

An Assessment of Working Conditions and Effective Teaching in Armed Conflict Zones: The Case of the North West and South West Regions of Cameroon

Dr Genevarius Nji

Bamenda, North West Region, Cameroon

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0700>

Received: 08 November 2025; Accepted: 14 November 2025; Published: 28 November 2025

ABSTRACT

This study sets out to study the effects of teachers' working conditions on effective teaching in conflict zones. Effective teaching during emergency situations is a salient element as far as the education production function is concerned. Ineffective teaching hampers school internal efficiency as it significantly causes wastages of scarce resources and prevents educational institutions from attaining set objectives. This study looked at teachers working condition in terms teachers' security, and teachers' motivation in terms of risk allowance; and how these variables influence effective teaching in the North West Region and South west Region of Cameroon. Within the context of research methodology, the mixed method approach was used in data collection and analysis. The simple random sampling and proportionate sampling techniques were used to obtain a representative sample of 310 for the study. The Instruments used for data collection were the questionnaire and the interview guide. The rationale for using the mixed method approach was to maximize the possibilities of data to be collected from multiple sources in order to ease the understanding of the phenomenon under investigation from various foci. The data was analyzed using the spearman rank correlation and it was found that teachers' personal security, and use of motivation significantly affects effective teaching in the secondary schools in the North West Region with correlation coefficients of 0.640 and 0.672 respectively with p-values less than 0.05. From this we conclude that working conditions are a strong determinant of effective teaching the within crisis context. Based on the finding, we recommend that school administrators and other stake holders should be create an enabling environment that is conducive for teaching and learning.

Keywords: Teachers Working Conditions, Effective Teaching, Emergency Situation, conflicts, Secondary School

INTRODUCTION

The Republic of Cameroon inherited two colonial cultures both from Britain and France and this is reflected in the two educational sub systems that are run by the country. Out of the 10 regions in Cameroon, two (northwest and southwest Regions) are Anglophone regions which are considered as the minority. In 2016, lawyers and teachers organized a strike action against what they termed marginalization of the Anglophones amongst other complains. Because of this perception of marginalization, the conflict later transpired into an armed conflict by 2017 with many killed, thousands of internally and externally displaced persons, many schools and houses burnt and many teachers and students have been victimized. Many have been arrested, kidnapped, tortured, raped and killed. Till date majority of primary and secondary schools remain closed. Because of the armed conflict, many students and teachers equally got displaced and those who are actually teaching and learning in schools are mostly situated only in urban centers; even so they still have to bear the blunt of the conflict. This paper there sets out to examine teachers working conditions in conflict context of the North West and South west regions and how it affects effective teaching.

In 2020 and 2021, GCPEA (2022) identified at least 58 reported incidents of bloody attacks on school students, teachers, and other education personnel, which harmed over 150 individuals in this area. Since 2018 students, teachers educational personnel amongst others have been experiencing attacks from armed men, many have been kidnapped, tortured and even killed. Global Coalition Protect Education Attack identified more reported incidents during this period that harmed fewer people, as compared to earlier years. Apart from these hundreds of schools have been locked down since 2017 till date. The military use of schools continued in Cameroon during the 2020-2021 reporting period in both the North West and South-West regions (GCPEA, 2022). During the 2020-2021 reporting period, GCPEA identified at reports of sexual violence by a non-state armed group that occurred at a school. On November 4, 2020, during an attack on Kulu Memorial College located in Limbe, Fako division, South-West region, an armed group forced around 20 male and female students and four teachers to strip naked while filming them, poured petrol on them, and reportedly used force against some of them, according to Human Rights Watch. They then chased the naked students and teachers away from school, before burning parts of the school, according to BBC, Human Rights Watch, and local media (Human Rights Watch, 2020a). All these are wrong because schools are supposed to be safe ground during conflicting moments.

The International Crisis Group (2019:32-33) listed seven major armed militias with an estimated membership of 2,000 to 4,000 combatants, and noted another 20 smaller groups with localized purviews. Their strategies include closing government schools which they see as symbols of the Francophone state; imposing lockdowns to disrupt public life; targeting state agents and combating security forces; and punishing individuals suspected of collaboration with the government. Furthermore, they have engaged in acts of kidnapping for ransom, for which they have targeted traditional rulers, middle-class, school actors etc. As these developments suggest, the Anglophone conflict has increasingly taken on the character of a market of violence in which armed group use violence to create an economic basis for survival. Among the several atrocities attributed to armed men are several attacks on schools, including the Kumba school massacre in October 2020, in which many students were killed and others injured (HRW 2020b; in Pelican, 2022). There has been limited understanding of the impact of conflicts on teachers in conflicts zones and a dearth in knowledge on effective strategies to attract and retain high quality teachers in the Anglophone conflict affected regions. The filling of this gap will help inform policy makers and practitioners that work in the fill of teacher motivation, teachers support, and teacher security in conflict zones.

Statement Of the Problem

The main objective of education is train human beings in order to ease their integration in the society where they live. With the outburst of the Anglophone crisis, activities geared towards meeting these objectives seem to have been severely compromised to a certain extent. Students seem not to be acquiring the relevant skills needed for professional insertion in an environment which is plagued by numerous shootings, killings and kidnappings. This affects the education production function in the sense that production processes would hardly be efficient as teachers may not teach effectively and students not learn effectively. If teachers teach «on the run », they would not and never effectively carryout effective curriculum implementation. Worker production would likely diminish if the work environment is loaded with fear and uncertainty. If the teaching environment appears insecure, it means that teachers need motivation to reinforce their resilience. The absence of fringe benefits could adversely influence teachers' commitment and assiduity. Environmental insecurity, inadequate teaching environments, little or no access to allowances and fringe benefits, are some of the salient elements that could determine effective teaching in an armed crisis context. With the context of armed conflicts, school have to function but it is obvious to not that teachers as well as students cannot protect themselves with arms but need maximum security to be able to teach and learn respectively. This paper intends to study the impact of teachers working conditions on effective teaching in an armed conflict context.

Research questions:

1. How does teacher security influence effective teaching within the context of armed conflict?
2. What relationship exists between teachers' motivation and effective teaching within the context of armed conflict?

Research Hypotheses

1. Teachers' security influences effective teaching within the context of armed conflict?
2. Teachers' motivation influences effective teaching within the context of armed conflict?

Research objectives

1. Teachers' security influences effective teaching within the context of armed conflict?
2. Teachers' motivation influences effective teaching within the context of armed conflict?

LITERATURE REVIEW

Teacher safety

Research has tended to instrumentalize teacher wellbeing for its influence on educational quality and children's wellbeing (INEE, 2022). Ring and West (2015) note how trauma compromises teachers' capability to fulfill the functions of their roles. This means that teachers would not be able to be efficient in tasks execution if they are not feeling safe especially at home, on their way to and from the school and in the school environment and classroom. Teacher safety in war zones and conflict-affected areas is a pressing concern because it can directly or indirectly affect the quality of school processes. Teachers in these areas face numerous risks, including physical harm, kidnapping, and emotional trauma and even death. This phenomenon alone renders teachers' working conditions in war zones extremely challenging and can have a profound impact on their well-being, safety, and ability to provide quality education to students. By prioritizing teacher safety in war zones, we can help ensure that formal education continues to play a vital role in preaching and promoting peace, stability, and development, even in the most challenging contexts; which is a daunting task. When teacher safety is ensured, educational institutions can promote a positive and supportive learning environment, reduce teacher stress, phobia and burnout, and improve overall well-being. This however means that teachers in crises context need physical, psychological and emotional safety in order to be able to meet institutional objectives.

Teachers physical unsafe as many may be kidnapped and abducted, tortured, assaulted, raped, displaced, forced to pay ransom and even killed. These forms of physical violence against teachers may create post traumatic stress disorders (PTSD) which may have adverse effects on the quality of teaching in school. Despite these challenges, many teachers in war zones continue to teach under difficult circumstances. Their dedication and resilience are a testament to the importance of education, even in the midst of conflict. However, it would be important to note that ensuring teacher safety is essential for maintaining a positive and productive learning environment in school. This could be easily achieved if all stakeholders involve collaborate significantly.

In order to ensure teachers physical safety stakeholders need to do the following:

1. Violence Prevention: Develop and implement policies and procedures to prevent violence, including threat assessment and response plans.
2. Secure Classroom Environment: Ensure classrooms are designed with safety in mind, including secured doors, windows, and emergency response systems.
3. Emergency Response Planning: Develop and regularly practice emergency response plans, including evacuation procedures and first aid.
4. Mental Health Support: Provide teachers with access to mental health resources, including counseling and stress management programs.
5. Workplace Bullying Prevention: Develop policies and procedures to prevent workplace bullying, including training and support for teachers.
6. Trauma-Informed Teaching: Provide training and resources to help teachers recognize and respond to students who have experienced trauma.

Teachers in crisis contexts regularly come under attack while carrying out their fundamental work, which jeopardises many teachers' strong sense of resilience, purpose, and wellbeing (Wolf et al., 2016). In 2020 and

2021 alone, the Global Coalition to Protect Education from Attack identified 630 attacks on school pupils, teachers, and education personnel across 28 profiled countries (GCPEA, 2022). In some contexts, teachers are threatened, abducted, or killed because they represent the state or for their membership in teachers' unions. In other conflicts, teachers are killed or injured by explosive weapons on their way to or from school or in violent clashes between armed groups. In addition, where schools and universities are used as bases and barracks, these facilities can be targeted by opposing force shelling and ground attacks, which also places teachers' lives at considerable risk (GCPEA, 2014; GCPEA, 2022). The effects of these realities are profound as many teachers report that threats and acts of violence shift the quality of their teaching practices physical or emotional violence alters their sense of trust and the authenticity of their engagement with pupils and their families.

As one of the first empirical studies to conceptualize and measure teacher wellbeing in a crisis context, Wolf et al. (2015) apply the concept 'cumulative risk' to describe the accumulation of stressors and adverse conditions that affect teachers' work and wellbeing in Congo. Their findings show that there is a statistical significance and negative relationship between cumulative risk and teachers' motivation to teach ($b = -.032$, $p < .001$), meaning that the more risk teachers' experience in their work the less motivated they are to remain in the profession. Similarly, their findings demonstrate a significant and positive relationship between cumulative risk and burnout ($b = .068$, $p < .01$), meaning that the higher a teachers' exposure to cumulative risk the more likely they are to report burnout. As INEE (2022) promotes, however, teacher wellbeing needs to be an outcome in and of itself; not just an input for better child wellbeing and learning outcomes. Thus, for teachers to be able to function to their fullest capabilities, free from physical and psychological harm, teacher wellbeing and the prioritisation of teachers' protection must be at the forefront of teacher-focused policy and funding.

To deliver high quality education, schools must attract, develop, and retain effective teachers; and teachers' effectiveness in a conflict area could be determined by teacher security. Working conditions play an important role in a school's ability in the sense that schools that can provide their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best as far as producing good results is concerned. Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students.

Some aspects of teachers' working conditions go along with the job regardless of where a teacher works. For example, teacher salaries tend to be low relative to those earned by similarly qualified individuals in other professions regardless of the type or location of the school. Other aspects of teachers' working conditions, such as school safety, vary widely from school to school. Thus, in addition to being concerned about teachers' working conditions in general, we need to pay attention to the types of schools that tend to have desirable or difficult working conditions and, for equity reasons, to the characteristics of the students who attend them.

Data presented here describe a number of aspects of teachers' working conditions, including workload, compensation, school and district support for teachers' professional development, school decision making, school safety, student readiness to learn, and public respect for teachers.

Teaching workload has several dimensions, including the amount of time spent working, the number of classes taught, and the number of students in each class. The amount of time a teacher devotes to his or her job is partly self-determined, reflecting not only what the school requires or expects but also the teacher's efficiency, enthusiasm, and commitment.

Professional development teachers are designed to help familiarize both old and new teachers with best pedagogical practices that align with state goals. *"Professional development is an important strategy for ensuring that educators are equipped for deep and complex student learning in their classroom"* (p. 23) and should be designed to cater to individual teacher's goals and needs (Carver-Thomas & Darling-Hammond, 2017). Gulamhussein (2013) stated that professional development should be ongoing and allow teachers time needed to collaborate with peers and become familiar with new strategies for implementation.

GPE(2024) stresses that education is a critical source of support for children living in conflict-affected and displacement contexts. Teachers are at the center of delivering high-quality education in any setting. The challenges of teacher management in crisis are often the same as in other settings, just more intense (Mendenhall,

Gomez, and Varni 2018). In crisis contexts, sufficient numbers of teachers must be recruited and deployed where they are needed. Teachers in conflict-affected contexts need many of the same sources of support as other teachers—preparation and ongoing support that builds and refines their capacity to deliver high-quality instruction, consistent pay and so on, while also requiring specific pedagogical, psychosocial, and administrative and logistical support.

Refugee teachers often face particular limitations on their ability to work, as their legal right to work and recognition of their credentials is often strictly limited (Mendenhall, Gomez, and Varni, 2018). This can prevent teachers with refugee status from being hired, reducing the pool of qualified candidates who could be recruited to teach. In settings where refugees are not legally authorized to work, they may sometimes be able to take up stipend, volunteer or assistant teaching positions (Mendenhall, Gomez, and Varni 2018), but such measures are still less complete than a full teaching role.

Supply constraints sometimes also mean that teachers who are refugees do teach at times (at least in camp settings), even where policies restrict this work on paper. In Ethiopia, refugees' right to work is limited, and according to policy, refugee schools should be staffed by national teachers; teachers with refugee status can still work in schools for refugees due to supply and budgetary limitations, though only in the lower grades (Bengtsson et al. 2020). Even where refugees can teach under certain circumstances (for instance in camp schools), their qualifications from their home countries may not be recognized, limiting their range of work opportunities (Mendenhall, Telford, and Hure 2023; Shah 2023). In Kenya, for example, teachers who have been trained but are refugees are not recognized by the Teacher Service Commission as being qualified because they must be Kenyan citizens to register with the commission and need a certificate of good conduct from their country of origin (West et al. 2022). The absence of mechanisms to recognize qualifications of teachers who are refugees can be a waste of valuable assets, especially in contexts where teacher supply is a challenge (Mendenhall, Gomez, and Varni 2018).

Teacher Motivation in conflict context

Teacher management and motivation in conflict and displacement context becomes a central issue in the sense that teachers are required to keep on with quality teaching despite the fact that he works in an unsafe environments. According to GPE (2021), sufficient numbers of teachers must be recruited and deployed where they are needed in crisis contexts and teachers in conflict-affected contexts need many of the same sources of support. This support must build and refine their capacity to deliver high-quality instruction and consistent, while also requiring specific pedagogical, psychosocial, and administrative and logistical support. All of this could provide the necessary extrinsic motivation to cause teachers to develop more resilience at work place. If teachers well-being is a critical consideration across every teacher policy as noted by GPE (2021) then, teacher management and motivation should equally vary with context. Teachers in conflict and displacement context areas should not be treated as if they were in a normal context. Teachers in conflict zones undergo severe risks and as such would certainly need extra risk allowances which should enable him/her establish so equity between his/her inputs and outputs. If conditions of work are lagging in compensation, high levels of teacher attrition may be recorded. It is based on this that Mendenhall, Gomez, and Varni (2018) emphasized that teacher compensation is a critical aspect of teacher well-being, often reported by teachers and experts as the top well-being issue for teachers in fragile and conflict-affected contexts. This is because it helps the teacher to be able to meet his basic needs appropriately. However this appears different with the Cameroonian context where teachers working in conflict affected areas do not have any allowances. In spite of the risk undergone, they are still treated as their counterparts in other parts of the country which are not experiencing any conflict. This could justify why majority of the schools in the conflict Anglophone regions where teacher attrition is high have been closed down.

Theoretical framework.

The equity theory

John Stacey Adams' equity theory, proposed in 1963, states that employees are motivated by perceived fairness in the workplace. Individuals compare their ratio of "inputs" to "outputs" against the ratios of their colleagues.

Within the context of this theory, inputs constitute factors such as personal effort, skills, and experience, risks and time. This relates to what the worker brings into the job scenario to ensure success. Out puts on the other hand refer to rewards like salary, recognition, and benefits. When teachers in conflict zones perceive lack of equilibrium between the inputs and outputs; or lack of fairness in the inputs and out puts between themselves and their colleges, dissatisfaction sets in and engenders lack of motivation. Equity theory can be applied to teachers in armed conflict areas to understand their experiences through the lens of fairness in their professional relationships and outcomes. This involves a teacher's perception of the balance between their contributions (e.g., teaching, managing trauma) and the rewards they receive (e.g., salary, resources, support) compared to others. In conflict zones, this perception of equity is could be strained because of too many challenges and this may lead teachers to find possibilities correct established imbalances.

The education production Theory

The theory of education production by Coleman (1966) states that a students’ learning is a cumulative process, determined by both school related controlled factors and factors from their family and environment. It focuses on how several factors such as teacher quality, school resources, and student background, contribute to educational outcomes. Teachers’ quality happens to be one of the fundamental elements in the education production function which cannot be underestimated. This equally entails that teacher safety and motivation could be salient factors in determining wellbeing and performance at work place.

RESEARCH METHODOLOGY

The research was carried out in selected secondary schools in Bamenda Centre. The research design used here was mixed method design whereby the quantitative and qualitative approaches were employed in data collection, analysis and interpretation. Here the sequential explanatory design was adopted where quantitative data collection and analysis was followed by qualitative data collection and analysis. The rationale of using the two approaches was to provide a basis which would not only be complimentary but would enable us understand the problem under investigation from various foci. The target population of study was government secondary school teachers in the northwest region. From the target population of 52456 teachers, the simple random sampling technique and the proportionate sampling techniques were employed to select a representative sample of 324 teachers for the study. The instruments for data collection were a questionnaire and an interview guide. A Cronbach’s alpha of 0.8 was obtained and content validity index of 0.7 was obtained. Based on this the instruments was considered reliable and valid for the study. Within the context of qualitative data collection and analysis, the interview guide was used to conduct face to face interviews on the problem under investigation. The qualitative data analysis technique employed was thematic analysis. The spearman rho correlation was used in data analysis and this was based on the non parametric nature of the data.

RESULTS AND DISCUSSION

Table 1. Background information

Items	Modalities	Frequency	Percentages
Sex	Male	153	47.15
	Female	171	52.84
Educational Level	Advanced Level	148	45.59
	Bachelor’s degree	101	31.08
	Masters degree	50	15.54
	Others	25	7.77
Professional qualification	CAPIEMP	25	7.77
	DIPES I/DIPET I	146	45.07
	DIPESS I/ DIPESS II	153	47.15
Working experience	1-5 years	62	19.17
	6-10 years	134	41.45
	11 years and above	128	39.37

The table above presents respondents background information according sex, educational level, professional qualification and working experience. From the data we observe that female teachers make up more than 50 percent in crisis zone. Concerning educational level most of the teachers are holders of advanced level. These corroborates with the percentage of those who hold Teacher Grade One Certificate as well as the secondary school teacher diploma. Majority of the teachers (41.45% and 19.17%) have had teaching experience of six years and above.

Table 2. Teacher Security in conflict zones

	Items	Modalities	Frequency	Percentage
1	Non State armed groups (NSAGs) provide enough safety to teachers	Strongly Agree	0	0.0
		Agree	0	0.0
		Disagree	215	66.4
		Strongly Disagree	109	33.6
2	State armed groups (NSAGs) provide enough safety to teachers	Strongly Agree	42	13
		Agree	63	19.4
		Disagree	110	34
		Strongly Disagree	109	33.6
3	Teachers have been victimized in the Anglophone conflict severally	Strongly Agree	195	60.2
		Agree	129	39.8
		Disagree	0	0.0
		Strongly Disagree	0	0.0

Table two above presents respondents data on teachers security in secondary schools Bamenda centre. In the first item, all of the respondents 33.6% and 66.4% of the respondents disagree and strongly disagreed that nonstate groups provide enough safety to teachers. In the second item, only 13% and 19.4% of the respondents indicated that state armed groups provide enough security to teachers while 67.6% of the respondents disagreed with this fact. Teachers who benefit from the protection of state armed groups are teachers who live and teach in school which are situated in government residential areas. These areas are highly secured and teachers living in these area and schools operating therein are equally secured. In other areas, state armed groups protect only schools but do not protect teachers and students alike after school. This proves only 32.4% of the teachers feel safe while 67.6% are not safe. Unsafe teachers would normally not teach effectively because they are emotionally traumatized; and as a result students would not learn as expected, thus impeding the school system from attending its set objectives. When schools fail to meet institutional objectives, they become internally inefficient, engendering wastage of scarce resources. In the third item, all of the respondents affirmed that teachers are victimized or are a target in the crisis. Because of this, teachers who live in unsafe area most live in fear and will equally teach in fear. This drastically influences the education production function. Note should be taken that the teacher is the life wire of the educational system. This denotes that he can make or mar up the educational system depending on the quality of pedagogic processes he engages. When asked to know why most teachers prefer to teach in unsafe areas, most of them indicated that they are constrained to teach because failure to teach could be detrimental as their salaries may be suspended.

Table 3. Teacher Security in conflict zones (conti.)

SN	Items	Modalities	Frequency	Percentage
1	Teachers are among kidnapped and tortured victims	Strongly Agree	42	13
		Agree	63	19.4
		Disagree	110	34
		Strongly Disagree	109	33.6
2	You are afraid to be identified as a teacher everywhere	Strongly Agree	64	19.8
		Agree	63	19.4

		Disagree	44	13.6
		Strongly Disagree	153	47.2
3	You are emotionally stable to carryout effective teaching	Strongly Agree	42	13
		Agree	63	19.4
		Disagree	88	27.2
		Strongly Disagree	131	40.4
4	You receive risk allowances for teaching in crisis zone	Strongly Agree	67	20.7
		Agree	64	19.8
		Disagree	43	13.3
		Strongly Disagree	150	46.3
5	Classroom activities are sometimes interrupted by shooting among armed groups	Strongly Agree	44	13.6
		Agree	64	19.8
		Disagree	84	25.9
		Strongly Disagree	132	40.9
6	Other forms of extrinsic motivation are provided to teachers in crisis zone	Strongly Agree	70	21.6
		Agree	64	19.8
		Disagree	43	13.3
		Strongly Disagree	147	45.4
	Teachers carryout effective classroom teaching	Strongly Agree	69	21.3
		Agree	64	19.8
		Disagree	78	24.1
		Strongly Disagree	113	34.9

In the first item here, we realize that 64.6% of the respondents agreed that teachers are among kidnapped and abducted individuals. Many abducted victims mentioned that at the time of their abduction, they were told that they are being abducted because they are teaching. But after payment of ransom to abductors, they were never instructed never to teach. This really means that the Non-state armed groups orchestrating the kidnappings are not really fighting against schools but want to take advantage of the disordered environment to unscrupulously get money from teachers because they think civil servants are rich. Because of these threats the environment becomes unsafe and teachers begin to fear to be identified as teachers especially in public. More than 50 percent of the teachers indicate that they are not emotional stable to teach effectively. This could be justified by the fact that the teaching learning process sometimes is strongly interrupted by gun shots. This is based on the fact that the presence of state armed groups in any location could attract any form of gun attack from nonstate armed groups. Because of this teaching can never be effective as teachers would not be able to function adequately.

Table 4. Teacher motivation in armed conflict Zones

SN	Items	Modalities	Frequency	percentages
1	Teachers are a target within the context of the Anglophone crisis	Strongly Agree	188	66.5
		Agree	141	35.5
		Disagree	0	0.0
		Strongly Disagree	0	0.0
2	Teachers are punished for not being assiduous in school	Strongly Agree	187	17
		Agree	69	21.3
		Disagree	68	21
		Strongly Disagree	0	
3	School have an emergency plan to address critical issues concerning teachers	Strongly Agree	0	0.0
		Agree	69	21.3
		Disagree	40	12.3
		Strongly Disagree	215	66.4

4	Teacher who are abducted, tortured and forced to pay ransom are provided support by the state	Strongly Agree	0	0.0
		Agree	0	0.0
		Disagree	149	42.9
		Strongly Disagree	185	57.1
5	With the situation on ground, you are fully committed to teach and you are ready to continue teaching in crisis stricken zone	Strongly Agree		0
		Agree	67	20.7
		Disagree	128	39.5
		Strongly Disagree	129	39.8

It is obvious that teachers working in crisis areas may need some preferential treatment due to the risk the in their job environment. The teachers do not receive any risk allowance in the execution of their duties. And the on the contrary, majority of them could be punished for absenteeism and attrition. Added to this teachers are abducted and forced to pay ransom and the state has not in any occasion provided support for teachers who have been victimized. In this case of lack of intrinsic motivation, we deduce that intrinsic motivation will equally be lacking. Teachers risk their lives to teach and as such need protection and motivation from the state in order to be able to function appropriately.

Table 5: Effective teaching in conflicts settings

SN	Items	Modalities	Frequency	Percentages
1	There is effective program coverage in your school since the conflict started.	Strongly Agree	36	11.1
		Agree	29	8.9
		Disagree	71	21.9
		Strongly Disagree	188	58.0
2	Teachers do have time to interact and know their respective students very well as well as attend to their various difficulties	Strongly Agree	49	15.1
		Agree	45	13.8
		Disagree	66	20.3
		Strongly Disagree	164	50.6
3	There is enough availability and usability of didactic materials	Strongly Agree	62	19.1
		Agree	92	28.3
		Disagree	136	41.9
		Strongly Disagree	33	10.1
4	Teachers carry out effective evaluation of the students	Strongly Agree	32	9.8
		Agree	47	14.5
		Disagree	145	44.7
		Strongly Disagree	100	30.8
5	Quality and inclusive teaching and Learning goes on in your school	Strongly Agree	16	4.9
		Agree	36	11.1
		Disagree	87	26.8
		Strongly Disagree	185	57.0

The crisis caused a lot of problems preventing access for the students to get quality education. The research considers the benefits offered by remote learning for the students and teachers, and difficulties connected with low accessibility and even impossibility for both educational agents to continue educational process. On the one hand, study progress is not really feasible or sustainable when students live in situations of war or occupation. On the other hand, the article demonstrates that remote learning is capable of delivering the educational goals of schools in areas affected by the war.

Test of hypotheses

Table 6: Correlations on teachers safety, teachers' motivation and effective teaching

			Teachers’ Safety	Teachers’ Motivation	Effective Teaching
Spearman's rho	Teachers’ Safety	Correlation Coefficient	1.000	.672**	.640**
		Sig. (2-tailed)	.	.002	.000
		N	310	310	310
	Teachers’ Motivation	Correlation Coefficient	.672**	1.000	.542**
		Sig. (2-tailed)	.002	.	.000
		N	310	310	310
	Effective Teaching	Correlation Coefficient	.640**	.542**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	310	310	310
**. Correlation is significant at the 0.01 level (2-tailed).					

On the correlations table we realized that teacher safety correlates with effective teaching by 64.0 percent ($P < 0.05$). This means that teacher safety influences effective teaching in crisis context by 64.0 percent. The correlation coefficient of 54.2 indicated that teachers' motivation has a significant influence on effective teaching by 54.2 percent ($P < 0.05$). This entails that if teachers safety and teachers motivation are well manipulated, effective teaching in secondary schools may be optimized within crisis context. This means that teachers Working Conditions significantly influence the quality of teaching in secondary schools in Crisis Context in Bamenda central. The data also show that teachers' safety also correlates significantly with teachers' motivation towards their job and vice versa. Based on this we can rightly conclude that in teachers working conditions in conflict areas significantly has an effect on effective teaching. For the adverse effects of in secured work environment on teaching to be mitigated, an emergency response plan has to be conceived, developed and implemented by the stakeholders in order to ensure quality education as a whole.

Qualitative data • Teachers safety concerns

Question: Interviewer: how can you describe your work environment as a teacher?

Response: We teachers are having a very sad working environment here in Bamenda. Whenever you leave your house for school and you come back safely, you just have to thank God. You can die at any time.

Response: Many of my colleagues and students have been kidnapped severally and asked to pay money before being released. Many have been tortured and maimed, some unlucky ones killed by shooting. As teachers we are not safe in any form. When a colleague is either molested, kidnapped or killed, the desire to teach dies for some time.

Response: Another prevalent ordeal is lack of food. Food has become very scarce and very expensive because merchants find difficulties bring food to town. As a teacher, you can work properly with a hungry stomach.

Response: I am first of all running from my house that I built myself. My family have dissented the house for more than three years and we have relocated to a safer zone. The shootings and killings were too recurrent there.

Teachers Resilience strategies

Question: What are the resilience mechanisms adopted to survive and stay safe?

Response: The first thing is that we have restricted our movements. We only go to school when we think its safer. We communicate with students and colleagues to know when its safer to be on campus.

Response: We hardly go out at night. Getting home earlier and not leaving the house too early are out daily routines. We keep medication and extra food at home when necessary.

Response: We don't discuss anything on the conflict in public places because it can lead to victimization.

Teacher challenges

Question: What Challenges are faced in teaching?

Response: Psychologically, its traumatizing to teach among guns. Sometimes you start a lesson but you can't complete it within the require time frame. This makes effective syllabus coverage a severe problem.

Response: Sometimes, it's difficult to have all students in class because some are momentarily prevented from having access to school due to recurrent shooting exchange between armed groups.

Response: The first challenge we have here is that teaching for some armed groups is considered a crime, and as such is punishable by kidnapping and ransom paying. It could lead to summary execution in case the candidate does not collaborate with his/her abductors.

DISCUSSION OF FINDINGS.

The first finding of this paper reveals that teachers' safety has a significant influence on effective teaching in conflict zone. This result corroborates with the findings of INEE(2022) who found out that lack of safety for teachers augments lack of commitment in teaching. Teacher safety comprises a lot of elements that need to be put in place in order to enhance effective work. The finding aligns with the affirmation that conflicting environments disrupts education systems and that teachers' physical and emotional well-being is a key factor in their ability to teach.

It is obvious that the quality of teaching would be forced to drop in an armed conflict scenario because both teachers and students would be psychologically traumatized to carry out effective pedagogic activities. This has a severe consequence on the learners as well as the nation in general in the sense that effective curriculum implementation will be wanting and learners would not acquire the salient skills that are necessary for nation building in the years ahead. The reality on the field however shows that the level of stakeholder preparedness to handle such key issues is low; and teachers have gathered a lot of accumulated risks, and so many stressors which need to be addressed by stakeholders. From qualitative data, it is observed that curriculum implementation is relatively low as many teachers are not motivated enough to augment the quality of teaching in the society. This therefore indicates that school management need to urgently development an emergency responses strategy to provide security for bother teachers and students, devise motivation strategies to augment of support teacher resilience in the northwest and south west regions. According to Kennedy (2004) cited by Debeş(2021), Crisis management is a continuous process in which all phases need sufficient preparedness at the level of school's actors. Failure to prepare for a crisis might result in death and/or serious injury. With the safety of all the schools' actors involved in school activities on a daily basis, schools' actors have to sufficiently prepare a crisis intervention plan of the schools. This is a key aspect which is lacking in many schools.

The second finding reveals a positively correlation between teachers motivation and effective teaching in crisis context. Teachers in crisis scenarios who face a lot of challenges need to be motivated in order to enable them meet institutional objectives. With reference to John Adams Equity theory, it is a balance between inputs and outputs that bring about motivation. In the same manner, if the risk taken outweighs the benefits, teachers may not take pedagogic initiatives and vice versa. Teachers need basic commodities like decent shelter, food and reasonable remuneration to be able to under risk, without which teaching will never be effective. Teacher motivation is a significant aspect which must be enhanced in other to improve on the quality of teaching in crisis contexts. This means that even teachers are members of the crisis team within the school, adequate response would not be automatic. The prevalence of cumulative risk as raised by Wolf et al. (2015) indicates that teachers motivation and resilience could be compromised if there is no intrinsic or extrinsic motivation. Teachers need a

safe environment which in itself is a motivator to them at work place. Mendenhall, Gomez, and Varni (2018) pointed out that teacher compensation is pivotal in enhancing teachers' well-being in fragile and conflict-affected contexts.

CONCLUSION

Effective teaching in crisis context is a delicate issue to handle and as such a lot of inputs are needed. However, a critical observation of school administrative systems shows that most principals do not even have emergency response plans. This justifies why effective teaching is not done in many institutions. Many teachers feel too insecure to go to school for fear of being gunned down by armed separatists. Even when they manage to arrive school, teaching and learning are done in fear. As a result of fear of the unknown things are done in a hasty style and only for formalities. Teachers who work in these two regions face severe risks but it is absurd that they are not paid risk allowances. In some areas, some of the teachers have had their salaries suspended for not teaching. Tg

His study provides empirical evidence that teachers' working conditions have a significant effect on effective teaching in armed conflict context. In order to augment the quality of teaching in this area, the government including international organizations on the ground and other stakeholders must take their responsibilities to provide a safe working environment that will ease effective teaching and adequate learning. Teachers need to be motivated for the extra professional risk taken to make sure the school system runs effectively in crisis context.

Further studies could focus on the various strategies school administrators could use to support teachers in crisis contexts, promoting motivation and safety for teachers. Further studies could equally explore the psychological impact of the conflict on teachers and develop strategies for support.

RECOMMENDATIONS

Short term Recommendations

1. **Make a diagnosis of the situation.** The education stakeholders need to first begin by making a diagnosis of the situation on ground. This will enable them to measure the impact of the various attacks on the schools that make the teaching and learning environment unsafe. This will warrant a use of sophisticated approach in data collection and analysis about the problem on the ground. From the findings obtained, a response strategy should be prepared to tackle specific emergencies in order to improve on the quality of teaching.
2. **Provide immediate safety measures:** Ensure that teachers have access to safe working environments, secure housing and transportation. An enabling environment and use of various workplace motivation techniques in crisis context could be adopted in order to augment teacher performance. When risk of being attacked is reduced for teachers, teachers' assiduity would certainly be optimized.
3. **Offer psychological support.** The government has to urgently create and provide counseling services and stress management training to help teachers cope with trauma.
4. **Emergency response oriented teacher training program:** School administrators and teachers need to be trained on teaching strategies that could be employed in emergency situations and emergency communication systems need to be established by Setting up systems for rapid communication and emergency response
5. **Distribute essential resources:** Schools on ground do not only need pedagogic materials, they equally need important materials such as first aid kits and emergency supplies. This would help address critical emergencies.
6. **Encourage peer support networks:** Encourage teachers to support each other through regular meetings and group discussions even on social media mostly in scenarios where physical contacts are restrained. Teachers can provide pedagogic, social, economic and psychological support to fellow colleagues.

Long term Recommendations

1. **Develop crisis specific teacher training:** the government should integrate trauma informed pedagogy and conflict resolution training courses in teacher education programs all over the country. This will equip teachers with salient skills to operate in emergency situations to a certain extend.
2. **Implement sustainable motivation strategies:** Apart from salary the government should develop other incentive and recognition programs to boost teachers' morale and motivation in conflict areas.
3. **Establish community engagement programs.** NGOs working on ground could establish partnership programs with local organizations to support education.
4. **Develop and implement policies:** NGOs advocate for policies prioritizing teachers' security, safety and motivation in conflict areas.
5. **Invest in infrastructure and resources:** School infrastructure has been destroyed and needs to be upgraded and adequate resources are needed to provide quality education.

REFERENCES

1. Bengtsson, S., et al. (2020). Teacher management in refugee settings: Ethiopia. Education Development Trust and UNESCO: IIEP.
2. Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher Turnover: Why It Matters and What We Can Do about It. Learning Policy Institute. <https://doi.org/10.54300/454.278>.
3. Debeş, G. (2021). Teachers' Perception of Crisis Management In Schools. International Online Journal of Education and Teaching (IOJET), 8(2), 638-652.
4. GPE. (2021). Evidence for system transformation teachers in conflict-affected and displacement contexts. <https://www.globalpartnership.org/node/document/download?file=document/file/2024-06-gpeteachers-conflict-contexts.pdf>
5. GCPEA. (2022). Education unde attack. https://protectingeducation.org/wpcontent/uploads/eua_2022_cameroon.pdf.
6. Gulamhussein, A. (2013). Teaching the teachers: Effective professional development in the era of high stakes accountability. National School Board Association, Center for Public Education. <http://conference.ohioschoolboards.org>.
7. HRW. (2020a). Cameroon: Gunmen massacre school children: Ensure independent and effective investigation; protect right to education. <https://www.hrw.org/news/2020/11/02/cameroon-gunmenmassacre-school-children>.
8. HRW. (2020b). Cameroon: Massacre findings made public: despite flaws, conclusions that soldiers bear responsibility important step. <https://www.hrw.org/news/2020/04/24/cameroon-massacre-findingsmade-public>.
9. ICG. (2019). Cameroon's Anglophone crisis: How to get to talks? africa report 272. <https://www.crisisgroup.org>.
10. INEE. (2022). Guidance Note: Teacher Wellbeing in Emergency Settings. INEE, New York
11. Mendenhall, M., S. Gomez, and E. Varni. (2018). "Teaching amidst conflict and displacement: Persistent challenges and promising practices for refugee, internally displaced and national teachers." Background paper, 2019 Global Education Monitoring Report, Migration, displacement and education: Building bridges, not walls, UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000266060>.
12. Mendenhall, M.; Telford, R. & Hure, M. (2023). National inclusion efforts: Don,t forget refugee teachers. <https://www.researchgate.net/publication/376785559>.
13. Mendenhall, M.(2024). Teachers in refugee and displacement settings challenges and strategies for teacher quality and workforce sustainability. <https://www.researchgate.net/publication/390336016>
14. Mendenhall, M., Gomez, S., Varni, E., & Guven, O. (2019). Teachers in forced displacement contexts: Persistent challenges and promising practices in teacher supply, quality, and well-being. Paris: UNESCO
15. Mendenhall, M., Pacifico, A., & Hu, S. (2019). Teacher professional development in crisis contexts: Teachers' reflections and stories of change in Kakuma Refugee Camp. In Comparative Perspectives on Refugee Youth Education. Routledge. (pp. 245-270).

16. Mendenhall, M., & Falk, D. (2023). National Inclusion Policy Openings/Barriers for Refugee Teachers: Critical Reflections from Kenya. *Journal of Refugee Studies*, 026.
17. Pelican, M. (2022). The Anglophone conflict in Cameroon. <https://www.arnold-bergstraesser.de>
18. Shah. (2023). Learning on the margins: An assessment of learner and educator well-being outcomes in the midst of and following contagion and conflict in Palestine. Norwegian Refugee Council
19. Wolf, S. (2016). Cumulative Risk, Teacher Well-Being and Instructional Quality: Evidence from the DRC and Ghana. Society for Research on Educational Effectiveness. Unpublished conference proceedings.