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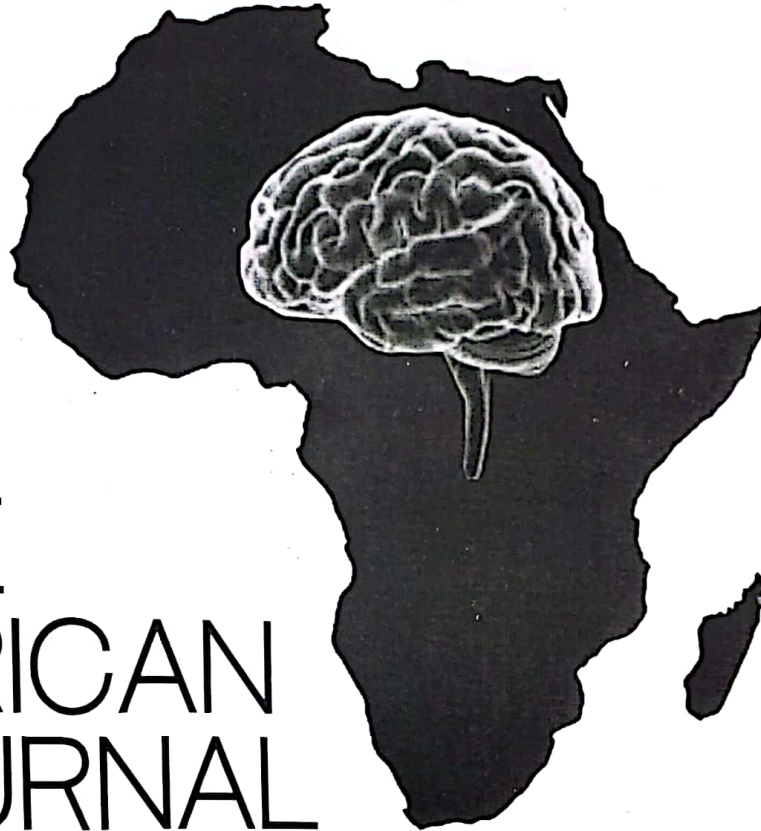
**THE
AFRICAN
JOURNAL
OF BEHAVIOURAL
AND SCALE
DEVELOPMENT
RESEARCH**
(AJB-SDR)

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Volume 3 No 1, February, 2021

Editor-in-Chief
J. O. ADELEKE

Asst. Editor-in-Chief
S. O. ARIYO



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DEVELOPMENT RESEARCH (AJB-SDR)**

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Volume 3 No 1, February, 2021

THE AFRICAN JOURNAL OF BEHAVIOURAL AND SCALE DEVELOPMENT RESEARCH

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Aims

The aims of The African Journal of Behavioural and Scale Development Research (AJB-SDR) are to: (i) provide a platform for researchers in behavioural fields to disseminate their research findings in Africa and beyond, (ii) promote the use of modern analytical approaches that will give research work in Africa credibility and global acceptance, (iii) facilitate the publication of quality articles presented by scholars all over the world during annual forum of the Association of the Behavioural Research Analysts and Psychometricians which is held in various regions, (iv) promote professional relationship and exchange of ideas among scholars that are devoted to scale development research and (v) provide a medium for disseminating empirical- based information on modern theories in the field of scale development.

Publication Details

The African Journal of Behavioural and Scale Development Research (AJB-SDR) is owned and published by the Association of Behavioural Research Analysts and Psychometricians (AB-ReAP). The journal is published biannually; *two issues in a year*. Each shall have both print and online versions. Both local and overseas subscription shall be made through the pay platform on AB-ReAP website, www.abreap.org. All correspondence should be directed to the Editor-in-Chief through info@abreap.org and copy joadeleke@yahoo.com.

Addressing Contemporary issues in Behavioural and Scale Development Research.

Year 2020 witnessed upturned of events that affected almost all the spheres of human life. The experience was consequent to the advent of COVID-19 pandemic that invaded almost the entire globe. The impact of the pandemic on human, changed the orientations of most researchers who began to direct their efforts to addressing the observed complexities. The Association of Behavioural Research Analysts and Psychometricians (AB-ReAP), devoted time and effort to develop a Learning Management System (LMS), which was used throughout the lockdown period to train researchers on virtual approaches to research engagement. The research skills acquired by the global participants, supported them to sustain their research productivities. The AB-ReAP journal, "THE AFRICAN JOURNAL OF BEHAVIOURAL AND SCALE DEVELOPMENT RESEARCH" (AJB-SDR) also provided an avenue for active researchers to publish their works both in print and online. A good number of the articles in this edition addressed COVID-19 related issues. One of the articles was titled **"Secondary school teachers' perception of re-opening of schools in the face of COVID-19 pandemic in Nigeria"**. Re-opening of schools after lockdown was a very strong debatable issues in the year 2020. The views of the teachers, who were the major drivers really count, hence the need for the study. Another article focused on **"Assessing teachers' needs and coping strategies during COVID-19 pandemic in Kwara State, Nigeria"**. The new-normal that attended daily activities during COVID-19 era never exempted the school setting. The need to assess the teachers' preparedness for coping with pandemic was imperative. The researchers collected sufficient data which were analysed and reported to direct the stakeholders' actions. Other related titles in this issue are **"Assessment of Students' Involvement in Online Teaching and Learning during Covid-19 Pandemic in the Federal Science and Technical College, Ahoada, Rivers State"** and **"Economic implication of COVID 19 on private sectors' employees in Ibadan Metropolis, Oyo State, Nigeria"**. The authors of the articles also addressed contemporary issues that could spring up new research ideas. I hereby recommend the current edition of AJB-SDR to the readers for knowledge update on contemporary issues that were addressed.

J.O.Adeleke
Editor-in-Chief

The African Journal of Behavioural and Scale Development Research Publication Guidelines

The African Journal of Behavioural and Scale Development Research (AJB-SDR) will be publishing articles by members and non-members of AB-ReAP whose articles conformed with the standard of AJB-SDR.

- Articles submitted to AJB-SDR must be written in English, following manuscript guidelines (see below) and will be anonymously reviewed by referees. The editors will notify the senior author of the manuscript if it does not meet submission requirements.
- Articles are judged for (a) significance to the field of behavioural research and scale development from a global perspective, (b) comprehensiveness of the literature review, (c) clarity of presentation, and (d) adequacy of evidence for conclusions. Research manuscripts are also evaluated for adequacy of the rationale and appropriateness of the design and analysis. Scholarly relevance is crucial. Be sure to evaluate your information. Articles should move beyond description to present inquiry, critical analysis and must provoke discussions.
- Articles pertaining to a particular country or world area should be authored by scholars that have better understanding of that country or world area.
- All manuscripts accepted for publication will be edited to improve clarity, to conform to style, to correct grammar and to fit available space. **Submission of the article is considered permission to edit the article. Editing process begins with text similarity test (Plagiarism test) which a manuscript must satisfy before being forwarded to assessors. The maximum similarity**

index allowed is 15%, Hence, authors are advised to ensure this before sending the manuscripts.

- Published manuscripts become the property of the *Association*. Permission to reproduce articles must be requested from the editors. The submission and subsequent acceptance of a manuscript for publication serves as the copyright waiver from the author(s).
- Writing and editorial style shall follow directions in the *Publication Manual of the American Psychological Association* (6th ed., 2009). References MUST follow the APA style manual. Information on the use of APA style may be obtained at www.apa.org.

Manuscript Guidelines

- Manuscript length, including all references, tables, charts, or figures, should be 3,000 to 5,000 words. **Maximum length is 6,000 words.** Shorter pieces of 1500-3000 words, such as policy review or critique papers are welcomed.
- All text should be double-spaced, with margin 1 inch (2.5 cm) all round and left and right justified.
- Paragraphs should be indented using the "tab" key on the keyboard. No extra spacing should be between paragraphs.
- Tables, Figures, and Charts should be sized to fit between 5.5 x 8.5 inches or 14 x 20 cm
- Abstract should be limited to 100-200 words.
- Include four or five keywords for database referencing; place immediately after the abstract.
- Cover page shall include the following information: Title of the manuscript; name(s) of author, institution(s), complete mailing address, email address, business and home (mobile) phone

numbers, and fax number. Also on the cover page, please include a brief biographical sketch, background, and areas of specialisation for each author. Please do not exceed 30 words per author.

SUBMISSION REQUIREMENTS

All articles should be submitted directly to Dr. Simeon Ariyo at simeonariyo@yahoo.com and Titilope Oderinwale at titilopeoderinwale@gmail.com for similarity test. Only articles that meet the

requirement of maximum of 15% similarity index will be forwarded to the reviewers for assessment.

NOTE

AB-ReAP adapted Journal guidelines of International Society for Teacher Education (ISfTE)

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2	Assessment of students' involvement in Online Teaching and Learning during Covid 19 Pandemic in Federal Science and Technical College, Ahoada, Rivers State.	Obushi, Abunwune Lilian FSTC Ahoada, Rivers State. Email: Oabunwune@gmail.com 08138160005
3	Construction and Validation of Differential Aptitude Test for Secondary School Students in the Southwest, Nigeria	ABORISADE Olatunbosun James (Ph.D) Ekiti State University, Ado-Ekiti, Nigeria Email : olatunbosun. aborisade@eksu.edu.ng 08034649892
4	Economic Implication of Covid 19 on Private Sectors' Employees in Ibadan Metropolis, Oyo State, Nigeria	Serifat F. Akorede Ph. D Institute of Education, University of Ibadan +2348131985396 docserifat@yahoo.com
5	Exploration of Mathematics Stakeholders' Orientation towards Mathematics Values in South-West, Nigeria	Flourish Isaac-Oloniyo flourishisaacolonioyo@gmail.com, 08067539096. Institute of Education, University of Ibadan, Ibadan.
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10	Teacher's ICT Awareness and Competence as Determinants of Electronic Examination Adoption Disposition in Secondary Schools, Ogun State	Kolawole A. Olotu Institute of Education, University of Ibadan, Ibadan ^{1&2} 07067685625

Assessing teachers' needs and coping strategies during COVID-19 pandemic in Kwara State, Nigeria

¹Felicia Kikelomo Oluwalola, ²Isiaka Gbenga Ajayi, ³Iyabode Falilat Abdulkareem, ⁴Esther Chiwendu Ezebuike, ⁵Yetunde, Eniola-arigbe

Abstract

The global corona virus upsurge, also known as the COVID-19 pandemic, poses a significant threat to the health and safety of students, teachers, parents, school administrators and educators. This paper looked at the needs and coping strategies of school teachers in Kwara State, Nigeria, during the COVID-19 pandemic. Two research questions and three hypotheses were raised to guide the study. A sample of 414 teachers was taken from a population of 5,000 teachers in Kwara State, which comprises 239 public schools and 175 private schools, and 124 primary school and 290 secondary teachers respectively. A structured questionnaire titled "Teachers Coping Strategies and Needs Questionnaire"(TCNQ) was used to gather data for the study. Reliability analysis was carried out using pilot test method. The reliability co-efficient was 0.72. The following statistical tools: descriptive statistics, Pearson Product Moment Correlation, T-test, and ANOVA were used to analyze the data obtained with R, STATA, and SPSS. There was a positive but weak correlation between teacher's needs and coping strategies ($r=0.416$, $p.05$). It was also discovered that the male teachers' needs differ significantly from the female teachers' needs. Also, similar coping strategies were adopted by both male and female teachers.

Keywords: *Coping strategies, school teachers' needs, COVID-19 pandemic, Corona Virus disease*

Introduction

The COVID-19 pandemic poses a significant threat to the health and well-being of students, teachers, parents, school administrators, educators and the general public. The resultant effects on children and young people around the world is enormous, significantly, it has resulted into closure of many educational institutions. The Nigeria Education in Emergency Working Group (2020) submitted that the closure of schools affect approximately 46 million students nation-wide, thus the need to aim at reducing mortality due to COVID-19 among teachers and schools stakeholders in order to mitigate negative impact on children learning and teachers wellbeing and ensure effective, inclusive and safe return to quality learning for teachers.

Furthermore, Workie (2020) explained that the spread of the deadly virus in the developing countries is very high, with huge implications on health, food security and wellbeing. World Bank (2020) submitted strategies for teachers'

effectiveness amidst COVID-19; they are summarized in the principles below:

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Furthermore, Workie (2020) explained that the spread of the deadly virus in the developing countries is very high, with huge implications on health, food security and wellbeing. World Bank (2020) submitted strategies for teachers' effectiveness amidst COVID-19. They are summarized in these principles: by supporting Teacher Resilience to enhance Teachers' effectiveness while providing instructional

support to teachers to enhance their effectiveness thus providing technological assistance to teachers to ensure their effectiveness.

The imposition of lockdown and stay-at-home order without a corresponding income/palliative adversely affected the labour force mostly teachers. Their basic physiological needs grossly increased with limited or no resource to meet such needs.

Statement of the Problem

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) submitted that 188 countries took actions to implement country-wide closures of education and learning institutions, be they kindergartens, schools, vocational training colleges or universities. An estimated 1.58 billion learners are off schools, which represent 91.3% of total enrolled learners in the world; this has not been recorded in the history of education globally. It was observed by some scholars that teachers experienced high level of stress and lack during the Covid-19 Pandemic. (Florian et al., 2020). Teachers, according to Macintyre, et al. (2020), experienced increased psychological stress and difficulty in life during the pandemic. This statement was confirmed by Nasri et al. (2020), who described the pandemic as a threat to quality of education and educational opportunities. Teachers, as one of the important stakeholders of educational system expected some coping measures from the government but the reverse was the case during pandemic lockdown.

According to MacIntyre et al. (2020), coping is the process of dealing with a stressful situation by employing one or more methods or strategies. The use of coping responses by teachers in response to stressors is a crucial indicator of their psychological adjustment and well-being. Teachers need to be supported in terms of palliative including: food, security, shelters, to mention but few for immediate survival. The absence of standardized policy, programmes, provisions and palliatives for teachers in emergencies makes this study very relevant thus closing the gap between already known teachers'

needs and COVID-19 lockdown induced needs.

Objective of Study

The main objective of this study is to examine the coping strategies and school teachers' needs during the pandemic. Specifically, the study seeks to:

1. identify teachers' general needs during the pandemic
2. examine adopted coping strategies by teachers during the pandemic.

Research Questions

The following research questions were raised based on the specific objective of the study:

1. Does teachers' need amidst COVID-19 pandemic vary on the basis of their gender and school type (private and public)?
2. What are the coping strategies adopted by teachers during COVID-19 pandemic?

Research Hypotheses

The following null hypotheses will be tested at 0.05 level of significance

1. There is no significant relationship between coping strategies during COVID-19 pandemic and teachers needs
2. There is no significant difference between teacher's needs on the basis of gender
3. There is no significant difference between teachers coping strategies on the basis of gender.

Theoretical Framework

Need-based theory is the theory used in this research. According to the human needs theory, all humans do have basic universal needs, and if these needs are not met, conflict is likely to arise. Individual efforts to satisfy needs are described as motivated behavior in need-based theory. According to this viewpoint, the manager's job is to determine what people need and then ensure that the workplace environment meets those requirements. The theory stated that if human needs are not met, there is tendency for the job to suffer, less performance, lower moral, less esteem and this is likely to affect their

productivity.

The basic premise of this theory is that an individual's behaviour is heavily influenced by the urgency of the need, i.e., the individual will try to meet his most pressing need first, and once that is met, it will no longer motivate him, so he will move higher to meet his other needs. This theory was developed by Abraham Maslow in 1973. This theory is conceptualized into five as follow: physiological, safety, social, esteem and self actualization.

Physiological Needs: Physiological needs are those that are absolutely necessary (e.g., food, shelter, clothing, water, air, sleep, etc.). Human survival would be jeopardized if these demands are not met. These needs are biological in nature and help to keep the body in good shape. A popular saying goes that if there is no butter, a man can live on bread alone.

Safety Needs: After physiological needs have been met to a better extent, safety needs emerge, such as job security, retirement pensions, insurance plans, and compensation for layoffs or retrenchments. When it comes to choosing a job, security concerns are paramount.

Social Needs: These include the desires for love, affection, friendship, and group acceptance, among other things. A man is a social being with a desire to "love" and "be loved." Workers form informal organizations in order to form meaningful bonds with one another. Except when such groups are harmful to the organization, management should not object to them.

Esteem Needs: These are needs related to one's self-esteem, such as self-respect, self-confidence, status, recognition, acceptance and appreciation. Employees develop a sense of self-confidence as these needs are met. Employees should be applauded for their hard work because it is a form of recognition.

Needs for Self-Actualization: These needs include the desire for self-development, self-actualization, self-advancement and increased responsibilities, among others. Many employers do not attempt to meet these needs, so an

employee who wishes to advance will be restless until he does.

These five streams allow a better analysis of human needs in the environment they find themselves, and this will enable the teachers to put in more effort in their place of assignment. For teachers, the COVID-19 Pandemic is a prototypical emergency, adaptive and transformative challenge, one for its suddenness and absolutely with no alternative source of livelihood as the pandemic runs its course among teachers. Many teachers in many countries are doubtful about their role, importance, and resilience as a result of the abrupt closure of schools during COVID-19. Many educational issues have arisen as a result of the pandemic, including school closures and reopenings, moving learning to a distant or online format, school and student safety, virtual training, workshops and conferences, and digitalized curriculum. However, less concerns have been raised about teachers wellbeing, needs and challenges in pre- COVID-19, during and post- COVID-19 periods.

According to Duraku and Hoxha (2020), it is critical to identify factors that influence teachers' motivation for work and resistance to change. This is necessary because effective teachers are indispensable in assisting students in their academic success. They help students learn content through real-time answers to questions, make learning exciting, shape students' attitudes, model empathy, teamwork, and respect, and develop student resilience in a variety of ways. Successful teachers collaborate with school administration and parents to provide students with consistent support as they progress through school.

As school systems become stable and prepare for the improvement and acceleration phase, opportunities to strengthen teachers' psychological resilience will arise, ideally spearheaded by school administration, preparing teachers for future crises as well as long-term improved performance. such opportunities include: (1) specialized counseling units to support teachers' psychosocial needs; while counseling units for

students are often available, teachers may benefit from similar units (the UAE, for example, has a helpdesk for teachers, students, and parents); (2) equipping teachers with tools and training to deal with new crises, such as a second wave of COVID-19. World Bank 2020 identified three areas to support teacher *resilience* to ensure teacher's effectiveness:

1. Protect teacher's jobs and salaries:

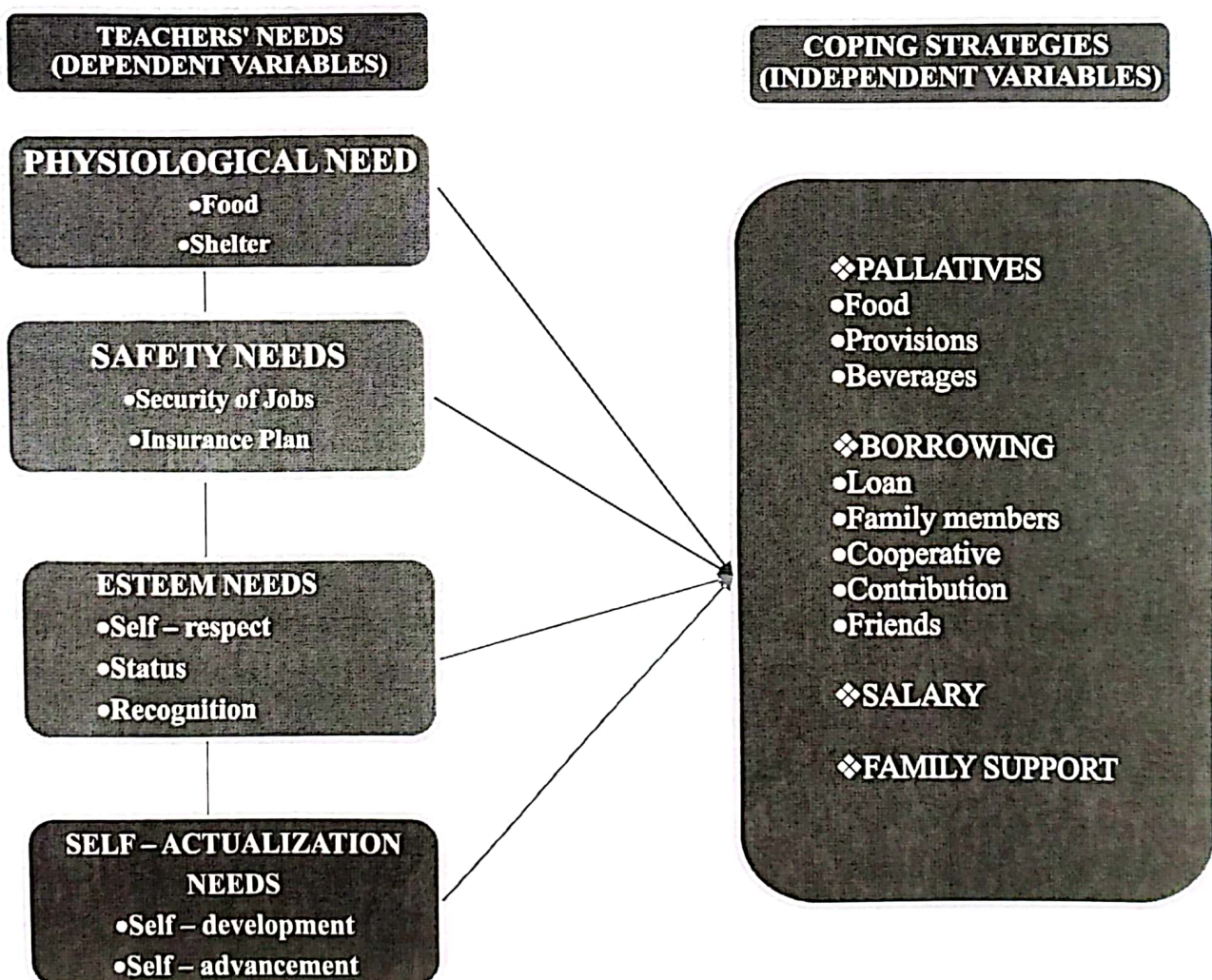
Teacher's positions and salaries are likely to be jeopardized as markets struggle to recover and tax revenues fall. Countries should protect teacher wages and jobs during the coping and managing continuity phase so that a motivated workforce is ready to get students back on track when schools reopen. Due to layoffs in the public and private sectors, teachers' salaries must be paid on time. This is especially

important as families and potentially extended family members become reliant on single incomes in the near future.

2. Enhance intrinsic motivation: With schools closed for many months, teachers will play an important role in conveying the government's disease control and mitigation messages to the community, as many live in the community or communicate with local leaders through effective communication channels.

3. Limit burnout: As schools reopen, teachers may be concerned about the possibility of becoming infected as well as the loss of their own skills (many may not have received regular refresher's training) and the skills of their students.

Figure 1: Conceptual Framework on Teachers' Needs and Coping Strategies during the Pandemic



The conceptual model upon which the study was based is depicted in Figure 1. The independent variable of the study is coping strategies. The dependent variable, on the other hand, is school teachers' needs during this pandemic. The study intends to see how independent variables can predict the dependent variable. It is expected that the manipulation of the independent variables would lead to meeting the needs of teachers during Covid-19. The study's rationale and justification was based on a thorough understanding of teachers' coping strategies and sufficient provision of teachers' needs which will protect teacher's jobs and ensure a motivated workforce ready to get students back on track when schools reopen.

Method

The study used a descriptive survey research design. Teachers from public and private schools in Kwara State made up the study's population. In Kwara State, 414 teachers were chosen using a simple random sampling method. A structural closed-ended questionnaire on coping strategies and teacher's

needs during the COVID-19 pandemic was used to gather data for the study. The questionnaire contained 30 items carefully designed to elicit answers to the research questions in the school covered by the study by the researchers. The questionnaire used a five-point scale with responses ranging from Very Great Extent (VG), Great Extent (GE), Moderate Extent (ME), Slight Extent (SE), and Not at All (NAA). Three experts from the Test and Measurement and Educational Management departments each validated the questionnaire. After a pilot study, the instrument's reliability was estimated to be around 70% using the Ordinal Alpha reliability coefficient.

Researchers did the administrations of the questionnaire personally and a total of questionnaires 435 were administered but 414 were properly filled and useable. The instruments were manually scored by the researchers and data generated were processed using R, STATA and SPSS. Independent t-test, ANOVA, Pearson Product Moment Correlation were applied for data analysis while the tests of significance were performed at 0.05 significant level.

Results

Table 1: Demographic Distribution of Respondents

Variable	Frequency	Percent (%)
Gender		
Male	151	36.47
Female	263	63.53
Total	414	100
School Type		
Public School	239	57.73
Private School	175	42.27
Total	414	100
School Level		
Primary Level	124	29.95
Secondary Level	290	70.05
Total	414	100

Years of Experience (Years)		
1 – 5	168	40.58
6 – 10	117	28.26
11 – 15	92	22.22
16 – 20	19	4.59
21 and above	18	4.35
Total	414	100

Qualification		
NCE	118	28.50
HND	77	18.60
B.Sc/B.Ed	202	48.79
M.Sc	15	3.62
PhD	2	0.48
Total	414	100

Table 1 presents the demographic analysis of the respondents. Among the 414 respondents, 151(36.47%) were male teachers and 263(63.53%) were females. Among the schools that were sampled, 239(57.73%) were public schools while 175(42.27%) were private schools. About 124(29.95%) were primary school teachers, while 290(70.05%) were secondary school teachers. About 168(40.58%) of the respondents had 1-5 years of experience, 117(28.26%) had 6-10 years of experience,

92(22.22%) had 11-15 years of experience, 19(4.59%) had 16-20 years of experience, and 18(4.35%) had 21 and above years of experience. Among the teachers, 118(28.5%) were NCE holders, 77(18.60%) were HND holders, 202(48.79%) were BSc. holders, 15(3.62%) were MSc. holders, while 2(0.48%) were PhD holders. Therefore, more of the teachers were BSc. holders and the least were PhD holders.

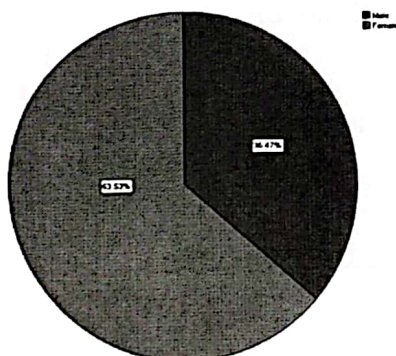


Figure 1: Pie chart on Teachers' Gender

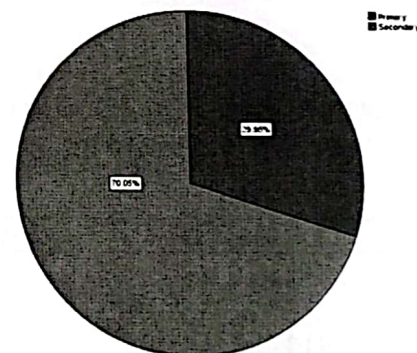


Figure 3: Pie chart on Teachers' School Level

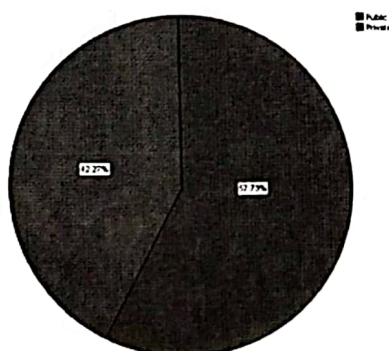


Figure 2: Pie chart on Teachers' School Type

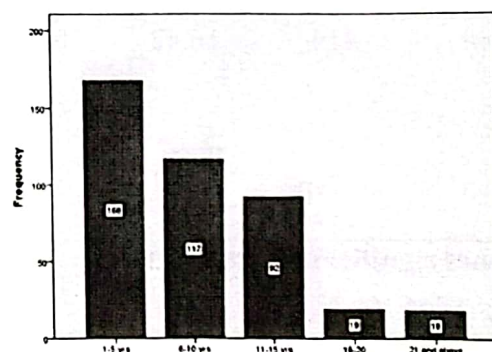


Figure 4: Bar chart on Teachers' Years of Experience

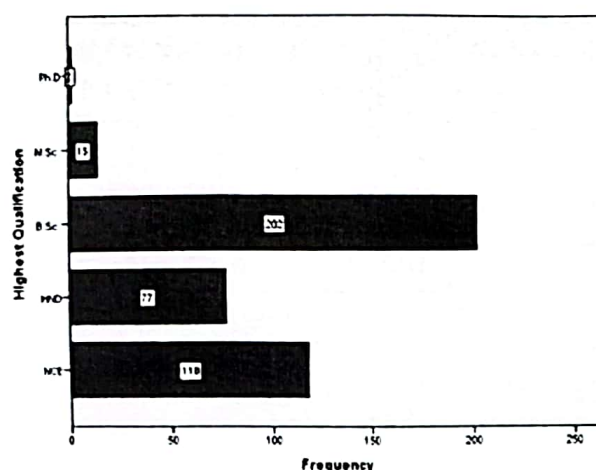


Figure 5: Bar chart on Teachers' Highest Qualification

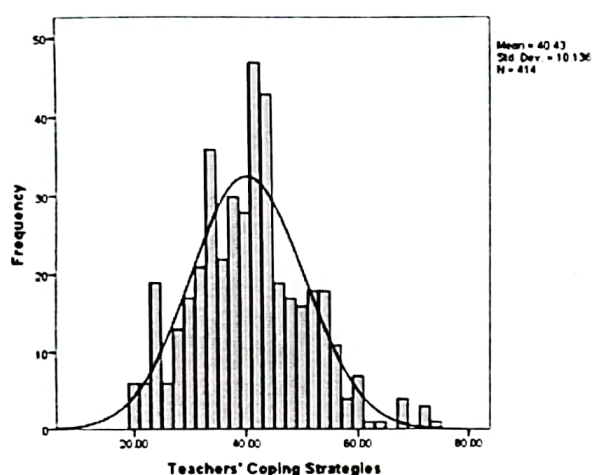


Figure 6: Normality test for Teachers' coping strategies during the pandemic

The above figure 6 is the normality test that was run on the teachers' coping strategies. As part of the assumptions of Analysis of Variance for dependent variables, this shows that the assumption was not violated.

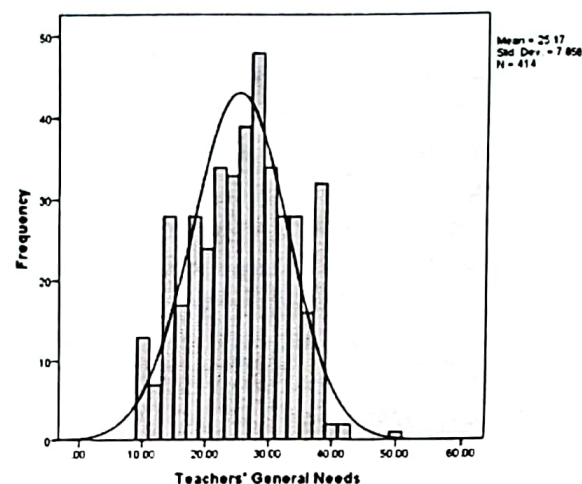


Figure 7: Normality test for Teachers' general needs during the pandemic

The above figure 7 is the normality test that was run on the teachers' needs. The distribution shows that the assumption was not violated.

Research Question 1

Do teachers' needs amidst COVID-19 pandemic vary on the basis of their gender and school type (private and public)

Table 2

ANOVA test on teachers' needs based on gender and school type

Variable	N	F	P-value	Df	Partial Eta squared	Remark
Gender	414	19.23	0.0005	1	0.045	Significant
School Type	414	16.42	0.0005	1	0.039	Significant
Gender*School Type		0.644	0.423	1	0.002	Not Significant

Levenes significant test=0.173

From the results, the Levenes significant test is 0.173 which is greater than 0.05. This shows that the assumption of equality of variance was not violated. At the 0.05 level of significance, gender and school type were also significant. This means that female and male teachers differ in their needs. More so, the public and private school teachers differ significantly in their

needs. The interaction effect of gender and school type had no significant difference. This suggests that the effect of gender on teacher's needs in private and public schools is not significantly different. The Eta squared of gender (0.045) and school type (0.039) show that both have a moderate effect on teachers' needs.

Table 3

ANOVA test on teachers' needs based on gender and school type showing mean and standard deviation in each group

Gender	School Type	Mean	SD	N
Male	Public	25.71	7.85	96
	Private	29.47	7.19	55
Total				151
Female	Public	22.93	7.57	143
	Private	25.45	6.89	120
Total				236

The table revealed that the average male teachers (25.71) in the public school are far less than the male teachers in the private schools (29.47). Also, the average female teachers (22.93) in the public school are far less than the female teachers in the private schools (25.45).

Hypothesis 1

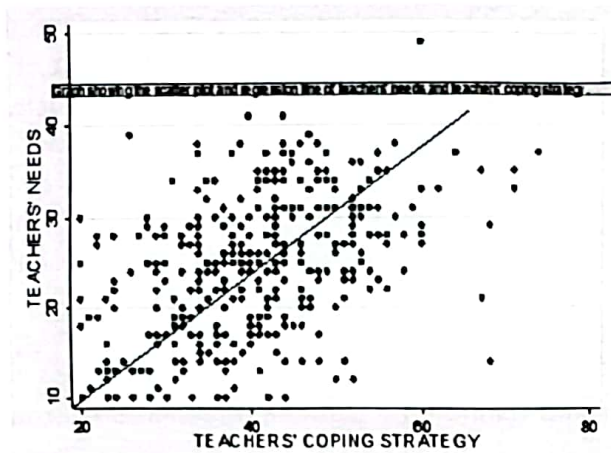
There is no significant relationship between coping strategies during COVID-19 pandemic and teachers needs

T a b l e

4

Relationship between Teachers' coping strategy and Teachers' needs

Remark	N	Mean	SD	Pearson Correlation	Sig. (2-tailed)	
Teachers coping Strategy	414	40.43	10.14	0.416	0.0005	Significant
Teachers' needs	414	25.17	7.66			



linearity, and homoscedasticity were not violated. The graph revealed that the two variables had a strong positive correlation. The table revealed that the mean score of teachers' needs (25.17) was less than the average of teachers' coping strategy (40.43). The table further revealed that the r -calculated is 0.416 and the p -value < 0.05 , this implies that a significant relationship existed between teachers' coping strategy and teachers' needs. Therefore, the teachers' needs influence teachers' coping strategy.

The Pearson Product-Moment correlation coefficient was used to analyze the relationship between teachers' coping strategy and their needs. Preliminary analyses were carried out to ensure that the assumptions of normality,

Hypothesis 2

There is no significant difference between teachers needs on the basis of gender

Table 5

T-test showing gender differences on teachers' needs

Group	N	Mean	SD	t-cal	P-value	Df	Remark
Male	151	27.08	7.80	3.90	0.0005	412	Significant
Female	263	24.08	7.36				

The average needs of male teachers is 27.08 is far higher than the average needs of female teachers (24.08). This was tested at 0.05 level of significance which gives t -cal=3.90 and p -value=0.0005. The results from the table show that there is a statistical significant difference

between the gender needs. Therefore, it implies that what a female would generally need is quite different from what males need.

Hypothesis 3

There is no significant difference between teachers coping strategies on the basis of gender

Table 6

T-test showing gender differences on teachers' coping strategy

Group	N	Mean	SD	t-cal	P-value	Df	Remark
Male	151	41.63	9.59	1.83	0.068	412	Not Significant
Female	263	39.74	10.39				

The average coping strategy of female teachers is 39.74 is less than the average coping strategy of male teachers (41.63). This was tested at 0.05 level of significance which gives t -cal=1.83 and p -value=0.068. The results from the table show that there is no significant difference between the gender coping strategies. Therefore, both

genders applied almost the same coping strategy during the pandemic.

Discussion of Findings

The results of this study found that during the pandemic, the most pressing needs of teachers were essential needs of life such as food, shelter,

financial security and job security. The finding supported the theory of Abraham Maslow in Uysal, et al. (2017) who proposed that these requirements are biological in nature and help to keep the body in good shape. This also implies that generally, people bother less about unnecessary needs provided they have access to these basic provisions to take care of their family. It was also discovered that the teachers' needs influenced their choice or method of coping strategies adopted. Another aspect of the result showed that the needs of men are completely different from their female counterparts. According to the United Nations (2020), male's needs generally differ from their female counterpart. Practically, women are weird to think of those things needed to take care of a home even the least need that may never cross the mind of a man. Also, it was discovered that these needs differ in terms of school type. The needs of teachers in the public schools differ from the teachers in the private schools. In practical terms, teachers in public schools may reside in the staff quarters where they pay less money for rent and which is quite affordable compared to teachers in private schools who have no access to accommodation. Also, most public school teachers earn more than private school teachers. This finding supports the National Centre for Education Statistics (2021) which asserted that public school teachers earn more money and receive more benefits than private school teachers. Furthermore, public school teachers have a higher level of job security than private school teachers who are more likely to be laid off as a result of the pandemic.

Another discovery from the result was that the most adopted coping strategies by the teachers were supports from family members both financially and emotionally. This practically implies that one's family should not be neglected when all is rosy because, you will surely fall back on them in time of need. Also the teachers were able to survive by resorting to borrowing and obtaining of loan.

The findings also revealed that the teachers' coping strategies adopted was based on their individual needs. The study is in line with the

view of World Bank (2020) who submitted that strategies for teachers' effectiveness amidst COVID-19. They are summarized in these principles: by supporting Teacher's Resilience to enhance Teachers' effectiveness while providing instructional support to teachers to enhance their effectiveness.

It was also revealed that needs of the male teachers were far higher than their female counterparts. This could be linked to the fact that most of the male teachers were already married and were the bread winners of their homes. Therefore, the financial responsibilities would be high especially for those whose spouses were not working.

Findings showed that the male and female teachers adopted almost the same coping strategies for survival during the pandemic.

Conclusion and Recommendations

The study submitted that teachers' needs vary and that their needs were the determinants of the coping strategies adopted. The study has revealed various needs of teachers and their coping strategies during the pandemic. As a result, it was suggested that both the government and private school owners pay more attention to meeting teachers' needs, and that teachers be exposed to a variety of coping strategies during this difficult time. Parent-Teacher Association (PTA) should also give a supporting hand to teachers.

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