

INFLUENCE OF PSYCHOSOCIAL VARIABLES ON MARITAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS IN TAKUM EDUCATION ZONE, TARABA STATE, NIGERIA

SABINA, Ndetsiba Yerima and Naomi Adamu

sabinayerima@gmail.com, **08024260022**

Taraba State University, Department of Counselling Psychology and Human Development

ABSTRACT

This study investigated the influence of psychosocial variables on marital well-being among secondary school teachers in Takum education zone, Taraba state. The study was guided by two specific objectives and two null hypotheses. The population of the study was 354 teachers. A simple random sampling was used and a sample size of 186 was drawn using krejcie and Morgan sample table. The instrument used for Data Collection was questionnaire titled 'Psychosocial Variables on Marital Well-being questionnaire' (PVMWQ). A reliability coefficient of 0.79 was obtained using Cronbach Alpha method. Data collected were analyzed using inferential statistics of Chi-square goodness of fit. Findings of the study revealed that there is significant influence of emotional variables on marital well-being among secondary school teachers in Takum education zone. It was also found that there is significant influence of interpersonal relationship on marital well-being of teachers. The study recommends that, school administrators should employ the services of counsellors to interface with married teachers on their psychosocial variables or supports such as emotional and interpersonal variable. The work concluded that there is significant influence of psychosocial variables on marital well-being of secondary school teachers.

Keywords: Psychosocial variables, marital well-being

INTRODUCTION

Marriage is the most essential and fundamental human relationship. It provides a basic structure that establishes a family relationship and raises the next generation (Nadar, 2018). Marriage is defined in this study as a close and intimate relationship between a man and a woman as husband and wife. A good and stable marriage is a marital relationship based on love, mutual respect and the couple's satisfaction with the relationship and marital well-being is an important aspect of psychological health that has significant implications for individuals, families, and society as a whole (Karney & Bradbury, 2020).

In Nigeria, particularly in the education sector, secondary school teachers face unique challenges that may impact their marital well-being. Nigeria is a diverse country with a rich cultural heritage and a complex social landscape. The education sector in Nigeria faces numerous challenges including inadequate resources, overcrowded classrooms, and insufficient training opportunities for teachers (Anyamene & Etele, 2020). Secondary school teachers in Nigeria often work long hours, face high levels of stress, and are required to juggle multiple responsibilities. These challenges can have a significant impact on teachers' mental health and overall well-being, including their marital relationships (Anyamene & Etele, 2020).

Psychological and marital well-being are deeply interconnected. Teachers experiencing psychological distress may struggle to maintain emotional connection with their spouses, while a strong marital relationship can enhance emotional resilience and mental health (Randall & Bodenmann, 2019). Factors such as work stress, emotional exhaustion, and job satisfaction significantly influence both psychological and marital stability (Frone et al., 2020). Psychological and marital well-being are critical components of a teacher's overall life satisfaction. Occupational stress, emotional resilience, work-life balance, and effective communication all play vital roles in shaping their mental health and marital happiness. Schools and policymakers should implement mental health support programs, stress management initiatives, and work-life balance policies to enhance the well-being of teachers, ultimately improving their professional and personal lives. However, marriage becomes unstable when couples cannot manage conflicting issues that arise in the union. Approaches used by couples to handle marital challenges positively or negatively influence the intimate life (Shakarami, Zaharakar & Mohsenzadeh, 2016). Several factors have been identified as predictors of marital stability. They include but are not limited to education, age of marriage, employment status, physical health, and psychological wellbeing (Adejori, Okolie, Musa & Shehu, 2019). The life of human beings consists of both physical and mental states.

Takum Education Zone in Taraba State, Nigeria, is a region with a unique socio-cultural context that may impact the marital well-being of secondary school teachers. The education sector in Takum is characterized by challenges such as inadequate infrastructure, and high student-to-teacher ratios, high level of stress and burnout experienced in their profession (Lois, 2022). Teaching is a demanding job that requires emotional and mental strength to effectively handle the pressures of the classroom, curriculum, and administration. Teachers often report feeling overwhelmed and exhausted, which can have a negative impact on their relationships with their spouses. Another challenge is the lack of support and resources available to teachers to help them cope with the mental and emotional demands of their job. The result of this study will now show whether women provide more psychosocial support to their male partner or whether men support their female partner more in marriage, hence this study is aimed to investigate the Influence of psychosocial variables on marital well-being among secondary schools teachers in Takum education zone, Taraba State, Nigeria.

Statement of the Problem

Takum Education Zone hosts many secondary schools that have produced prominent leaders in Taraba State. Despite this achievement the Education Zone have not been able to provide a

secured environment for teachers to perform their duties due to incessant crisis rocking the place. This have affected the teachers in the performance of their duties and in to a large extent affect their marital well-being. This occurred in form of emotional, interpersonal relationship, occupational, self-esteem and psychological variables which influence the discharge of their duties and responsibility. Indeed happy home produced a joyful people which is not obtainable in Takum Education zone.

This dissertation aims to investigate the influence of psychosocial variables such as Emotion Variables, Interpersonal Relationship, Occupation Variables and self-esteem on the Marital well-being of secondary school teachers in Takum Educaion Zone Taraba State Nigeria.

Purpose of the Study

The main purpose of this research is to examine the influence of psychosocial variables on marital well-being among secondary school teachers in Takum Education Zone, Taraba State. The specific objectives are as follows;

- i. To determine the influence of emotional variable on marital well-being among secondary school teachers in Takum education zone.
- ii. To examine the influence of interpersonal relationship on marital well-being among secondary school teachers in Takum education zone.

Hypotheses

Ho₁: Emotional variable has no significant influence on marital well-being among secondary school teachers in Takum education zone.

Ho₂: Interpersonal relationship has no significant influence on marital well-being among secondary school teachers in Takum education zone.

LITERATURE REVIEW

The term psychosocial underscores the close connection between psychological aspects of our experience (e.g. our thoughts, emotions, and behaviour) and our wider social experience (e.g. our relationships, traditions and culture) (Cummings, Sherry, Kropf and Nancy, 2013). Mental disorders, which often benefit from clinical treatment, tend to involve severe psychosocial difficulties in managing thoughts and feelings, maintaining relationships, and functioning in expected social roles. However, many psychosocial problems do not require clinical treatment but are rooted in stigmatisation, lost hope, chronic poverty, uprooting, inability to meet basic needs and inability to fill normal social roles such that of student/learner (Amato, Johnson and Rogers, 2017).

The use of the term psychosocial is based on the idea that a combination of factors are responsible for the psychosocial wellbeing of people, and that these biological, emotional, spiritual, cultural, social, mental and material aspects of experience cannot necessarily be separated from one another. The term directs attention towards the totality of people's experience rather than focusing

exclusively on the physical or psychological aspects of health and wellbeing, and emphasises the need to view these issues within the interpersonal contexts of wider family and community networks in which they are located. These two aspects are closely intertwined in the context of complex emergencies whereby the provision of psychosocial support is part of the humanitarian relief and early recovery efforts. One of the foundations of psychosocial wellbeing is access to basic needs (food, shelter, livelihood, healthcare, education services) together with a sense of security that comes from living in a safe and supportive environment. The benefits of psychosocial support interventions should result in a positive impact on children's wellbeing, and address the basic psychological needs of competence and relatedness.

Marital well-being is the most essential and fundamental human relationship. It provides a basic structure that establishes a family relationship and raises the next generation (Nadar, 2018). Marriage is defined in this study as a close and intimate relationship between a man and a woman as husband and wife. A good and stable marriage is a marital relationship based on love, mutual respect and the couple's satisfaction with the relationship (Karney & Bradbury, 2020). A Stable marriage makes way for a healthy and happy life and provides the necessary condition for having and nurturing responsible children (Kamp-Dush, Rhoades, Sandberg-Thoma & Schoppe-Sullivan, 2014).

However, marriage becomes unstable when couples cannot manage conflicting issues that arise in the union. Approaches used by couples to handle marital challenges positively or negatively influence the intimate life (Shakarami, Zaharakar & Mohsenzadeh, 2016). Several factors have been identified as predictors of marital stability. They include but are not limited to education, age of marriage, employment status, physical health, and psychological well-being (Adejori, Okolie, Musa & Shehu, 2019). The life of human beings consists of both physical and mental states. Therefore, an individual's health and well-being are dependent on the inter-relationship between the psychological and physical state. (Kolappa, Henderson & Kishore, 2013). Scholars have proposed that marriage promotes general well-being and that psychological well-being promotes marital stability, giving a bi-directional relationship (Hazarika, 2019; Shmerling, 2016).

Methodology

The design adopted for this study is descriptive survey. According to Ajai and Amuche (2015). A survey research endeavours to overview, look into, gather facts, determine and interpret the nature or status of things in wider magnitude. Survey research gathers information from a relatively large number of people or items considered to be representative sample of the population. In a survey research sampling is involved and this requires a vast knowledge of sampling theory. The sample population in survey research enables us to draw conclusions or make inferences on an entire target population.

The total population of the study comprises of 354 married teachers in secondary school in Takum Education Zone, Taraba state, Nigeria. The teachers are made up of 258 males and 96 females. There are 45 public secondary schools in the zone as given by Taraba State Post Primary Management Board (TSPPSMB), Jalingo (2023).

The instrument for the study is a structured questionnaire titled ‘Psychosocial Variables and Marital Well-being Questionnaire’ (PVMWQ) to collect data from respondents on research question 1 and 2. The instrument was rated on a modified Likert rating scale with four-points of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the scores of 4, 3, 2 and 1 respectively for positive items. While, negatively stated items was scored 1, 2, 3 and 4 for strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. Inferential statistics of chi-square of goodness of fit was used in testing hypothesis. All the hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis one: There is no significant Influence of Emotional Variables on Marital Well-being among secondary school teachers in Takum Education Zone.

Table 1: Presents means Chi-square goodness of fit test of the influence of Emotional Variables on Marital Well-being among secondary school teachers in Takum Education Zone.

Emotional Variables on Marital Well-being	
Chi-Square	144.312 ^a
Df	16
Asymp. Sig.	.000

Table 1 above presents result of chi-square goodness of fit test on the Influence of Emotional Variables on Marital Well-being among secondary school teachers in Takum Education Zone. The Chi-Square value of ($\chi^2=144.312$, $p<.000$) with 16 degrees of freedom, and the alpha level is 0.05. Therefore, the null hypothesis is rejected and concluded that there is statistically significant influence. This means there is significant Influence of Emotional Variables on Marital Well-being among secondary school teachers in Takum Education Zone.

Hypothesis Two Ho₂: There is no significant influence of interpersonal relationship on marital well-being among secondary school teachers in Takum Education Zone.

Table 2: Presents Chi-square goodness of fit test on the Influence of interpersonal relationship on marital well-being among secondary school teachers in Takum Education Zone

Test Statistics

interpersonal relationship on marital well-being	
Chi-Square	75.710 ^b
Df	18
Asymp. Sig.	.000

The table above presents result of chi-square goodness of fit test on the Influence of interpersonal relationship on marital well-being among secondary school teachers in Takum Education Zone. The Chi-Square value ($\chi^2=75.710^b$, $p<0.00$) with 18 degrees of freedom, and the alpha level is 0.05. Therefore, the null hypothesis is rejected and it is concluded that there is statistically significant influence. This means that there is significant Influence of interpersonal relationship on marital well-being among secondary school teachers in Takum Education Zone.

Discussion of findings

The findings of this study revealed that there is significant influence of Emotional Variables on Marital Well-being among secondary school teachers in Takum Education Zone based on the grand mean. This further states that the emotional variables on marital well-being of teachers have significant mean influence. This means that, teachers in Takum education zone do not have emotional supports for their marital well-being. The findings is in line with a study by Anyamene and Etele (2020) who conducted a study to determine the relationship between emotional intelligence and marital satisfaction of married teachers in Anambra state. Their study showed among others that there is a significant low relationship existing among married teachers' emotional intelligence and their marital satisfaction.

The findings of this study revealed that there is influence of interpersonal relationship in marital well-being of teachers based on the statistical finding. The findings of this study therefore share slightly and common similarity with the result of the reviewed study of Ogban Itang Usetu (2020) who examine the interpersonal relationship and marital adjustment among public secondary school teachers in Calabar Education Zone, Cross River State, Nigeria. The findings revealed that interpersonal relationship with in-laws significantly influence teachers' marital adjustment. Also, teachers' interpersonal relationship with co-workers does not significantly influence their marital adjustment.

Conclusion

With the statistical results obtain from this study, it is therefore concluded that there is significant influence of psychological variables on marital well-being of secondary school teachers.

Recommendations

Based on the findings, the researcher recommends the following:

- i. School administrators should employ the services of counsellors to interface with married teachers on emotional supports for marital well-being so that their service delivery to students will be effective.
- ii. Counselling services should be made to encourage interpersonal relationship among married teachers in their homes to improve their social well-being in their endeavors and space of works in life.

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