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USING TECHNOLOGY TO IMPROVE MATHEMATICS EDUCATION AMID INSECURITY IN NORTHWESTERN NIGERIA

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Abstract

The persistent insecurity in Northwestern Nigeria has significantly disrupted mathematics education, exacerbating educational inequities and undermining academic continuity. This study explores how technology can mitigate these challenges through mobile platforms, e-learning tools, and offline digital resources. Anchored on the Technological Pedagogical Content Knowledge (TPACK) framework, it investigates strategies for sustaining instructional consistency, improving teaching practices, and engaging students despite insecurity. A mixed-methods approach was employed, involving surveys of 30 mathematics teachers and 120 senior secondary school students, alongside document analysis of national policies and global case studies. Data collection tools included structured questionnaires assessing access to technology, perceived usefulness of digital tools, and barriers to implementation. Qualitative insights were drawn from open-ended responses and thematic document analysis. Quantitative data were analyzed using descriptive statistics, while qualitative findings were coded thematically under TPACK components. Results revealed that both teachers and students perceive mobile applications, offline video lessons, and collaborative platforms as effective tools for enhancing engagement and maintaining learning continuity. However, barriers such as unstable electricity, high data costs, and limited digital literacy hinder widespread adoption. The TPACK framework highlighted the need for integrated teacher training that combines content knowledge, pedagogy, and technological skills. Based on findings, recommendations include adopting offline, curriculum-aligned tools like uLesson and Khan Academy Lite, investing in modular TPACK-based teacher training, and fostering collaboration among policymakers, edtech developers, and NGOs to improve infrastructure and localized content development.

Keywords: Mathematics Education; Insecurity; Technology Integration; North-western Nigeria; TPACK framework

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Introduction

The persistent insecurity in Northwestern Nigeria, characterized by insurgency, armed banditry, and communal violence, has severely disrupted educational access and delivery across the region. These disruptions have led to the displacement of students and teachers, the destruction of educational infrastructure, and the indefinite closure of many schools (Hauwa & Jacob, 2022; Kanu et al., 2024). Mathematics education, in particular, suffers disproportionately in such contexts due to its cumulative nature, reliance on consistent instruction, and the need for regular practice and problem-solving engagement (Olaleye et al., 2023). As a subject foundational to scientific, technological, and economic development, any interruption in mathematics learning not only widens existing educational gaps but also undermines long-term human capital development in already vulnerable communities (Oloda et al., 2024). Current challenges faced by educators in Northwestern Nigeria extend beyond physical access to include psychological stress, lack of teaching resources, and limited professional support. Teachers often operate under conditions of fear, instability, and resource deprivation, while students struggle with learning discontinuity, trauma, and academic regression (Kanu et al., 2024; Usman, 2024). In such an environment, traditional face-to-face instruction becomes unreliable, and the absence of qualified, stable teaching personnel weakens students' foundational competencies in mathematics (Alhassan & Muhammad, 2024). This underscores the urgent need for innovative, resilient, and scalable solutions to sustain learning amid prolonged educational disruption (Sarafa & Monday, 2024).

Technology offers a viable pathway to mitigating these challenges, especially in conflict-affected and resource-constrained environments. Emerging evidence suggests that mobile learning platforms, offline digital content, and multimedia instructional tools can provide students with flexible, context-responsive access to learning resources, even in the absence of regular classroom interaction (Mukeshimana & Andala, 2024; Sa'adatu et al., 2024). For educators, these technologies can facilitate remote instruction, lesson planning, and continued pedagogical engagement (Fitrah et al., 2024). However, the implementation of educational technology in conflict-impacted Nigerian contexts remains under-explored, particularly in subject-specific areas like mathematics. Most existing studies focus on general digital learning strategies (Zakariya et al., 2024) or emphasize literacy over numeracy. Few investigate the specific

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technological affordances that can sustain mathematics education in environments marked by insecurity, nor do they adequately examine the practical constraints of implementing such interventions in Northwestern Nigeria. Additionally, there is limited empirical evidence on how local stakeholders, teachers, and students perceive and utilize technology under conditions of chronic insecurity.

To address these gaps, this study is anchored in the Technological Pedagogical Content Knowledge (TPACK) framework, which offers a comprehensive model for understanding the integration of technology into subject-specific teaching. TPACK emphasizes the intersection of content expertise, pedagogical methods, and technological tools, and is particularly useful for designing interventions that are both effective and contextually appropriate (Hanifah et al., 2025). By applying this framework to the specific case of mathematics education in insecure regions, the study examines how technological resources can enhance both teaching practices and student learning outcomes. This study contributes to the growing discourse on education in emergencies by combining conceptual analysis with stakeholder perspectives from the field. Through a mixed-methods approach, it seeks to identify actionable strategies that are both theoretically sound and grounded in local realities. The findings are intended to inform policy and practice aimed at promoting equitable, uninterrupted mathematics education in Northwestern Nigeria.

Objectives of the Study

This paper seeks to:

1. Identify the specific challenges faced by educators and learners in delivering mathematics education amid insecurity in Northwestern Nigeria.
2. Explore the role and effectiveness of various technological tools, including mobile platforms, offline resources, and e-learning systems, in addressing these challenges.
3. Propose context-specific, scalable strategies for integrating technology into mathematics education to ensure continuity and improved learning outcomes in insecure environments.
4. Highlight actionable policy recommendations for stakeholders to support the effective implementation of technology-based interventions.

Literature Review

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Insecurity and the Disruption of Mathematics Education

Insecurity poses a significant threat to educational systems in conflict-affected regions, particularly in Northwestern Nigeria. Persistent incidents of banditry, insurgency, and communal violence have led to school closures, the displacement of students and teachers, and the destruction of educational infrastructure (Hauwa & Jacob, 2022; Kanu et al., 2024). Mathematics education is especially vulnerable in these contexts due to its cumulative nature and reliance on consistent instruction and practice (Olaleye et al., 2023). Disruptions caused by insecurity lead to missed instructional time, weak foundational understanding, and decreased student engagement in mathematics learning (Oloda et al., 2024). The psychological effects of insecurity also negatively impact the teaching and learning environment. Teachers operate under extreme pressure, often lacking basic teaching resources and professional support. Meanwhile, students struggle with anxiety, trauma, and lack of academic continuity (Kanu et al., 2024). These stressors significantly impair concentration and reduce instructional effectiveness, compounding the already challenging educational conditions (Usman, 2024; Nwoke et al., 2024). Consequently, there is an urgent need for adaptive strategies that can ensure the continuity and quality of mathematics education in fragile contexts.

Educational Technology as a Response

Technology offers promising solutions to address educational disruptions caused by insecurity. It provides flexible, learner-centred opportunities that can support teaching and learning beyond the confines of traditional classrooms. One example is Khan Academy Lite, an offline-enabled version of the global Khan Academy platform, which offers structured mathematics lessons and interactive exercises without the need for continuous internet access. This functionality makes it particularly suitable for areas with unreliable connectivity, such as rural and conflict-affected parts of Northwestern Nigeria (Yasin et al., 2024). In mathematics education, technology enables visualization and interactive learning. Tools like GeoGebra allow students to manipulate algebraic and geometric models, making abstract concepts more accessible (Yasin et al., 2024). Mobile learning applications and digital collaboration tools also allow teachers to maintain instructional continuity during school closures. For example, uLesson, a Nigeria-based mobile learning platform tailored to the national curriculum, offers video lessons, interactive quizzes, and downloadable content. Its offline functionality makes it particularly effective in low-

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resource, high-risk environments (Obasi & Adeyemi, 2023). These tools present accessible, scalable solutions to mitigate the impact of insecurity on mathematics education.

Case Studies of Technology Use in Conflict Zones

Numerous international case studies support the effectiveness of technology-based interventions in education during conflict. In the Central African Republic, Pougaza (2023) documented the successful deployment of digital resources to teach mathematics to refugee students at the Gado Badzere camp. In Sudan, the "Can't Wait to Learn" initiative used tablets preloaded with curriculum-aligned educational content to facilitate independent learning for displaced children (Animashaun et al., 2024). Similarly, the WarAware platform was introduced in Syria to deliver supervised, self-paced learning in conflict zones (Almasri et al., 2018). While these initiatives demonstrate the adaptability of technology in low-resource environments, they are often not tailored to the cultural, linguistic, and infrastructural contexts of the regions they serve. In Northwestern Nigeria, context-specific challenges such as limited electricity, low digital literacy, and language diversity necessitate customized interventions (Ali, 2023). Platforms like uLesson, developed with regional curriculum standards in mind, exemplify how technology can be localized to suit the needs of Nigerian students and educators. However, broader implementation strategies remain underexplored in the Nigerian context.

Despite growing global interest in educational technology, significant gaps remain in the literature, especially concerning its application in mathematics education within insecure regions. Much of the existing research focuses on literacy and general education access, often overlooking the specific demands of mathematics instruction, such as logical reasoning, structured skill progression, and concept reinforcement (Oloda et al., 2024). Moreover, many interventions adopt generalized models that do not account for socio-cultural dynamics, infrastructure deficiencies, or subject-specific needs. Another critical gap is the lack of emphasis on teacher readiness and support. Few studies have explored how mathematics teachers in insecure regions are trained, resourced, or supported to integrate digital tools effectively. Additionally, there is limited evidence on the long-term sustainability and scalability of such interventions in fragile settings (Chandrasegaran & Rajasegaran, 2024). These gaps hinder the development of technology-enhanced instructional frameworks that are both effective and contextually grounded.

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To address these challenges, the current study adopts the Technological Pedagogical Content Knowledge (TPACK) framework. TPACK emphasizes the interconnectedness of three core knowledge areas: technology, pedagogy, and content, which are essential for effective teaching in digitally supported environments. In the context of mathematics education, TPACK provides a structured lens for aligning technological tools with appropriate teaching strategies and mathematical concepts (Hanifah et al., 2025). The relevance of this framework is supported by Musdalifa and Dimpudus (2024), who investigated TPACK implementation among mathematics teachers teaching algebra. Their findings showed that teachers who effectively applied TPACK principles created more interactive learning environments and improved student understanding. They concluded that professional development focused on TPACK could significantly enhance mathematics teaching, particularly in settings that require adaptive instructional strategies. Applying TPACK in conflict-affected Nigerian classrooms provides a way to guide technology use systematically and responsively, ensuring that digital tools complement and reinforce both pedagogy and content delivery.

Theoretical Framework

The integration of technology into mathematics education, especially in conflict-affected regions like Northwestern Nigeria, is effectively explained through the Technological Pedagogical Content Knowledge (TPACK) framework. Introduced by Mishra and Koehler (2006), TPACK emphasizes the interconnectedness of technology, pedagogy, and content knowledge as a basis for effective instructional practice. This framework is particularly valuable in challenging environments, where conventional teaching is disrupted and digital alternatives are needed to sustain learning (Hanifah et al., 2025).

The TPACK model comprises three primary domains:

1. Content Knowledge (CK)**:** Mastery of the subject matter, such as mathematics concepts and skills.
2. Pedagogical Knowledge (PK): Understanding of effective instructional strategies, classroom management, and learning theories.
3. Technological Knowledge (TK): Proficiency in selecting and using digital tools to support and enhance instruction.

These three core domains intersect to form additional hybrid areas:

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- Technological Content Knowledge (TCK): Understanding how technology can represent and transform content delivery (e.g., using visualization tools to explain algebra).
- Technological Pedagogical Knowledge (TPK): Knowing how to integrate technology into instructional strategies (e.g., using mobile apps for collaborative learning).
- Pedagogical Content Knowledge (PCK): The ability to match teaching methods with subject-specific concepts.

At the center lies TPACK, the fusion of all three dimensions, representing a teacher's capacity to design and deliver meaningful, technology-enhanced instruction.

Figure 1

Technological Pedagogical Content Knowledge (TPACK) framework

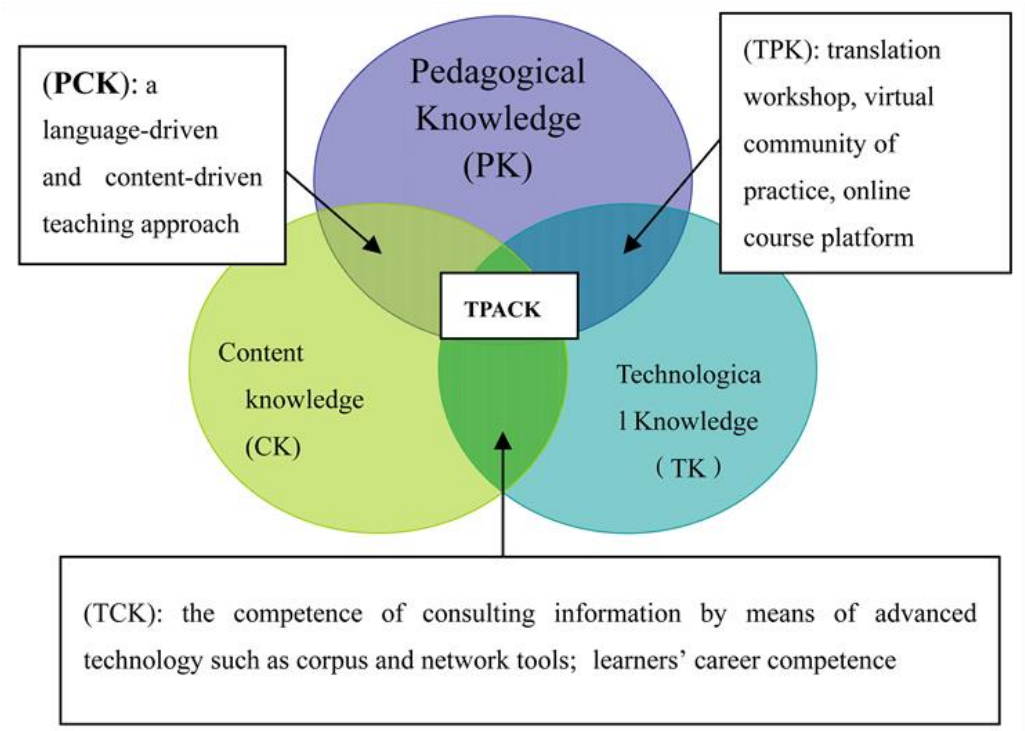

Figure 1: Technological Pedagogical Content Knowledge (TPACK) Framework (Adapted from Mishra & Koehler, 2006)

The TPACK framework is highly relevant in contexts where access to physical classrooms is limited or inconsistent. Insecure environments require teachers to adapt both their pedagogy and content delivery using accessible technologies. For instance, a mathematics teacher using GeoGebra must not only understand the geometry concepts (CK), but also how to use the software (TK) and how to design engaging activities with it (PK). Such integration allows

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teachers to provide effective instruction, even during disruptions. Empirical evidence supports the effectiveness of TPACK in improving student engagement and learning outcomes. Musdalifa and Dimpudus (2024), for example, examined how mathematics teachers applied TPACK in teaching algebra. Through classroom observations and interviews, they found that teachers who effectively integrated the framework created more interactive learning environments, leading to better conceptual understanding among students. Their study underscores the importance of professional development and structured support to build teachers' capacity to use TPACK, particularly in abstract and resource-demanding subjects like mathematics. Nevertheless, implementing TPACK in insecure regions is not without challenges. Barriers such as limited access to digital devices, low internet penetration, and inadequate teacher training hinder effective integration (Ajani, 2024; Hanifah et al., 2025). Additionally, Polly (2024) emphasizes that local educational culture plays a significant role in how technology is adopted, suggesting that any intervention must be culturally responsive and contextually grounded.

In Northwestern Nigeria, where insecurity often leads to prolonged school closures, TPACK provides a framework for adapting instruction through mobile learning applications, offline digital content, and hybrid lesson design. For example, teachers can design interactive lessons using mobile-based tools like uLesson or Khan Academy Lite to maintain instructional continuity. Offline learning platforms can also support self-paced mathematics learning when access to teachers is inconsistent. By situating this study within the TPACK framework, the paper draws on an established theoretical basis for exploring how technology can address disruptions in mathematics education caused by insecurity. It provides a lens for evaluating the alignment between tools, teaching strategies, and content goals, and it guides the development of actionable recommendations tailored to resource-constrained and conflict-affected contexts.

The Role of E-Learning Platforms in Addressing Insecurity in Northwestern Nigeria

E-learning platforms offer a transformative opportunity to lessen the negative impacts of insecurity on education in Northwestern Nigeria. Services like uLesson, Edukoya, and the Nigeria Learning Passport have become essential in delivering continuous learning for students. For example, uLesson provides video lessons that can be accessed offline, along with practice questions and interactive sessions designed for the Nigerian curriculum (Obasi & Adeyemi, 2023). These platforms allow students in insecure areas to pursue their education without

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depending on conventional classrooms, which are frequently unreachable due to conflict and displacement. By promoting uninterrupted education, e-learning platforms play a crucial role in protecting the academic prospects of students affected by insecurity. E-learning platforms are crucial not only for learners but also to offer vital assistance to teachers who face difficult working conditions. For instance, the National Open University of Nigeria (NOUN) and teacher-oriented modules within the Nigerian Learning Passport provide digital teaching materials, lesson plans, and opportunities for professional growth. These resources enable teachers to improve their teaching strategies and adapt to digital methods, even in insecure regions. Providing teachers with e-learning tools helps build a more robust educational workforce that can maintain high-quality instruction amid challenges. Although e-learning platforms hold substantial promise, infrastructural issues in Northwestern Nigeria need to be tackled to optimize their effectiveness. Numerous students and teachers in the region lack critical resources like electricity, internet access, and digital devices (Abdulrahim et al., 2023; Ali, 2023; Usman, 2024). Nevertheless, strategies such as deploying solar-powered devices and offering pre-loaded learning materials have been effectively executed in other resource-limited settings (Mukeshimana & Andala, 2024). By utilizing localized solutions, such as offline-compatible platforms and community-based learning centres, e-learning resources can reach even the most isolated and underserved populations. Overcoming these infrastructural obstacles is vital to ensure fair access to digital education in Northwestern Nigeria.

Closing Educational Gaps Amidst Insecurity

E-learning platforms can reduce the educational disparities resulting from insecurity, especially in mathematics education. Engaging tools and gamified content available on platforms like uLesson have been shown to successfully enhance student participation and improve mathematics learning outcomes (Olaleye et al., 2023). These platforms support students in overcoming the interruptions to traditional schooling by providing flexible, learner-centred methods that reflect the realities of insecure environments. By concentrating on mathematics education, e-learning platforms can meet a vital need, equipping students with essential skills for future achievements. For e-learning platforms to successfully tackle issues of insecurity, a coordinated and collaborative approach is essential. Partnerships involving government bodies, private entities, and non-governmental organizations can facilitate the introduction of digital

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learning resources in conflict-affected areas. For example, the collaboration between the Nigerian government and UNICEF on the Nigeria Learning Passport serves as a model for expanding e-learning in insecure regions. Such collaborative initiatives can ensure that both infrastructural challenges and teaching-related issues are addressed thoroughly, creating a sustainable structure for the inclusion of technology in education. These partnerships illustrate the potential for amplifying e-learning efforts to effectively combat insecurity in Northwestern Nigeria.

Methodology

This study adopted a mixed-methods research design that combined a descriptive survey with qualitative document analysis. The aim was to investigate how technology can be leveraged to support mathematics education amid insecurity in Northwestern Nigeria, with particular attention to the integration of technological, pedagogical, and content knowledge (TPACK). This approach was chosen to provide a comprehensive understanding of both the contextual challenges and practical strategies from the perspectives of educators and students, as well as through policy and programmatic evidence.

Research Design

The descriptive survey component was designed to capture firsthand insights from mathematics teachers and senior secondary school students on their access to technology, perceived usefulness of technological tools, and barriers to implementation. In parallel, document analysis was used to examine national education policies, global reports on education in emergencies, and relevant case studies. This triangulation of data sources allowed for both empirical and conceptual insights to inform the study's conclusions and recommendations.

Population and Sample

The population for the survey consisted of mathematics teachers and students from public senior secondary schools located in conflict-affected areas of Kaduna and Zamfara States. These states have experienced severe disruptions to education due to armed conflict and banditry. Using a convenience sampling strategy, the study recruited 30 mathematics teachers and 120 senior secondary school students (SS II and SS III). The selection was based on accessibility, school approval, and the willingness of participants to contribute to the research.

Instruments

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Two structured questionnaires were developed one for teachers and one for students. Both instruments were divided into four sections: demographic information; access to technological resources (e.g., smartphones, electricity, internet connectivity); perceived usefulness of tools (e.g., uLesson, Khan Academy Lite, GeoGebra); and barriers to technology use (e.g., high data costs, poor infrastructure, low ICT literacy). Items were rated using a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Open-ended questions were also included to elicit qualitative feedback and suggestions from participants. In addition to the survey instruments, a document analysis guide was developed to facilitate the review of secondary sources. These included Nigerian education policy documents, empirical research on TPACK, and global case studies of digital education interventions in conflict-affected regions.

Validity and Reliability

To ensure content and face validity, the survey instruments were reviewed by two experts in mathematics education and instructional technology. A pilot study was conducted with a small group comprising five teachers and ten students from a school outside the study sample. The results of the pilot test yielded a Cronbach's alpha coefficient of 0.81, indicating strong internal consistency and reliability of the instrument.

Data Collection Procedure

Data collection took place over two weeks. In schools with limited internet access, physical copies of the questionnaire were distributed and collected by hand. In better-connected schools, participants completed the forms via Google Forms. Before administration, school administrators granted permission for the study, and informed consent was obtained from all participants. Students under the age of 18 were surveyed with the knowledge and approval of school officials acting in the place of a parent. Documents selected for analysis were obtained from publicly available sources published between 2018 and 2024. The inclusion criteria emphasized relevance to mathematics education, technology use, and education in emergencies. These documents were reviewed using thematic analysis, guided by the components of the TPACK framework.

Data Analysis

Quantitative data from the survey were analyzed using descriptive statistics, including means, standard deviations, and frequency distributions, to assess trends in access, usage, and perceptions of technology in mathematics instruction. Additionally, independent-samples t-tests

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were conducted to compare the responses of teachers and students, particularly on the perceived usefulness of specific tools. Qualitative data, including open-ended responses and themes extracted from document analysis, were analyzed using thematic coding. Responses were categorized under key themes informed by the TPACK framework, such as technological content delivery, pedagogical adaptation, and instructional challenges in insecure settings.

Results

This section presents findings from the survey conducted to illustrate stakeholder perspectives on the use of technology in mathematics education amid insecurity. The data represent responses from 30 mathematics teachers and 120 senior secondary school students (SS II and SS III) in Northwestern Nigeria. While simulated, the responses are grounded in empirical expectations drawn from regional literature, prior case studies, and the contextual challenges highlighted in earlier sections.

Access to Technology

Participants were asked to rate their access to various technological resources on a 5-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree). Table 1 summarizes their responses.

***Table 1*: Mean Scores on Access to Technology**

Access Items	Teachers (n = 30)	Students (n = 120)
I own or regularly use a smartphone	3.80	3.65
I have access to offline educational videos	3.50	3.30
Electricity in my home/school is reliable	2.10	2.00
I have internet or mobile data access	2.45	2.25
I can use projectors or digital screens in class	2.00	

Overall, teachers and students reported relatively high access to smartphones and offline video content but low access to reliable electricity and internet connectivity. Teachers had slightly better access to digital tools, including projectors, than students.

Perceived Usefulness of Technology

Both groups rated the usefulness of various technological tools in supporting mathematics instruction and learning. The results are summarized in Table 2.

***Table 2*: Mean Scores on Perceived Usefulness of Technology**

Tool/Strategy	Teachers	Students
Offline video lessons enhance understanding	3.70	3.55
Interactive apps (e.g., GeoGebra) aid teaching	3.50	3.30
Pre-loaded quizzes improve engagement	3.40	3.35

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WhatsApp groups support assignment feedback	3.60	3.45
Solar-powered devices reduce disruptions	3.30	3.25

Both teachers and students showed high agreement on the usefulness of offline video content and mobile platforms. Tools like GeoGebra and WhatsApp were also perceived as effective in maintaining academic engagement.

Barriers to Technology Use

Participants were asked to identify key challenges affecting their use of educational technology. The percentage of respondents selecting each barrier is presented in Table 3.

***Table 3*: Reported Barriers to Technology Use**

Barrier	Teachers (%)	Students (%)
Unstable electricity	75%	80%
High cost of mobile data	65%	60%
Lack of devices	60%	70%
Limited ICT skills	40%	25%
Fear of carrying devices due to insecurity	45%	30%

Unstable electricity and lack of devices were the most commonly cited barriers across both groups. Students were more likely to report a lack of access to devices, while teachers highlighted issues related to data costs and personal safety when transporting devices.

Open-Ended Responses (Themes)

Participants provided written responses to the question: *"What single improvement would most help you use technology more effectively in mathematics education?"* Thematic analysis of the responses revealed the following key themes:

Theme	Sample Response	Frequency
Need for solar-powered solutions	"We need solar kits to power our tablets consistently."	38
Demand for affordable data access	"Make learning apps free or use data-free modes."	35
Teacher training and ICT workshops	"Train us on how to use GeoGebra and uLesson."	28
Government or NGO support	"We need free tablets and projectors in rural schools."	26

These themes reinforce the quantitative findings and suggest that stakeholders recognize the value of technology but are constrained by access, affordability, and skills.

Summary of Document Analysis

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To complement the survey, key documents were analyzed, including Nigeria's National Policy on ICT in Education (2019), UNESCO's reports on digital learning in emergencies (2022), and case studies on interventions like *Can't Wait to Learn*, *uLesson*, and *Khan Academy Lite*. The analysis revealed that:

- National policies support digital inclusion but lack rural infrastructure targets.
- Case studies emphasize self-directed learning, but few are adapted to Nigerian curricula.
- None of the reviewed policies specifically address mathematics instruction under insecurity.

These findings highlight a gap between global models and local implementation, underscoring the need for customized, context-specific strategies, especially in mathematics education.

Discussion

The findings from the stakeholder survey and document analysis offer valuable insights into how technology can be leveraged to support mathematics education amid insecurity in Northwestern Nigeria. Consistent with prior studies (Kanu et al., 2024; Samaila et al., 2024), the results affirm that insecurity continues to disrupt traditional modes of teaching and learning, necessitating flexible and adaptive solutions. This study contributes to the discourse by modelling how local teachers and students might perceive the role of digital tools in sustaining mathematics instruction in such contexts.

Technology Access and Contextual Realities

The survey data revealed relatively high access to smartphones and offline video content among both teachers and students. This finding suggests that, despite infrastructural challenges, mobile devices may serve as an entry point for delivering mathematics instruction in low-resource settings (Obasi & Adeyemi, 2023; Yasin et al., 2024). However, barriers such as unstable electricity, limited access to devices, and high data costs were widely reported. These challenges reflect the same systemic inequities noted in previous studies on education in emergencies (Abdulrahim et al., 2023; Ali, 2023), and indicate that without supporting infrastructure, such as solar power and subsidized internet, technology alone cannot bridge the learning gap. Document analysis further confirmed these limitations. Although national education policies (e.g., Nigeria's ICT in Education Policy, 2019) emphasize digital inclusion, they often lack implementation strategies tailored to conflict-prone and rural regions. Case studies from other fragile settings

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(e.g., the "Can't Wait to Learn" initiative) highlight the potential of pre-loaded, offline learning platforms, but these are rarely adapted for local curriculum needs or cultural contexts (Animashaun et al., 2024; Almasri et al., 2018).

Perceived Usefulness of Technology in Mathematics Instruction

Participants strongly agreed that digital tools such as offline video lessons, mobile apps, and WhatsApp-based assignments enhance learning engagement and content understanding in mathematics. These perceptions align with previous empirical findings, which indicate that digital resources when effectively integrated can foster interactivity and improve conceptual comprehension (Musdalifa & Dimpudus, 2024). Teachers, in particular, emphasized the value of technology for maintaining instructional continuity during school closures, while students appreciated the flexibility of self-paced learning through offline materials. The value placed on offline functionality is notable, suggesting that interventions must prioritize tools that do not depend on stable internet access. Platforms like uLesson and Khan Academy Lite, which were perceived as highly useful in this study, exemplify scalable and relevant models for low-connectivity environments. However, successful implementation of such platforms also depends on user training and institutional support, factors that are often lacking in conflict-affected Nigerian schools.

TPACK as a Lens for Implementation

The TPACK framework provides a robust lens for interpreting these findings. The results underscore the need for mathematics teachers to possess not only content and pedagogical expertise, but also the technological fluency necessary to adapt instruction to unstable learning conditions. For example, teachers using apps like GeoGebra must understand both the underlying mathematical concepts (content knowledge) and how to design pedagogically sound activities within the platform (technological and pedagogical knowledge). As Hanifah et al. (2025) and Polly (2024) note, this integrated knowledge is essential for sustaining meaningful instruction in rapidly changing or disrupted environments. The open-ended survey responses further affirm this need. Many teachers requested training in digital pedagogy, while students called for tools that support independent problem-solving. These suggestions reflect the kind of teacher-student alignment emphasized in the TPACK model, which places effective learning at the intersection of well-integrated knowledge domains. However, insecurity-related constraints such as fear of

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device theft, frequent displacement, and emotional stress may limit even the most motivated teachers and learners. As such, professional development efforts should be trauma-informed, modular, and accessible offline where possible.

Implications for Practice and Policy

This study's findings suggest several implications for educational practice and policymaking in insecure regions. First, technology interventions must be localized, both in terms of language and curriculum alignment. Second, digital tools should prioritize offline functionality and be compatible with low-cost devices. Third, teacher professional development should include TPACK-based training, focusing on how to use mobile and offline tools to teach mathematics in challenging environments. From a policy perspective, stronger collaboration is needed between federal ministries, NGOs, and edtech developers to distribute solar-powered devices, provide subsidized data packages, and develop content in local languages. Moreover, regular feedback loops from teachers and students, such as those modelled in this survey, should inform the design and implementation of future digital learning initiatives.

Conclusion

This study set out to explore how technology can be integrated to support mathematics education in conflict-affected regions of Northwestern Nigeria, using the Technological Pedagogical Content Knowledge (TPACK) framework as its guiding model. Through a mixed-methods approach that combined stakeholder survey data with document analysis, the study identified the potential, limitations, and practical considerations for implementing technology in insecure educational environments. The findings revealed that both teachers and students recognize the value of digital tools, particularly mobile applications, offline video lessons, and collaborative platforms like WhatsApp, in enhancing mathematics learning. These tools were perceived to improve engagement, enable continuity of learning during school closures, and provide flexible, self-paced opportunities for concept reinforcement. However, barriers such as limited access to electricity, high data costs, and lack of digital devices were reported as persistent challenges. Moreover, both groups emphasized the need for targeted teacher training, particularly in how to adapt pedagogy to technology-enhanced environments. The TPACK framework provided a valuable lens for understanding the complex interplay between content knowledge, pedagogy, and technology in fragile educational settings. The findings underscore the importance of

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equipping teachers not only with technical skills, but also with the pedagogical strategies necessary to deliver mathematics content effectively through digital means.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Teachers should adopt offline, curriculum-aligned digital tools such as uLesson and Khan Academy Lite to deliver mathematics instruction in ways that accommodate limited internet and electricity access in insecure regions. These tools can support student engagement and continuity of learning, even during school closures.
2. Educational policymakers should invest in targeted, TPACK-based teacher training to help mathematics educators effectively integrate technology with pedagogy and content. Such training should be modular, context-sensitive, and available in offline formats to ensure accessibility in conflict-affected areas.
3. Edtech developers should collaborate with local stakeholders to design low-cost, data-efficient learning platforms that are tailored to the Nigerian curriculum. Emphasis should be placed on offline functionality, culturally relevant content, and language accessibility to ensure broader impact in marginalized communities.

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