someone who sees my work as a call to service and a positive impact on life, the realities of today have prompted critical reflection on the future for teachers and students. While we know the impact of this virus will be far-reaching, what does that mean for education in the long term? The first view of the future of education is the increased use of technological tools and the deeper adoption of digital literacy to facilitate quality learning. Technology has come in and will continue to play an important role.

According to a review and report by Learning Matter (2022), the following are considered to be some of the benefits of teachers' training programs:

- I. **Professional growth:** Teachers who participate in training programs can continually develop themselves - learning new ways, methods, strategies, skills, and tools. When teachers improve, they feel confident, happy, and motivated to achieve greater things with their students. Confident and happy teachers mean confident and happy students!
- II. **Better student management:** As a teacher, knowing, understanding, and analyzing students is important. Only then can they know



how to teach their students. Teaching 12-year-olds cannot and should be different from teaching 5-year-olds, right? Teacher development programs help teachers to understand and manage their students better.

III. Equip them with modern pedagogical strategies:

Through holistic teacher education programs, teachers learn new methods and techniques to teach their students better, especially those who have been teaching for many years and are unlikely to be aware of the latest practices and methods. Only some traditional training methods are effective. At the same time, not all of them are up to date.

IV. Building a better relationship with parents:

In any school, the teacher's relationship with their parents is one of the most important indicators of happiness and success. Teachers need to nurture and maintain positive relationships with the parents of students. The teacher is the person who talks the most with parents when parents talk, dropping off and picking up, etc. Better relationship with parents = better level of school satisfaction.

V. Indirectly affect thousands of students:

Teacher training courses affect not only teachers but also students. One highly qualified teacher can influence thousands of students. Teachers have a big role in nation-building because students are future citizens. Then, imagine the impact that a highly qualified teacher can have.

3. Challenges facing Teacher's Development in northern Nigeria

Education is seen worldwide as passing on people's cultural heritage, stabilizing their present, and improving or changing their future. In this regard, the school system is generally recognized as the most important educational institution in various states in

northern Nigeria. This makes the teacher factor a central element of the educational task. In-service teacher training is now considered the foundation for quality and relevance in education at all levels (Osokoya, 2010). Meanwhile, there are contending challenges facing teachers' development in northern Nigeria.

1. The Lack of professional training and professional development of teachers can be a major cause of dissatisfaction with the quality of their teaching to educate students who are competent with the required knowledge and skills in different subjects.

2. High Quacking Teaching: Meziobi (1996) states that most teachers in Borno, Yobe, Kauna and other northern state need to be more professional. They only deal with content delivery without discussing how it is intended to be delivered and understanding the psychology of learning and students. Proper training can be provided for teachers to be more professional in their teaching (Fafunwa, 1974).

3. Poor Quality of Training Program Curriculum: The curriculum of teacher training institutions in Nigeria needs to be more certificate-oriented. The curriculum emphasizes theory while drawing attention to actual teaching practice and skills for teachers in northern states. Most graduates come from hopeless programs that fail to live up to expectations of curriculum adequacy.

4. Poor policy delivery strategy: Poor quality of teacher education is based on poor program delivery strategy, e.g., Lack of mechanisms, inadequate funding for education programs, Lack of technical knowledge from personnel supervision departments, etc. (Arikpo et al., 2014).

5. Mismanagement, corruption, and misuse of funds: Mismanagement, corruption, and misuse of funds are one of the crippling forces in Nigeria's education



sector. Nigerian leaders who lead government affairs have proven ineffective and unreliable over time. Many of them only pursue personal or family interests. The few funds/resources allocated to the education sector are usually diverted for self-funding or personal purposes. Principals in elementary schools are included. They are also guilty of corruption and embezzlement. According to Osim (2016), corruption remains a major problem that hurts access to and quality of education in Nigeria.

Recommendations

With the various issues and challenges identified facing education in emergencies and teacher's development in northern Nigeria, the following recommendations were made:

- i. The federal government and nongovernmental organizations (NGOs) United Nations should urgently treat the education sector with respect and care in the northern region of Nigeria. This can be achieved by providing sufficient funds and resources for basic education and teachers' training.
- ii. It is important that funds and all grant resources provided must be properly monitored to prevent mismanagement or misuse in northern states.
- iii. Governments must be committed to ensuring and providing quality/standardized education for all people faced with security challenges and protection for all teachers working in conflict-affected zones in northern Nigeria.
- iii. All school teacher salaries and other benefits urgently need to be reviewed and increased, and this will assist in reducing or preventing teacher turnover or fatigue in the northern Nigeria.
- v. It is suggested that the Nigerian government and education stakeholders need employ appropriately skilled staff (both teachers and non-staff) in schools found in emergency areas; and

vi. The government should set up an emergency basic and secondary school fund to revitalize the education system in Nigeria.

Conclusion

In Nigeria, merging issues affect education development, especially in conflicts and crisis regions. The contending issue of kidnapping children like the Chibok girls in 2014, banditry operations, Indigenous People of Biafra (IPOB) separatist activities in the eastern region, and failed implementation of teachers' welfare policy, etc. are continuous challenges (Amnesty International 2023; Ogwu 2023; Kolawole 2023). Education remains the most important factor for sustainable development. The teacher is at the heart of this endeavor, and no tool can replace him; no education system can surpass its teacher. Master holds the remedy for many of the problems plaguing Nigeria in conflict and insecurity. In this case, teacher effectiveness becomes important. Despite various Nigerian government administrations' laudable aims and efforts, this paper concludes that while Nigerian governments have done much to improve the system, teacher development programs in the country's education are low. This situation is mainly caused by the government's inability to fulfill its obligations in the education sector in a way that suits the needs of the country and the (socio-economic) changing dynamics despite the long history of the oil boom and the large number of foreigners who are eligible for exchange.

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