Vol. 7 No. 3 November, 2024
JOURNAL OF ENVIRONMENTAL AND TOURISM EDUCATION
ISSN: 2659-0794 (PRINT) ISSN:2659-0808(ONLINE)
Content Available at: **https://jeate.k-publisher.com/index.php/Jete**

Emotional Intelligence and Post Covid-19 Coping Strategies Among Teachers in Calabar Metropolis, Cross River State, Nigeria

Ofoegbu Jude Uzodinma
Email: ofoegbujudeu@gmail.com
https:/orcid.org/0000-0002-9969-0915
Abang Kingsley
Email: bekmabang@gmail.com

Njoku, Joy Nwaobiara
Email: jnnjoku3@gmail.com
https:/orcid.org/0000-0002-2718-2399

Otu, Bernard Diwa
Email: otubernard76@gmail.com
https:/orcid.org/000-0001-6072-9619
Margaret Emmanuel Oyo-Ita
Email: megoyo_ita@yahoo.com
&
Ukeh David Undiukeye
Email: ukehdavid52@gmail.com

A

Department of Educational Psychology
University of Calabar, Calabar

Keywords

Correspondence Email:

ofoegbujudeu@gmail.com

Abstract

This study centred on Emotional Intelligence and Post covid-19 Coping Strategies Among Teachers in Calabar Metropolis Cross River State, Nigeria. The study covered 76 schools with population of one thousand, three hundred and thirty (1,330) teachers. Random sampling technique was used to select eight schools out of the 76 schools. Cluster sampling was adopted to select one hundred and thirty-three (133) teachers which is 10% of the total population. The research design was correlational survey. Four research hypothesis were formulated and tested at .05 level of significance using the ANOVA. The results showed that all the four components of emotional intelligence significantly influenced the teachers post covid-19 coping strategies. The results were discussed and recommendations were

	made which include the need for teachers to acquire and exhibit good emotional intelligence through their interactions with others to enable them cope with challenges such as post covid-19 era.

Introduction

COVID-19, otherwise called Corona virus is a pandemic which has been ravaging the globe since December, 2019. Like wild fire, the virus rapidly spread to all the continents within months affecting thousands of people.

The virus derived its name from "Crown" due to the crow-like spikes on the outer surface of the virus, thus, it was named coronavirus (Shereen, Khen, Kazmi, Bashir &Siddique, 2020). According to Shereen*et al,* (2020), Anderson, Garry, Holmes, Rambaut and Lipkin (2020), Coronaviruses are as cold to severe respiratory diseases. They are zoonotic because the viruses are able to be transmitted from animals to humans. These viruses were thought to infect only animals until the world witnessed a severe Acute Respiratory Syndrome (SARS) outbreak caused by SARS-COV in 2002 (ZHong, Li, Poon, X & Chan, 2023).

The revelation of further investigation was that some individuals contacted the infection even with no record of visiting the seafood market. The observation indicated a human to human spreading capability of this virus which was brought to the knowledge of the entire world. Shereen *et al,* (2020) and Phan, Nguyen, Luong, Nguyen and Le, (2020) discovered that human spreading of virus occurs due to close contact with an infected person exposed to coughing, sneezing, respiratory droplets or aerosols which can penetrate the body (lungs) via inhalation through the nose or mouth. The world was stormed with shock by COVID-19 pandemic unprecedented fatality, contagious speed and resistance nature of known medication (Ofoegbu, Ubochi & Eke, 2021).

Nigeria had her turn of the pandemic in February 27, 2020 when the first index case of COVID-19 infection was confirmed in Lagos by an Italian official as reported by Nigerian Centre for Disease Control (NCDC). SARS-COV-2. Spread to the 36 states including the Federal Capital Territory, Abuja According to WHO (2023) Nigeria recorded 266,775 confirmed cases with 3,155 death most of which occurred between 2020/2021. The COVID-19 pandemic is not restricted to the national borders. It has affected people irrespective of race, level of education, income or gender (Ofoegbu, Abang et al, 2023).

This ugly situation has caused a great deal of fear, tension, confusion, anxiety and panic everywhere, especially as every attempt to find solution to the novel coronavirus has proved

fruitless. In Nigeria, just like it is in other countries, schools, markets, churches/mosques, offices, eateries, sport centres, clubs, cinema halls, companies and others were closed down for a couple of months. As if that was not enough, inter and intra state boarders were also closed down in the name of "lockdown" causing hike in prices of goods and services. In fact, hunger, poverty and suffering could be seen in the faces of Nigerians and residents of Calabar in particular. Presumably, one can perceive that the novel coronavirus has come to stay though the tide is going down but not totally eradicated. Therefore, we need to adjust to face the reality and continue with the normal. To do so, it may require coping strategies.

Coping is making necessary adjustment to enable one fit in any ongoing situation, challenge or threat with ease. It is the ability to demonstrate normal behaviour in an abnormal situation. Otherwise, reacting to difficult problems or challenges effectively. Townsend and Andrew (2019), describe coping as the ability to manage threatening, challenging or potentially harmful situations and is crucial for well-being. To Weiten and LIoyed (2008), it is to invest one's own conscious efforts to solve personal and interpersonal problems in order to try to master, minimize or tolerate stress and conflict. Whereas, Edozie (2016) asserts that coping is anything done in response to a challenge, threat or stressor. In another way, coping can be seen as a basic process integral to adoption and survival depicts how people detect, appraise, deal with and learn from stressful encounters (Skinner & Zimmer-Ginbeck, 2016). To cope well therefore means effective management of a threat with ease.

Emotion-focused coping is a mechanism to alleviate stress by minimizing, reducing or preventing the emotional components of the stressor (Carver, 2011). This strategy can be applied in the following ways: seeking social support, reappraising the stressor in a positive light, accepting responsibility, using avoidance, exercising self-control and distancing (Carver, 2011). The concern of emotion-focused strategies is to either change the meaning of the stressor or transfer attention away from it. Emotion-focused strategies is considered apt or appropriate for stressors that are seemingly beyond one's control. To Haslam (2020), emotion-focused coping strategy is directed at attempting to change how we respond emotionally to stressful events and conditions, rather than to change them at their source. He explains further that effective emotion-focused strategies include-meditation, humour and appraising difficulties to find benefits. While less effective emotion-focused strategy is seeking distraction, denial and substance use. According

to him, these tactics may stave off stress in the short-term; they neither address its courses nor prevent its long-term effect.

Other maladaptive behaviour associated with the less effective emotion-focused strategies includes the following-dissociation, sensitization, safety behaviour, anxious avoidance, rationalization and escape (Jocofsky, 2011). As a psychological construct, emotional intelligence has to do with effective management of one's emotions or having absolute control of your emotions. Wignall (2020), asserts that emotional intelligence is the ability to work with your emotions instead of fighting them or running away. Whereas, Colman (2003) defines emotional intelligence as the "ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour". Walton (2012) found strong relationship between emotional intelligence as an assortment of mental abilities and skills that can help you to successfully manage both yourself and the demands of working with others. He identified four components of emotional intelligence that can be used to judge an individual's level of emotional intelligence as;

* Self-knowledge or self-awareness
* Managing your emotions
* Understanding others (social awareness)
* Managing your relationship

Self-awareness is about understanding ourselves and knowing what pushes our buttons and why (Walton, 2012). Kendra (2020) described it as ability to consider the many different factors that contribute to our emotions and behaviours. Many empirical works are available to ascertain the relationship between emotional intelligence and coping strategies. Rua and Perez (2019), carried out a research on emotional intelligence and coping skills for perceived stress in the Faculty of Health and Life Sciences, Department of Psychology, Linnaeus University, Mexico. The researchers' sample was drawn from Mexican employees in a medium size International Organization (n=102). The questionnaire used were a compendium of 3 different instruments, 33-item self-report which measured emotional intelligence, four coping inventory subscales and perceived stress scale (PSS-14). After analyzing the gathered data with the application of multiple regression, significant correlation in the expected direction were found, indicating that emotional intelligence can be useful as a coping skill towards perceived stress.

The relationship between emotional intelligence and stress coping strategies of medical residents was another study by Montvilaite and Antiniene (2019) in Lithuarica University of Health Sciences, Kanunas. The study sample consisted of medical residents (n=108) TEIQue (Trait Emotional Intelligence Questionnaire) and coping styles questionnaire were used. Paper-based questionnaire were also presented in the work and gathering places of subjects. Statistically, significant correlation existed between emotional intelligence and stress coping strategies of medical residents. Positive correlation was determined between emotional intelligence and adaptive stress coping strategies, while negative correlation was observed between emotion and maladaptive stress coping strategies. Again, Yikealo and Tareke (2018) in their study on stress coping strategies among College Students: A case study in the College of Education, Eritrea. Descriptive research was carried out among 123 students (200-400 level degree and diploma) from 6 departments randomly selected. A self-developed College students coping strategies scale which entails 15 items was utilized. The result of the study presented, revealed that students were found to use more positive stress coping strategies than the negative stress coping strategies. Having considered these empirical studies on the influence of human challenges on their coping strategies the researchers went ahead to assess the influence of emotional intelligence on covid-19 coping strategies of teacher in Calabar Metropolis.

This study therefore seeks to determine if emotional intelligence can influence continue Post Covid-19 coping strategies among teachers resident in Calabar Metropolis. Specifically, the objectives of the study is to determine the influence of:

(i) Self-awareness on post covid-19 coping strategies among teachers
(ii) Emotional self-management on post covid-19 coping strategies among teachers
(iii) Social awareness on post covid-19 coping strategies among teachers
(iv) Relationship management on post covid-19 coping strategies among teachers.

Hypotheses

Three null hypotheses were formulated to guide the study as follows:

1. There is no significant influence of self-awareness on teachers' Post Covid-19 coping strategies.
2. Self-management does not significantly influence teachers Covid-19 coping strategies.
3. Social awareness does not significantly influence teachers' covid-19 coping strategies.

Methodology

The research design adopted for the study is survey. This was considered appropriate because questionnaires were used to get the needed data from a group of respondents (teachers). Survey design was also considered appropriate because of the high number of items used in this research. The population of the study was all Basic Education Teachers in Calabar Metropolis (1330). Random sampling was adopted in selecting eight schools out of seventy six (76) secondary schools in the metropolis for the study. One hundred and thirty three teachers (10% of the population) were also selected from the schools through cluster sampling technique to participate in the study. Cluster sampling was adopted since only teachers that could be reached in their staff rooms at the time of the research were used for the study. The instrument that were used for data collection were questionnaires. Two questionnaires were used for data collection. The first instrument has two sections; Section A was to elicit personal data like sex, age and academic qualifications. Section B was emotional intelligence test adapted from Walton (2012) in his book "Emotional intelligence". A practical guide: The items were 32 in number testing self-awareness, self-management, social awareness and relationship management. The second instrument contained items testing coping strategies for covid-19. The questionnaire has 30 items to test strategies like information gathering, feeding, substance use, use of humour and social support.

The questionnaires were distributed by the researchers to the teachers who responded to the questions and returned the papers to the researchers. The researchers made them understand that their response, must be honest because they are only for research purposes. The respondents ticked on the boxes that best described them in each of the items using the four likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). this applied to sections B and the second instrument. The researchers carefully coded the responses and subjected them to analyses using descriptive statistics and one way analysis of variance (ANOVA).

Presentation of results

In this section, each hypothesis is stated, and the result of data analysis carried out to test is presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one

There is no significant influence of Self-awareness on teachers' coping strategies for COVID 19.

The independent variable in this hypothesis is Self-awareness (Low, Moderate and High), while the dependent variable is Teachers' coping strategies for COVID 19. The dependent variable had five components in this study, namely, information, feeding, substance abuse, use of homour and social support. The statistical analysis technique deployed to test this hypothesis was the one-way analysis of variance (ANOVA). The results of the analysis are presented in Tables 1 and 2**.**

TABLE 1: Descriptive statistics of the influence of Self-awareness on Teachers' coping strategies for COVID 19(N= 133)

		N	Mean	Std. Deviation
Information	LOW	13	15.5385	.51887
	Moderate	85	19.0471	1.04547
	High	35	19.2000	.75926
	Total	133	18.7444	1.41236
Feeding .	LOW	13	18.0000	.00000
	Moderate	85	18.1765	1.34675
	High	35	19.2000	1.18322
	Total	133	18.4286	1.31590
Substance abuse	LOW	13	16.9231	1.03775
	Moderate	85	16.0941	2.39853
	High	35	17.8000	1.18322
	Total	133	16.6241	2.16236
Use of homour	LOW	13	16.6154	1.55662
	Moderate	85	17.6118	1.77344
	High	35	18.4000	.49705
	Total	133	17.7218	1.59237
Social support	LOW	13	20.0000	.0000
	Moderate	85	17.3529	1.68824
	High	35	17.8000	1.49115
	Total	133	17.7293	1.72823

TABLE 2: Analysis of variance of influence of Self-awareness on Teachers' coping strategies for COVID 19(N=133)

		Sum of Squares	Df	Mean Square	F	Sig.
Information	Between Groups	148.666	2	74.333	84.290	.000
	Within Groups	114.643	130	.882		
	Total	263.308	132			
Feeding	Between Groups	28.618	2	14.309	9.303	.000
	Within Groups	199.953	130	1.538		
	Total	228.571	132			
Substance Abuse	Between Groups	73.433	2	36.716	8.778	.000
	Within Groups	543.770	130	4.183		
	Total	617.203	132			

Use ofhomour	Between Groups	33.042	2	16.521	7.119	.000
	Within Groups	301.665	130	2.321		
	Total	334.707	132			
Social support	Between Groups	79.244	2	39.622	16.351	.000
	Within Groups	315.012	130	2.423		
	Total	394.256	132			

* Significant at P<.05

Table 1 shows the sizes, means and SD for the three groups of respondents based on the levels of their Self-awareness. The actual results of ANOVA that compared the three groups mean values are shown in Table 2. The comparison yielded F ratios of 84.290, 9.303, 8.778, 7.119 and 16.351 for Information, Feeding, Substance abuse,use of homour and Social support respectively. The five F-ratios (for Information, Feeding, Substance abuse, Use of homour and Social support) are each higher than the P-value at .05 level of significance, with 2 and 130 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of Information, Feeding, Substance abuse, Use of homour and Social support. This implies that there is a significant influence of Self-awareness on teachers' coping strategies for COVID 19 in the five aspects of Information, Feeding, Substance abuse, Use of homour and Social support.

In order to understand the pattern of the significant influence of Self-awareness on teachers' coping strategies for COVID 19 of Information, Feeding, Substance abuse, Use of homour and Social support, a post hoc multiple comparison analysis was carried out using Fisher's least significant difference (LSD) test. The results of these analyses are presented in Table 3

TABLE 3: Results of Fisher's least significant difference (LSD) multiple comparison analysis of the significant influence of Self-awareness on teachers' coping strategies for COVID 19 (Information, Feeding, Substance abuse, Use of homour and Social support)

Multiple Comparisons

Dependent Variable	(I)Self-awareness	(J) Self-awareness	Mean difference (I-J)	Std. Error	Sig.
Information	Low	Moderate	-3.50860(*)	.27966	.000
		High	-3.66154(*)	.30501	.000
	Moderate	Low	3.50860(*)	.27966	.000

		High	-.15294	.18860	.419
	High	Low	3.66154(*)	.30501	.000
		Moderate	.15294	.18860	.419
Feeding	Low	Moderate	-.17647	.36934	.634
		High	-L20000(*)	.40282	.003
	Moderate	Low	.17647	.36934	.634
		High	-1.02353(*')	.24908	.000
	High	Low	1.20000(*)	.40282	.003
		Moderate	1.02353(*)	.24908	.000
Substance abuse	Low	Moderate	.82896	.60907	.176
		High	-.87692	.66428	.189
	Moderate	Low	-.82896	.60907	.176
		High	-1.70588(*)	.41076	.000
	High	Low	.87692	.66428	.189
		Moderate	1.70588(*)	.41076	.000
Use of homour	Low	Moderate	-.99638(*)	.45365	.030
		High	-1.78462(*)	.49477	.000
	Moderate	Low	.99638(*)	.45365	.030
		High	-.78824(*)	.30594	.011
	High	Low	1.78462(*)	.49477	.000
		Moderate	.78824(*)	.30594"	.011
Social support	Low	Moderate	2.64706(*)	.46358	.000
		High	2.20000(*)	.50560	.000
	Moderate	Low	-2.64706(*)	.46358	.000
		High	-.44706	.31264	.155
	High	Low	-2.20000(*)	.50560	.000
		Moderate	.44706	.31264	.155

* The mean difference is significant at the .05 level.

The Post Hoc test result presented in Table 3 show that Teachers whose Self-awareness is low are significantly different in their coping strategies for COVID 19 in terms of Information, Feeding, Substance abuse, Use of homour and Social support from those whose Self-awareness is either Moderate or High. Also, Teachers whose Self-awareness is Moderate are significantly different in their coping strategies for COVID 19 from those whose Self-awareness is High.

Hypothesis two

There is no significant influence of the Self-management on Teachers' coping strategies for COVID 19.

The independent variable in this hypothesis is the Self-management (Low, Moderate and High), while the dependent variable is Teachers' coping strategies for COVID 19. The dependent variable had five components in this study, namely, information, feeding, substance abuse, use of homour and social support. The statistical analysis technique deployed to test this hypothesis was the one-way analysis of variance (ANOVA). The results of the analysis are presented in Tables 4 and 5.

TABLE 4: Descriptive statistics of the influence of Self-management on Teachers' coping strategies for COVID 19(N=133)

		N	Mean	Std. Deviation
Information	Low	14	15.5714	.51355
	Moderate	75	19.0667	1.01786
	High	44	19.2045	.76492
	Total	133	18.7444	1.41236
Feeding	Low	14	18.0000	.00000
	Moderate	75	18.0533	1.31410
	High	44	19.2045	1.19260
	Total	133	18.4286	1.31590
Substance abuse	Low	14	16.8571	1.02711
	Moderate	75	15.8933	2.44161
	High	44	17.7955	1.19260
	Total	133	16.6241	2.16236
Use of homour	Low	14	16.7143	1.54066
	Moderate	75	17.5200	1.86258
	High	44	18.3864	.49254
	Total	133	17.7218	1.59237
Social support	Low	14	20.0000	.00000
	Moderate	75	17.2800	1.68907
	High	44	17.7727	1.49205
	Total	133	17.7293	1.72823
	High	14	15.5714	.51355
	Total	75	19.0667	1.01786

TABLE 5: Analysis of variance of influence of Self-management on Teachers' coping strategies for COVID 19(N=133)

		Sum of square	Df	Mean square	F	Sig.
Information	Between Groups	158.054	2	79.027	97.606	.000
	Within Groups	105.254	130	.810		

	Total	263.308	132			
Feeding	Between Groups	39.626	2	19.813	13.632	.000
	Within Groups	188.946	130	1.453		
	Total	228.571	132			
Substance abuse	Between Groups	101.183	2	50.591	12.745	.000
	Within Groups	516.020	130	3.969		
,;	Total	617.203	132			
Use of homour	Between Groups	36.698	2	18.349	8.004	.001
	Within Groups	298.009	130	2.292		
	Total	334.707	132			
Social support	Between Groups	87.408	2	43.704	18.516	.000
	Within Groups	306.847	130	2.360		
	Total	394.256	132			

* Significant at P<.05

Table 4 shows the sizes, means and SD for the three groups of respondents based on the levels of their Self-management. The actual results of ANOVA that compared the three groups mean values are shown in Table 5. The comparison yielded F-ratios of 97.606, 13.632, 12.745, 8.004 and 18.516for information, feeding, substance abuse, use of homour and social support respectively. The five f-ratios (for information, feeding, substance abuse, use of homour and social support) are each higher than the P-value at .05 level of significance, with 2 and 130 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of information, feeding, substance abuse, use of homour and social support. This implies that there is a significant influence of the Self-management on Teachers' coping strategies for COVID 19 in the five aspects of information, feeding, substance abuse, use of homour and social support.

In order to understand the pattern of the significant influence of Self-management on Teachers' coping strategies for COVID 19 of information, feeding, substance abuse, use of homour and social support, a post hoc multiple comparison analysis was carried out using Fisher's least significant difference (LSD) test. The results of these analyses are presented in Table 6.

TABLE 6: Results of Fisher's least significant difference (LSD) multiple comparison analysis of the significant influence of Self-management on Teachers' coping strategies for COVID 19 (Information, feeding, substance abuse, use of homour and social support)

Dependent Variable	(I) Self-management	(J) Self-management	Mean Difference (I-J)	Std. Error	Sig.
Information	Low	moderate	-3.49524(*)	.26197	.000
		high	-3.63312(*)	.27610	.000
	Moderate	Low	3.49524(*)	.26197	.000
		high	-.13788	.17087	.421
	High	Low	3.63312(*)	.27610	.000
		moderate	.13788	.17087	.421
Feeding	Low	moderate	-.05333	.35099	.879
		high	-1.20455(*)	.36993	.001
	Moderate	Low	.05333	.35099	.879
		high	-1.15121(*)	.22894	.000
	High	Low	1.20455C)	.36993	.001
		moderate	1.1512K*)	.22894	.000
Substance abuse	Low	moderate	.96381	.58005	.099
		high	-.93831	.61134	.127
	Moderate	Low	-.96381	.58005	.099
		high	-1.90212(*)	.31314	.000
	High	Low	.93831	.61134	.127
		moderate	1.90212(*)	.31314	.000
Use of homour	Low	moderate	-.80571	.44080	.070
		high	-1.67208(*)	.46459	.000
	Moderate	Low	.80571	.44080	.070
		high	-.86636(*)	.28751	.003
		Low	1.67208(*)	.46459	.000
		moderate	.86636(*)	.28751	.003
Social support	Low	moderate	2.72000(*)	.44729	.000
		high	2.22727(*)	.47143	.000
	Moderate	Low	-2.72000(*)	.44729	.000
		high	-.49273	.29175	.094
	High	Low	-2.22727(*)	.47143	.000
		moderate	.49273	.29175	.094

* The mean difference is significant at the .05 level.

The Post Hoc test result presented in Table 6 show that ..teachers' whose Self-management is Low are significantly different in their coping strategies for COVID 19 in terms of Information, Feeding, Substance abuse, Use of homour and Social support from those whose Self-management is either Moderate or High. Also, teachers' whose Self-management is Moderate are significantly different in their coping strategies for COVID 19 from those whose Self-management is High.

Hypothesis three

There is no significant influence of the Social management on Teachers' coping strategies for COVID 19.

The independent variable in this hypothesis is the Social management (Low, Moderate and High), while the dependent variable is Teachers' coping strategies for COVID 19. The dependent variable had five components in this study, namely, Information, feeding, substance abuse, use of homour and social support. The statistical analysis technique deployed to test this hypothesis was

TABLE 7: Descriptive statistics of the influence of Social management on Teachers' coping strategies for COVID 19(N= 133)

		N	Mean	Std. Deviation
Information	Low	15	15.5333	.51640
	Moderate	75	19.1200	.91474
	High	43	19.2093	.74188
	Total	133	18.7444	1.41236
Feeding	Low	15	18.0000	.00000
	Moderate	75	18.0933	1.34740
	High	43	19.1628	1.19384
	Total	133	18.4286	1.31590
Substance abuse	Low	15	16.9333	1.03280
	Moderate	75	15.8667	2.42361
	High	43	17.8372	1.19384
	Total	133	16.6241	2.16236
Use of homour	Low	15	16.6000	1.54919
	Moderate	75	17.5467	1.83283
	High	43	18.4186	.49917
	Total	133	17.7218	1.59237
Social support'	Low	15	20.0000	.00000
	Moderate	75	17.2133	1.64640
	High	43	17.8372	1.51076
	Total	133	17.7293	1.72823

TABLE 8: Analysis, of variance of influence of Social management on Teachers' coping strategies for COVID 19(N=133)

		Sum of square	Df	Means square	F	Sig.
Information	Between Groups	174.539	2	87.269	127.803	.000
	Within Groups	88.770	130	.683		
	Total	263.308	132			
Feeding	Between Groups	34.364	2	17.182	11.502	.000
	Within Groups	194.207	130	1.494		
	Total	228.571	132			
Substance abuse	Between Groups	107.743	2	53.871	13.746	.000
	Within Groups	509.460	130	3.919		
	Total	617.203	132			
Use of homour	Between Groups	42.055	2	21.027	9.341	.000
	Within Groups	292.652	130	2.251		
	Total	334.707	132			
Social support	Between Groups	97.809	2	48.904	21.446	.000
	Within Groups	296.447	130	2.280		
	Total	394.256	132			

* Significant at P<.05

Table 7 shows the sizes, means and SD for the three groups of respondents based on the levels of their Social management. The actual results of ANOVA that compared the three groups mean values are shown in Table 8. The comparison yielded F-ratios of 127.803, 11.502, 13.746, 9.341 and 21.446for Information, feeding, substance abuse, use of homour and social support respectively. The five F-ratios (for Information, feeding, substance abuse, use of homour and social support)'are each higher than the P-value at .05 level of significance, with 2 and 130 degrees of

freedom. With these results, the null hypothesis is rejected in each of the five instances of Information, feeding, substance abuse, use of homour and social support. This implies that there is a significant influence of the Social management on Teachers' coping strategies for COVID 19 in the five aspects of Information, feeding, substance abuse, use of homour and social support.

In order to understand the pattern of the significant influence of Social management on Teachers' coping strategies for COVID 19 of Information, feeding, substance abuse, use of homour and social support, a post hoc multiple comparison analysis was carried out using Fisher's least significant difference (LSD) test. The results of these analyses are presented in Table 9.

TABLE 9: Results of Fisher's least significant difference (LSD) multiple comparison analysis of the significant influence of Social management on Teachers' coping strategies for COVID 19 (Information, feeding, substance abuse, use of homour and social support)

Dependent Variable	(I) Social management	(J) Social management	Mean Difference(I-J)	Std. Error	Sig.
Information	Low	moderate	-3.58667(*)	.23373	.000
		high	-3.67597(*)	.24780	.000
	Moderate	low	3.58667(*)	.23373	.000
		high	-.08930	.15807	.573
	High	low	3.67597(*)	.24780	.000
		moderate	.08930	.15807	.573
Feeding	Low	moderate	-.09333	.34571	.788
		high	-1.16279(*)	.36652	.002
	Moderate	low	.09333	.34571	.788
		high	-1.06946(*)	.23380	.000
	High	low	1.16279(*)	.36652	.002
		moderate	1.06946(*)	.23380	.000
Substance abuse.	Low	moderate	1.06667	.55992	.059
		high	-.90388	.59363	.130
	Moderate	low	-1.06667	.55992	.059
		high	-1.97054(*)	.37867	.000
	High	low	.90388	.59363	.130
		moderate	1.97054(*)	.37867	.000
Use of homour	Low	moderate	-.94667(*)	.42437	.027
		high	-1.81860(*)	.44992	.000
	Moderate	low	.94667(*)	.42437	.027
		high	-.87194(*)	.28700	.003
	High	low	1.81860(*)	.44992	.000
		moderate	.87194(*)	.28700	.003
Social support	Low	moderate	2.78667(*)	..42712	.000
		High	2.16279(*)	.45283	.000
	Moderate	Low	-2.78667(*)	.42712	.000

	High	-.62388(*)	.28885	.033
High	Low	-2.1627?(*)	.45283	.000
	Moderate	.62388(*)	.28885	.033
	High	-3.58667(*)	.23373	.000

* The mean difference is significant at the .05 level.

The Post Hoc test result presented in Table 9 show that teachers' whose Social management is Low are significantly different in their coping strategies for COVID 19 in terms of Information, Feeding, Substance abuse, Use of homour and Social support from those whose Social management is either Moderate or High. Also, teachers' whose Social management is Moderate are significantly different in their coping strategies for COVID 19 from those whose Social management is High.

Discussion

Psychologists and educationists have for many decades centered attention on cognitive intelligence and social intelligence. Cognitive intelligence is the ability to think rationally, act in a purposeful way and manage your environment while social intelligence is the ability to understand and manage situation which involve other people. In other words it is the ability to understand and manage relationships (Walton, 2012). This knowledge governed almost every aspect of human endeavours. However, in few decays ago another aspect of intelligence which has been ignored for a long time evolved which is known as emotional intelligence. Emotions mean feelings.

Emotional intelligence is ability to understand and manage your own emotions as well as recognize and influence the emotions of others (Coleman 2012). Emotional intelligence has helped people in managing several life challenges. It helps in relationship management in business, marriage and sports. It is useful tool in coping with the events in home, school and work settings.

The results of this research has added to the wealth of importance accorded to this characteristic. The four hypotheses tested to assess the influence of emotional intelligence components (Self-awareness, social awareness, self-management and relationship management) all showed positive correlation teachers coping strategies for covid-19. They showed that emotional intelligence positively influenced information gathering, feeding habit, substance usage, use of humour and social support in coping with covid-19. Coping according to Mac Arthur (2008) refers to strategies as specific efforts, both behavioural and psychological that people employ to master, tolerate reduce or minimize stress. Coping helps in confronting fearful and stressful events

such as covid-19. This results implies that if one is aware of him/herself, have good social relationship, manage relationship adequately the person will be able to cope well with the adaptive conditions imposed on human by covid-19. Emotional intelligence will help you to take care of yourself and people around you. According to Meg and Dousy (2021) the most effective coping strategy is social support from friends and relations.

The coping strategies enumerated for post covid-19 in this study have also worked excellently in other health and social changes in some other settings. For example Morin (2023) identified some healthy coping skills for uncomfortable emotions to include establishing and maintaining boundaries which can be likened to establishing maintaining good social support.

In conclusion emotional intelligence in aspects of self-awareness, social awareness, self-management and relationship management helped teachers in Calabar metropolis, Nigeria to cope with post covid-19 pandemic. Emotional intelligence helps them in managing information about the virus and adapts some life saving strategies.

Recommendations

Teachers meet with many people daily so they should acquire good emotional intelligence to enable them cope with life threatening challenges like covid-19. Social support should be encouraged at all levels from the home to the society. Teachers should understand themselves in terms of their physical, social emotional traits in order to cope with post covid-19 era. They must adapt some self-management strategies to cope with post covid-19 era.

REFERENCES

Anderson, K. G., Garry, R. F., Holmes, E. C., Rambant, A. & Lipkin, W. (2020). The proximal origin of SARS-Cov-2. Nature medicine-Chicago.<www.sciencedaily.com/releases/2020/03/20031717542.htm>.

Anderson, K. G., Rambant, A., Lipkin, W. I Helms E. C and Garry R. F. (2020). The proximal origin of SARS-Cov-2. Nature medicine, 26, 450-451. https;//doi.org/10.1038/541591-020-0820-9

Angel R, Maria D., Jose L. Pablo J. O. Sergio M. M. & Ana T. R. (2021). coping strategies in obsessive compulsive patients during covid-19 lockdown. International journal of clinical and health psychology, 21(2).

Carver, C. S. (2012). “Coping.” in R. J. Contrada & A. Baum (Eds.). The handbook of stress science: Biology, psychology and health. New York: Springer publishing company.

Colman, A. M. (2003). Dictionary and psychology. New York: Oxford university press.

Dobow, E. F. & Rubinlicht, C. (2011). Encyclopedia of Adolescence.

Harrington, R. (2013). Stress, health and Well-being thriving in the 21st century. Belmont, CA: Wadsworth centrage learning.

Jeanne, S., Melinda, s., Lawrence, R. and Jennifer, S. (2023). What is emotional intelligence helpguide.org.

Jocofsky, M. (2011). The maintenance of anxiety disorder maladaptive coping strategies. New York: classic.

Kendra, C. (2023). Emotional intelligence; How were perceive, evaluate, express and control emotions. Personality psychology https://www.verywedmind.com

MasabAmoudi. Knowledge and attitude of health science students regarding the coronavirus infection. *American Journal of Public Health Research* 2021; 9(1) 1-4. doi:10.1269//ajphr-9-H

Meg, Fluharly, Daisy, F. (2021). How have people been coping during the covid-19 pandemic patterns and predictors of coping strategies amongst 26,016 Uk adults. BMC psychology 9,107.

Montviliate, G. & Antiniene, D. (2019). Emotional intelligence and stress coping strategies of medical students. Baltic Journal of sport and Health Sciences. 4(1150, 13-25.

Moradi, A., Pishva, N., Eham, B., Hadadi, P. & Pauladi, F. (2011). The relationship between coping strategies and emotional intelligence. Procedia-social and behavioural sciences 30, 748-751.

Morin A. (2023). Healthy coping skills for uncomfortable emotions. Verywellmind.com https://www.verywellmind.com

Ofoegbu, J. U., Amalu, M. N. & Uchegbu, H. (2020). Perceived influence of Economic Recession and Psychological Adjustment on students’ learning among undergraduate students of University of Calabar. *Global Journal of Educational Research,* vol. 19 (123 – 133). https://dx.doi.org/10.4314/gjedr.v19i2.

Ofoegbu, J. U., Ubochi, I. & Eke, C. (2021). Teacher Educators self-Efficacy on the use of Google Classroom in Lesson Delivery to Enhanced COVID-19 protective protocol. *Nigeria Journal of Curriculum Studies,* vol. 28 (1), www.con.org.ng

Ofoegbu, J. U., Abang, K., Ekarika, C. B. & Bisong, N. N. (2023). Perception of school teachers towards integrating ICT in senior secondary school curriculum: After math of COVID-19

pandemic. *Global Journal of educational Research,* vol. 22 (143 – 150). https://dx.doi.org/10-4314/gjedr.v22i2.4.

Phan, L. T., Nguyen, T. V., Q. C., Nguyen, H. T. & Le, H. Q. (2020). Importation and human-to-human transmission of a novel coronavirus in Vietnam.

Rahman, a. & Sarkar, A. (2019). Risk factors for fatal Middle East respiratory syndrome coronavirus infection in Saudi Arabia: analysis of the WHO live list, 2013-2018. AMT Public Health. 109(9), 1288-93.

Rua, G. L. & Perez, M. F. (2019). Emotional intelligence as coping skill for perceived stress.M.Sc Thesis, Department of Psychology Linnaeus University.

Shereen, M. A., Khen, S., Kazmi, A., Baohir, N. & Siddinque, B. (2020). COVID-19 infection: Origin, transmission and characteristics of human coronaviruses. *Journal of Advanced Research,* 24, 91-98. Journal homepage: www.elsevier.com/locate/jare

Skinner, E. A. & Zimmer-Gimbeck (2016). Coping in encyclopedia of mental health (2nd ed.).

Townsend, J. A. & Andrews, P. (2019). Behaviour guidance of the pediatric dental patient. Dentistry (6th ed.).

Wang, C., Horby, P. W., Hayden, F. G. & Gao, G. F. (2020). A novel coronavirus outbreak of global health concern. The lancet 2020.

Weiten, W. & LIoyd, M. A. (2008) Psychology applied to modern life. (9th ed.). Wadsworth Centage learning.

Wignall, N. (2020). Personal growth. Straits of emotional intelligence people. http://medium.comrtrieved 20:05:2020.

World Health Organization (WHO)/Emergency Health Training Programme for Africa (EHA) held in Panafrican Emergency Training Centre, Addis Ababa, July 1988.

Zhong, N., Li, Y., Poon, I., Xie, Z. & Chan, K. (2003). Epidemiology and causes of severe acute respiratory syndrome (SARS) in Guangdong People's Republic of China. The Lancet 2003; 362(9393): 1353-8.