

AFTERMATH OF FLOOD DISASTER AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA (2012-2024)

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ABSTRACT: This research examined the Aftermath of Flood disasters and Teachers' Job Performance in Public Secondary Schools in Bayelsa State, Nigeria (2012-2024). The study used a descriptive research design, with a population of 44,117, comprising both teachers and students from Public Secondary Schools in Bayelsa State. A sample of 462 representing 1% of the population, cut across five (5) Local Government Areas: Southern-Ijaw, Sagbama, Yenagoa, Ekeremor, and Kolokuma/Opokuma in Bayelsa State, was selected using a stratified random sampling technique. A Self-design research instrument was used for data collection. The instrument was divided into two sections: the demographic variables of the respondent and the ten items that address the research question. The instruments were structured after a modified four-point Likert-type rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by two experts in measurement and evaluation, and the reliability of the instrument was ascertained using the test-retest method was used to get the coefficient of .85. Data collected were analysed using mean and standard deviation statistics to answer the research questions, while z-test was used to test the hypotheses at .05 level of significance. 2.50 will serve as the criterion mean for judgment. The study revealed that there is a significant relationship between the mean rating of students and teachers on how post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State. It was also revealed that there is a significant relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State. it was therefore recommended that there should be implementation of government-supported counseling and trauma recovery initiatives for teachers after each major flood event, provide temporary housing allowances and relocation support for displaced teachers, and the government should introduce regular training workshops on emergency management, psychosocial support, and resilience planning for teachers.

Keywords: Aftermath, Flood. Flood Disaster, Teachers' Job Performance.

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INTRODUCTION

Natural disasters like floods have deep and enduring effects on communities across the Globe. Nigeria is not exempted from the horrible situation that has posed so many communities in the coastal areas into unbearable state over the years. Nigeria has frequently been affected by seasonal floods, and these disasters not only disrupt lives and livelihoods but also substantially impact the educational sector (Jing, 2024). Flood disasters have become an increasingly frequent and devastating phenomenon that has significantly affected various sectors, including education (Mainul et al., 2024). The flood disaster over time has caused extensive damage to school

infrastructure, disrupted the academic calendar, displaced students and teachers, and posed a significant effect on the educational system (Amanda & Donovan 2018).

In Bayelsa State, Nigeria, recurrent flooding has significantly disrupted educational processes, impacting children's access to education and the overall well-being of its citizens. Unyime-Young (2024) opined that flood disasters lead to the destruction of school infrastructure and educational materials, resulting in temporary closures of schools and diminished school attendance. Uge (2024) highlighted that flood directly influences school activities, suggesting that schools should implement measures such as raising building foundations and adjusting academic calendars to mitigate disruptions in schools. Furthermore, studies from other regions, such as Bangladesh, demonstrated that flood can lead to substantial declines in students' academic performance, particularly among vulnerable groups like female students (Okpala, et al., 2025). These findings emphasize the urgent need for adaptive educational policies and infrastructure improvements to ensure resilience against flooding in this region (Uge, 2024).

Flood is an overflow of water that submerges land that is usually dry. Floods can result from various factors, including heavy rainfall, rapid snowmelt, or the breach of dams and levees. They can be categorized into different types, such as river floods, flash floods, coastal floods, and urban floods, each with its unique causes and consequences (Burak & Necati 2024). Floods are complex natural disasters influenced by various factors, including climate change, heavy rainfall, and infrastructure failures (Holly, 2024).

Furthermore, the psychological trauma associated with the displacement of this flood can hinder teachers' ability to engage students in their academic activities, exacerbating educational challenges. Empirical evidence from other studies shows that the long-term effects of repeated flood exposure can lead to burnout, decreased morale, and higher turnover rates (Holly, 2024). Okpala et al. (2025) found out that the pass rates for both public and school-based exams in secondary schools within a union significantly decline when larger areas of that union experience flooding. Uge (2024) in his study asserted that flooding influences school activities and poses teachers with stress. Unyime-Young (2024) revealed that flood events driven by climate change have both immediate and long-term detrimental effects on children's educational development and overall well-being across multiple dimensions. However, these impacts are not well-documented, and there is a lack of effective flood disaster risk reduction policies for schools in the State.

Tania (2024) researched the impact of flood on primary school-going students' performance and revealed that floods had a direct impact on the academic performance of elementary school pupils and highlighted a significant effect of flood, which obstructed students' access education. Ijeomanta et al. (2023) found that the primary causes of flooding in Obio/Akpor LGA of Rivers State include urbanization, inadequate drainage systems, the effects of climate change such as increased rainfall intensity, and indiscriminate waste disposal. Cannon et al. (2022) found that emergency plans frequently failed to consider the social and emotional aspects of rehabilitation. Gangadhar and Tatwa (2017) found that students were very exposed to the effects of floods, which degrade educational quality and interfere with their ability to exercise their right to an education. Ijeomanta et al. also revealed that involving professionals in environmental management appears to be the most effective response measure for addressing flooding in Obio/Akpor Local Government Area of Rivers State. Another research carried out by Unyime-Young (2024) revealed that flood events resulting from climate change have significant effects on teachers' and students' education.

However, these impacts are not well-documented, and there is a lack of sufficient flood disaster risk reduction policies for schools in Bayelsa State. It has been observed that most secondary school teachers fall short of expectations either because of workload or maintaining of schools' facilities after the flooding which may have posed stress on teachers' thereby affecting their performance. Thus, it can be implied that teachers bear the consequences of the flood thereby affecting the abilities they need to perform better at work and to improve the quality of students. Therefore this study strives to investigate aftermath of flood disaster and teachers' job performance in public secondary schools in Bayelsa State, Nigeria (2012-2024).

Statement of the Problem

Flood has become a recurring environmental challenge in Nigeria, particularly in Bayelsa State, due to its geographical location within the Niger Delta region. Between 2012 and 2024, several experiences of devastating floods have led to widespread displacement of residents, destruction of infrastructure, a disruption of socioeconomic activities. The aftermath of this disaster has significantly affected teachers, posing them with psychological stress, lost teaching materials, increased workload and disrupted academic calendars. Teachers, being central to the delivery of quality education, are not exempt from the effects of these floods. This has raised growing concerns about its implications for their job performance, including: attendance, instructional delivery, and overall productivity.

Despite the frequency and impact of these natural disaster between 2012-2024, only a handful of related empirical research has been carried out on the aftermath effects of flood disaster on teachers' job performance in public secondary schools in Bayelsa State, which include: Obi and Ziprebo (2024) who found that Bayelsa State's flooding has caused migration, a drop in economic activity, the loss of lives and property, interrupted school curricula, and more. Mfon (2024) also found that students have serious psychological issues like anxiety, sadness, and post-traumatic stress disorder as a result of family relocation and educational interruption. This study, therefore, seeks to investigate the aftermath of flood disaster and teachers' job performance in public secondary schools in Bayelsa State, Nigeria (2012-2024).

Aim and Objective of the Study

The main aim of this study is to investigate the aftermath of flood disaster and teachers' job performance in public secondary schools in Bayelsa State, Nigeria (2012-2024). While the specific objectives are to:

- To examine the impact of post-flood conditions on teachers' morale and job performance in public secondary schools in Bayelsa State.
- To determine how infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State.

Research Questions

The following research questions guided the study:

- How does post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State?
- How does infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

- There is no significant relationship between the extent to which Post-flood conditions affect teachers' morale and job performance in public secondary schools in Bayelsa State.
- There is no significant relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State.

CONCEPTUAL REVIEW

Flood

Floods are one of the most common and devastating natural disasters, affecting millions of people worldwide each year. It occurs when water overflows into normally dry land, typically due to heavy rainfall, river overflow, storm surges, or the failure of water control structures like dams. Floods can vary in scale from localized events to widespread disasters covering entire regions, causing extensive damage to infrastructure, property, agriculture, and the environment. Beyond the immediate physical destruction, floods also pose significant risks to human life, disrupt communities, and can lead to long-term economic challenges (Sebastiaan et al., 2024). As climate change intensifies, the frequency and severity of flooding are expected to increase, making it a critical issue for governments, communities, and individuals to address through effective management and mitigation strategies. Guddo (2023) suggested that implementing effective preparedness and response measures such as early warning systems, emergency evacuation plans and adequate infrastructure which can help mitigate the risks and subsequent impacts of flooding on individuals and communities.

Causes of Flooding

Flooding is a multifaceted natural disaster influenced by environmental, climatic, and human factors (Burak & Necati 2024). While excessive rainfall is a primary trigger, poor urban planning, inadequate drainage, deforestation, and climate change significantly contribute to flood risks. Understanding these causes is essential for effective mitigation strategies. Burak and Necati (2024) stated the following among other causes of flood:

Climatic Factors

Climate change represents a significant and enduring alteration in the Earth's climate, primarily driven by human activities such as the burning of fossil fuels, deforestation, and industrial processes, which have led to increased greenhouse gas (GHG) concentrations in the atmosphere

(Erwan and Thomas 2024). This phenomenon has resulted in global warming, manifesting through extreme weather events, rising sea levels, and disruptions to ecosystems, which have profound implications for both human and nonhuman life. The economic toll is staggering, with climate-related disasters causing approximately \$4.3 trillion in losses and millions displaced from their homes (Sultan, 2024). Furthermore, the degradation of biodiversity exacerbates these challenges, as healthy ecosystems are crucial for sustaining human life and mitigating climate impacts (Selvakumar, 2024). Addressing climate change necessitates a collective global effort to implement effective mitigation and adaptation strategies, emphasizing the urgent need for awareness and action at all societal levels (Joyce, 2023). Changes in rainfall patterns and rising temperatures due to climate change increase flood frequency and intensity, as evidenced by studies using the global climate model.

Consequences of Climate Change: Climate change has resulted in extreme weather events, leading to economic losses estimated at \$4.3 trillion over the past fifty years (Sultan, 2024). It poses health risks, exacerbating chronic diseases and increasing mortality rates, particularly in vulnerable populations (Joyce 2023).

Rising Sea Levels

Rising sea levels in Bayelsa State, Nigeria, pose a serious threat to its coastal and riverine communities (Ede et al., 2020; UNEP, 2011). Frequent flooding has displaced thousands, destroyed homes, and devastated farmlands (Ayuba et al., 2007). Coastal erosion is also a major concern, with entire villages losing land to the sea (Ede et al., 2020). Health challenges such as cholera and malaria have increased due to contaminated water sources (UNEP, 2011). Women and vulnerable groups face greater hardships, often forced to migrate to safer urban areas (Ayuba et al., 2007). Efforts like the Emadike Shoreline Project aim to protect vulnerable communities, but more comprehensive environmental and infrastructural measures are urgently needed to mitigate the worsening impacts of climate change.

Extreme Weather Events

Bayelsa State, Nigeria, faces frequent extreme weather events, primarily driven by climate change (Ayuba, Maryah, & Gwary, 2007; Ede, Okereke, & Kalu, 2020). Heavy rainfall, intense flooding, coastal erosion, and rising sea levels have become regular occurrences, causing widespread destruction (United Nations Environment Programme [UNEP], 2011). Flooding is particularly severe, submerging entire communities, displacing thousands of residents, and destroying crops, homes, and critical infrastructure (Ayuba et al., 2007). Coastal erosion threatens towns like Brass and Anyama-Ogbia, eating away valuable land and livelihoods (Ede et al., 2020). These events have led to food shortages, increased poverty, and public health crises such as cholera and malaria outbreaks (UNEP, 2011). Women and children are disproportionately affected, often forced to migrate to urban centers (Ayuba et al., 2007). In response, projects like shoreline protection and flood management initiatives have been launched, but they remain limited compared to the scale of the challenges (Ede et al., 2020). Sustainable solutions, such as improved drainage systems, better urban planning, and strengthened climate resilience policies, are urgently needed to protect Bayelsa's vulnerable communities from the worsening impacts of extreme weather events.

Human Factors

Human factors have greatly contributed to environmental challenges in Bayelsa State, Nigeria. Rapid urbanization, poor land-use planning, and deforestation have worsened the impacts of natural disasters like flooding and coastal erosion (Ede et al., 2020). Activities such as sand mining, illegal logging, and unregulated construction along waterways have degraded natural barriers like mangrove forests, making communities more vulnerable to rising sea levels and storm surges (Nwilo & Badejo, 2006). Additionally, oil exploration and frequent oil spills have contaminated farmlands and water sources, further weakening the ecosystem's resilience (UNEP, 2011). Population pressure has led to the expansion of settlements into flood-prone areas, increasing the risk of displacement and loss during extreme weather events (Ayuba et al., 2019). Weak enforcement of environmental regulations and limited public awareness about sustainable practices have also intensified the region's vulnerability. Addressing these human-induced factors through better governance, environmental education, and sustainable development planning is essential to reducing the impact of climate change and building a more resilient Bayelsa State.

Influence of Flood Disaster on Educational System

Flood disasters have had a profound influence on the educational system in Bayelsa State, Nigeria. As one of the most flood-prone areas in the Niger Delta, Bayelsa experiences severe seasonal flooding that disrupts school activities, damages infrastructure, and displaces students and teachers (Ayuba et al., 2007). During major flood events, many schools are either submerged or converted into temporary shelters for displaced families, leading to prolonged closures (Ede et al., 2020). This disruption affects the academic calendar, reduces instructional time, and negatively impacts students' performance and progression. In rural communities especially, persistent flooding forces students to abandon schooling entirely, contributing to higher dropout rates (UNEP, 2011).

Moreover, damaged facilities, such as classrooms, libraries, and laboratories, often remain unrepaired for months due to inadequate disaster management funding. Female students are particularly affected, as displacement and insecurity during floods increase the risk of early marriage and gender-based violence, further lowering girls' school attendance (Ayuba et al., 2007). The psychological effects of repeated displacement also reduce students' concentration and motivation to continue learning. Although efforts like the construction of flood-resilient schools and early warning systems have been initiated, these responses are limited in scope and effectiveness (Ede et al., 2020). To address the educational impact of flooding in Bayelsa requires comprehensive strategies, including investment in resilient infrastructure, community-based disaster education programs, and stronger policy frameworks aimed at safeguarding the rights of students during environmental crises.

Flood Disaster and Job Performance

Flood disasters in Bayelsa State, Nigeria, have significant impacts on job performance, particularly in sectors reliant on stable infrastructure and accessibility. Frequent flooding causes extensive damage to businesses, offices, and homes, leading to disruptions in daily work

activities. Employees are often unable to reach their places of work due to submerged roads and flooded areas, resulting in absenteeism and reduced productivity (Ayuba et al., 2007). Additionally, the destruction of office equipment, vehicles, and critical business infrastructure further hampers the ability of workers to perform their duties efficiently (Ede et al., 2020).

In sectors like agriculture, which is vital to the local economy, floods devastate crops and farmland, leading to income loss for farmers and a decrease in labor demand during flood seasons. Workers in agriculture experience not only the loss of livelihood but also physical displacement, which severely affects their mental health and job performance. In the public sector, teachers, healthcare workers, and civil servants are also adversely affected as schools, hospitals, and government offices are often damaged or repurposed as shelters for displaced persons (UNEP, 2011).

The psychological toll of these disasters further impacts job performance, anxiety and stress among workers are caused by uncertainty and displacement, which leads to reduced work efficiency and morale. Addressing the impact of flood disasters on job performance in Bayelsa requires improved disaster preparedness, resilient infrastructure, and mental health support for affected employees (Ede et al., 2020). Policies promoting flexible work arrangements and recovery initiatives are also essential to minimize the negative impact on job performance.

METHODOLOGY

The study used a descriptive research design, with a population of 44,117, comprising of both teachers and students from Public Secondary Schools in Bayelsa State. A sample of 462 representing 1% of the population, cut across five (5) Local Government Areas: Southern-Ijaw, Sagbama, Yenagoa, Ekeremor, and Kolokuma/Opokuma in Bayelsa State were selected using a stratified random sampling technique. These five (5) LGAs are prone to flood 2012-2024 in Bayelsa State. A self-design research instrument was used for data collection. The instrument was divided into two sections: the demographic variables of the respondent and the ten items that address the research question. The instruments were structured after a modified four-point Likert-type rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by two experts in measurement and evaluation and the reliability of the instrument was ascertained using test-retest method was used to get the coefficient of 0.85. Data collected were analysed using mean and standard deviation statistics to answer the research questions, while z-test was used to test the hypotheses at 0.05 level of significance. 2.50 will serve as the criterion mean for judgment.

DATA PRESENTATION

Table 1: Demographic Data of the Participants

Variable	Frequency	Percentage
Gender of the Respondents:		
Students	362	78%
Teachers	100	22%
Total	462	100%
School/ LGA of Respondent:		
Sagbama	126	27%

Yenagoa	67	15%
Ekeremor	54	12%
Southern-Ijaw	185	40%
Kolokuma/Opokuma	30	6%
Total	462	100%

Table 1 shows that students used in the study are 362 (78%), and teachers are 100 (22%). Table 1 also shows that 185 (40%) of the respondents were from Southern-Ijaw, followed by Sagbama with 126 (27%), followed by Yenagoa with 67 (15%) with 6-10 years of service, followed by Ekeremor with 54 (12%) and followed by Kolokuma/Opokuma with 30 (6%).

Research Question One: How does post-flood condition impact teachers' morale and job performance in public secondary schools in Bayelsa State?

Table 2: Responses of the post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State

S/N	Items	Teachers		Students		Mean set ($X_1 + X_2$)/2	Decision
		X_1	SD_1	X_2	SD_2		
1	Teachers find it difficult to cope with their families and teaching after flooding.	3.49	0.75	4	0	3.75	Agree
2	Social support is not available for teachers before and after the flood	3.94	0.24	3.76	0.43	3.85	Agree
3	Teachers are charged with the responsibility of sweeping and cleaning classrooms after flood.	3.91	0.29	3.58	0.78	3.75	Agree
4	Teachers face the pressure of relocating school properties and completing the scheme of work before and after the flood.	4	0	3.64	0.77	3.82	Agree
5	Teachers face the pressure of leftover work after flood	3.56	0.58	3.24	0.96	3.42	Agree
Grand mean		3.78		3.64		3.72	Agree

Table 2 shows the mean and standard deviation values of teachers and students in post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State. All the items in table 2 (from item 1 to 5) have mean sets ranging from 3.42 to 3.85, which are higher than the criterion mean of 2.5. Moreover, the grand mean of the teachers, students and the mean set are 3.78, 3.64 and 3.72 respectively, and they are all greater than the criterion mean of 2.5. This shows that teachers and students in post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State.

Research Question Two: How does infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State?

Table 3: Responses of the infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State

S/N	Items	Teachers		Students		Mean set ($X_1 + X_2$)/2	Decision
		X_1	SD_1	X_2	SD_2		
6	No office equipment for teacher after flood	2.76	0.81	2.76	0.94	2.76	Agree
7	Teachers' job performance is affected when chalkboard are damage	3.55	0.66	3.64	0.77	3.6	Agree
8	Prompt arrangement of school facilities before flood can enhance teachers' job performance.	5.25	0.32	4	0	4.63	Agree
9	Broken tile caused by flood affect teachers free movement in class	3.46	0.67	3.58	0.78	3.52	Agree
10	Teacher find it difficult to arrange instructional materials after flood	3.74	0.54	3.64	0.77	3.69	Agree
Grand mean		3.75		3.52		3.64	Agree

Table 3 shows the mean and standard deviation values of the teachers and students on infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State. All the items in table 3 (from item 6 to 10) have mean sets ranging from 2.76 to 4.63, which are higher than the criterion mean of 2.5. Moreover, the grand mean of the teachers, students and the mean set are 3.75, 3.52 and 3.64 respectively, and they are all greater than the criterion mean of 2.5. This shows that both teachers and students agreed that infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State.

Hypotheses Testing

H₀₁: There is no significant relationship between the extent to which Post-flood conditions affect teachers' morale and job performance in public secondary schools in Bayelsa State.

Table 4: Z-test Statistics of relationship between the extent to which Post-flood conditions affect teachers' morale and job performance in public secondary schools in Bayelsa State

Variable	N	Mean	SD.	$Z_{\text{calculated value}}$	$Z_{\text{critical value}}$	Decision
Students	362	18.9	1.23	3.55	1.96	Reject H_0
Teachers	100	18.3	1.57			

Table 4 shows that the mean rating of students and teachers are 18.9 and 18.3 respectively, with the mean rating of students is higher than that of the mean rating of the teachers. Moreover, table 4 shows that the calculated z-value ($Z_{\text{calculated}}$), which is 3.55 is greater than the Z_{critical} (1.96), this means that the null hypothesis is rejected. Therefore, there is a significant relationship between the mean rating of students and teachers on how post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State

H₀₂: There is no significant relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State.

Table 5: Z-test of the Mean Rating of teachers and students on the relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State

Variable	N	Mean	SD.	$Z_{\text{calculated value}}$	$Z_{\text{critical value}}$	Decision
Students	362	18.8	1.19	6.12	1.96	Reject H_0
Teachers	100	17.6	1.86			

Table 5 shows that the mean rating of students and teachers are 18.8 and 17.6 respectively, with the mean rating of Students higher than that of the mean rating of the Teachers. Moreover, table 5 shows that the calculated z-value ($Z_{\text{calculated}}$), which is 6.12 is greater than the Z_{critical} (1.96), this means that the null hypothesis is rejected. Therefore, there is a significant relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State.

DISCUSSION OF THE FINDINGS

Post-Flood Conditions Impact Teachers' Morale and Job Performance in Public Secondary Schools in Bayelsa State

The findings of the study shows that teachers and students agreed that post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State. Therefore, there is a significant relationship between the mean rating of students and teachers on how post-flood conditions impact teachers' morale and job performance in public secondary schools in Bayelsa State. The findings align with Obi and Ziprebo (2024) who found that Bayelsa State's flooding has caused migration, a drop in economic activity, the loss of lives and property, interrupted school curricula, and more.

Infrastructure Damage and Displacement Caused by Floods Affect Teachers' Job Performance in Public Secondary Schools in Bayelsa State

The findings of the study shows that both teachers and students agreed that infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State. Therefore, there is a significant relationship between the extent to which infrastructure damage and displacement caused by floods affect teachers' job performance in public secondary schools in Bayelsa State. The findings is in line with Mfon (2024), who also found that students have serious psychological issues like anxiety, sadness, and post-traumatic stress disorder as a result of family relocation and educational interruption.

CONCLUSION

Given the study's outcome, it was concluded that the aftermath of a flood disaster significantly affects teachers' job performance in public secondary schools. This is because the aftermath of a flood influences teachers' morale and their attitudes to adapt to damaged facilities, workload, and changes in the academic calendar. To improve teachers' effectiveness after the flood, the need for moral support in response to the change caused by the flood in the educational system.

A robust and consistent teaching force can be achieved if this support are put in place for teachers after flood.

Recommendations

Based on the findings of the study, it was therefore recommended that:

- There should be implementation of government-supported counseling and trauma recovery initiatives for teachers after each major flood event.
- Provide temporary housing allowances and relocation support for displaced teachers.
- The government should introduce regular training workshops on emergency management, psychosocial support, and resilience planning for teachers.

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