

Emotional Intelligence as Correlate of Marital Satisfaction of Married Teachers in Public Secondary Schools in Anambra State

Etele Anulika Valentina, Ejichukwu Esther Chinyere, Ifeanyi Mathew Azuji

Abstract— One of the expected manifestations of a satisfactory marital union is the sense of healthy and constructive interactions, expressions of love to each other as well as intimacy. This study investigated Emotional Intelligence as correlate of marital satisfaction of married teachers in public secondary schools in Anambra State. Three research questions were formulated to guide the study while one null hypothesis was tested at 0.05 level of significance. The study used a correlational test design. A total of 1,344 married teachers were selected from a population of 6,987 married teachers. The sample was chosen using a multi-stage sampling approach. For data collection, two instruments were used: the Emotional Intelligence Scale (EIS) and the Index of Marital Satisfaction (IMS). The devices are standardised measurements with reliability coefficients of 0.96 for IMS and 0.89 for EIS. The data was gathered using a direct distribution method. The information gathered was analysed using SPSS version 23. To address study questions and test theories, Pearson correlation coefficients and regression analysis were used. The study's findings showed among others that there is a significant low relationship existing between married teachers' emotional intelligence and their marital satisfaction. Based on the findings of the study, it was recommended, the Guidance Counsellors working in schools should organize seminars and workshops for teachers and others staff of the schools to discussed issues and ways of enhancing marital satisfaction.

Index Terms— correlates, emotional intelligence, marital satisfaction, married teachers.

I. INTRODUCTION

Marriage, in whatever form it takes, is typically a source of fulfilment and pleasure for many people in a romantic relationship. According to Omage (2013), a satisfactory marriage protects these individuals from mental stresses and negative life experiences, while dysfunctional and unsatisfactory relationships have negative effects on both physical and mental wellbeing. As a result, successful relationships must have a cordial partnership that can contribute to marital fulfilment. Marital happiness can be described as a person's positive view of his or her marital relationships. It could also be explained as a state of happiness in relationships characterised by intrapersonal or interpersonal perception. Therefore, it is perceived as a measure that shows how much a person's feeling and needs

are met (Ja'farzadeh, 2011). Furthermore, in the sense of this investigation, marital satisfaction refers to an individual's optimistic evaluation of his/her contentment with marital relations in terms of how well the individual's feelings and desires are fulfilled..

Personality compatibility, educational homogamy, religious homogamy, and income status, level of education, age at marriage, and age of marriage are all correlated with marital satisfaction. As a result, satisfying the interests of spouses in a romantic partnership seems to be a challenging challenge in today's culture. Married teachers are no exception, since many seem to be dealing with a slew of issues in order to get their spouses to commit to a relationship, maintain romantic relationships, and appreciate each other's emotions. In the context of this study, a married teacher is a person (male or female) who is in a legally binding marriage and works as a teacher in a school. It is expected for such a person that the importance of marriage in the individual's life has the potential to influence other aspects of life such as physical and psychological wellbeing.

Being in a happy marriage has been linked to improved physical health, mental stability, and general life satisfaction. This assumption is reinforced by Mohammadimehr and Ayatollah (2017), who observed that a happy marriage acts as a buffer against emotional stresses and negative life experiences, while unhappy and stressful marriages have negative effects on physical and mental health. According to the research data, some marital experiences and problems are due to inability to sustain genuine relationships and confusion between married people, as well as other factors such as economic, cultural, and social factors that appear to provide inappropriate and bad effects in their common life. In similar way, when there is no problem in a marital life, people would likely report a high level of satisfaction in their marriages.

While marriage can be characterised as a pleasing bond, Mohammadimehr and Ayatollah (2017) observe that there is no perfect marriage, as more than half of marriages in recent times are likely to end in failure and separation. As more married people register dissatisfaction and some pursue divorce, scholars' interest has led to numerous research efforts (such as Lavalekar, Kulkarni, & Jagtap, 2010; Ofovwe, Ofili, Ojetu, & Okosun, 2013) aimed at determining the factors that affect the degree of happiness and persistency in marital interpersonal relationships. According to Lavalekar, Kulkarni, and Jagtap, Ofovwe, Ofili, Ojetu, and Okosun (2013), variables such as emotional sensitivity, emotional language, emotional control, and compassion affect marriage

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contact and consistency, which is interpreted as a predictor of marital satisfaction.

According to Lavalekar et al., an unsatisfactory marriage is the product of a variety of causes. If one or more of the four goals of marriage, namely childbearing, sexual gratification, companionship, and economic satisfaction, are not met satisfactorily, the marriage may be in crisis. What this means is that marital happiness is a subset of needs, and most married people, for many reasons, seem to be unconcerned with it, while some are thought to be simply oblivious to common values and tenets of a happy marital life. Some married teachers, for example, continue to overwork because the essence of their job requires daily marking of test scripts and documentation, and they choose to expand their work outside of the classroom and into their homes. When this occurs, the time that married people can spend together is taken over by schoolwork, messing with their relationship. This can persist over time, ultimately leading to an inability to better recognise and address the needs of a partner.

Happiness, emotional awareness, and self-actualization, according to Anghel (2016), are the most closely tied to marital fulfilment. The explanation for this may be founded on the idea that married people's interpersonal relationships need listening skills such as paying attention to the other person's point of view, being able to empathise perception with what their spouse has learned, and being receptive and conscious of the other person's needs. As a result, it becomes apparent that teachers' educational intelligence alone will not guarantee their marital success in the long run, so other characteristics, known as emotive intelligence, are needed for proper interpersonal relations and life success.

Emotional intelligence is a type of skill that consists of the ability to perceive and express, recognise, apply, and manage one's own emotions as well as the emotions of others. According to Egbule (2009), emotional intelligence is the capacity to validly think with emotions and to use emotions to improve reasoning. It entails using emotional intelligence to effectively perceive, perceive, produce, connect, and assist feelings or emotions in order to facilitate emotional and intellectual development. Thus, in the sense of this research, emotional intelligence refers to the capacity of married teachers to track, recognize, and understand each other's feelings, as well as control their thoughts and emotions and those of their partner.

There is an indication that in today's society, partners face many challenges in forming and sustaining a friendly friendship as well as understanding their spouse's feelings. It is obvious that deficiencies in spouses' mental and moral qualities, in addition to a host of other factors such as economic, cultural, and social influences, would have a negative impact on their marital life. Ilyas and Habib (2014), for example, investigated the relationship between marital happiness and emotional intelligence among various professionals. The study's findings revealed a strong association between marital happiness and emotional intelligence.

Emotional intelligence can play a significant role in a happier relationship and a more successful marriage. When faced with challenges, feelings of loss, and disappointment,

among other things, partners prefer to choose feelings and impulses over intelligence and logic. Recognizing and directing feelings will also help to keep a marriage together. Although dwelling on the impact of emotional intelligence on marital happiness does not preclude consideration of other causes, it is critical for the wellbeing of spouses' emotional and social communication, family mental health, and many basic family problems.

As a result, married teachers' lack of romantic and intimacy integrity is expected to have a negative impact on their marital life. According to Khorasani et al. (2017), some of these shortcomings include a lack of self-consciousness, a lack of self-control, a lack of sympathy and the failure to sympathise with each other, and a general lack of desire to develop a fruitful partnership. Since emotional quotient is an individual's personality, emotion control, and knowing others, establishing a connection between emotional intelligence, marital satisfaction is important.

Studies such as Gharahhajlou, Mirzaian, Hassanzadeh (2015) and Zadeh and Tabrizi (2014) have shown a positive relationship between emotional intelligence and marital satisfaction of the teachers. The study also observe a dependency and a correlation between the dimensions of emotional intelligence and satisfaction. These studies, although linked to the present research, were conducted outside of Nigeria's borders. Research in this area of study is required in Nigeria, particularly in Anambra State, to provide better clarity on the relationship between emotional intelligence and marital satisfaction among married secondary school teachers. This will increase understanding of what factors lead to marital fulfilment and happiness among married secondary school teachers in the state. As a result, the need for this research arose to investigate Emotional Intelligence as correlates of marital satisfaction of married teachers in public secondary schools in Anambra State.

A. Purpose of the Study

The main purpose of this study is to Emotional Intelligence as correlates of marital satisfaction of married teachers in public secondary schools in Anambra State. Specifically, the study sought to determine:

1. The distribution scores of married teachers' emotional intelligence in Anambra State public secondary schools?
2. The distribution scores of married teachers' marital satisfaction in Anambra state public secondary schools
3. The relationship between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools.

B. Research Questions

The following research questions guided the study.

1. The distribution scores of married teachers' emotional intelligence in Anambra State public secondary schools?
2. The distribution scores of married teachers' marital satisfaction in Anambra state public secondary schools

3. The relationship between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools.

C. Testing Hypothesis

The following null hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

1. The type of relationship existing between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools is not significant.

II. METHOD

A. Research Design

The study was conducted using a correlational research design. The design was used because it sought to establish the relationship that exists between variables; emotional intelligence and marital satisfaction of married teachers in Anambra State.

B. Participants

A total 1,344 married public secondary school teachers, made up of 144 male teachers and 1,200 female teachers from both public secondary schools in Anambra State made up the sample for this study. In selecting the sample for the study, A multi-stage sampling approach was used.

C. Instrument for Data Collection

In this sample, two research instruments were used to gather input from married school teachers. The tools include the Emotional Intelligence Scale (EIS) and the Index of Marital Satisfaction (IMS) (IMS). The Emotional Intelligence scale is an updated variant of the emotional intelligence scale

developed and standardised by Singh (2002), and it was used to measure the emotional balance of married teachers coping with marital problems. The instrument assesses married teachers' self-awareness, self-regulation, self-motivation, and social skills. The Index of Marital Satisfaction (IMS) is a standardised instrument developed by Walter W. Hudson (1982) and modified for Nigerian use in this research. The Index of Marital Satisfaction (IMS) scale was developed to assess the degree, intensity, or extent of a spouse's or partner's issue in a partner relationship. The IMS assesses the level of marital discord or disappointment felt or expected by one spouse. Internal accuracy stability testing with Cronbach Alpha was performed on both instruments. The result was a coefficient Alpha of 0.89. for EIS and 0.96. for IMS..

D. Data Collection and Analysis

The two test instruments were administered to all study participants through direct distribution. The Pearson Product Moment Correlation Coefficient (Pearson r) was used to analyse the data obtained for the testing questions, while the t-test was used to test the null hypothesis.

III. RESULTS

In this section, the data collected from the field for this study were analysed and the summaries presented in tables and charts to highlight the findings as follows:

A. Research Question 1

What are the distribution scores of married teachers' emotional intelligence in Anambra State secondary schools?

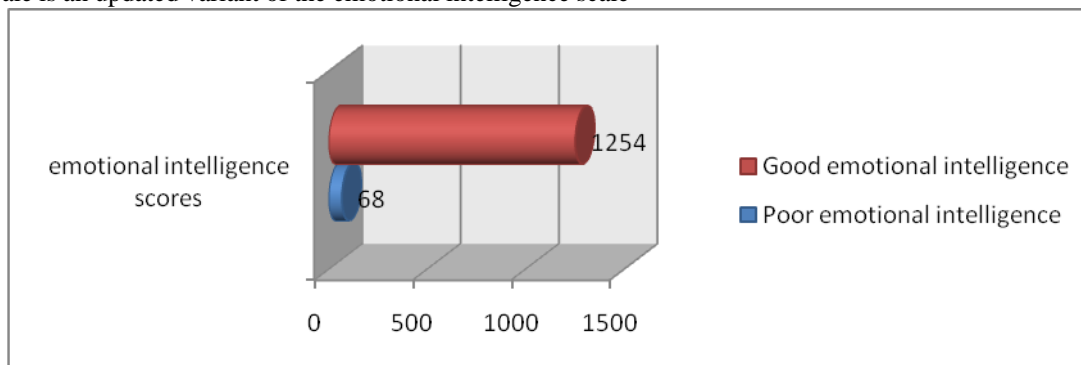


Figure 1: Distribution scores of married teachers' emotional intelligence in Anambra State secondary schools

In figure 1 reveals that 1254(94.9%) of the married teachers in secondary schools with the scores ranging from 63 and 100 have good Emotional Intelligence, while 68(5.1%) others who scored between 20 and 62 have poor Emotional Intelligence.

Research Question 3

What are the marital satisfaction distribution scores of married teachers in Anambra State secondary schools?

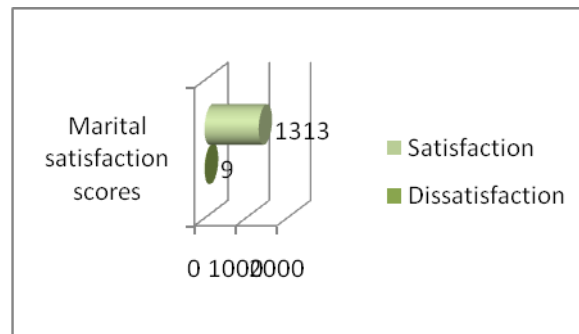


Figure 2: Marital satisfaction scores of married teachers in Anambra State secondary schools

Figure 2 shows that 1313(99.3%) of the married teachers in Anambra State secondary schools with the scores from 30 and above are satisfied in their marriages, while 9 (0.7%) of the married teachers who scored below 30 are dissatisfied in their marriages.

B. Research Question 3

What type of relationship exists between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools?

Table 1: Pearson r on emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools

Source of Variation	N	Emotional Intelligence	Marital Satisfaction r	Remark
Emotional Intelligence	1322	1.00	0.20	Very low positive Relationship
Marital Satisfaction	1322	0.20	1.00	

In table 1, it was observed that low positive relationship of 0.20 exists between married teachers’ Emotional Intelligence and their marital satisfaction.

C. Testing the Null Hypothesis

The type of relationship existing between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools is not significant.

Table 2: t-test on the relationship existing between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools

N	Cal. r	df	Cal. t	pvalue	Remark
1322	0.22	1320	2.81	0.006	S

Table 2 indicates that at 0.05 level of significance and 1320df, the calculated t 2.81 with Pvalue 0.006 which is less than 0.05, the first null hypothesis is rejected. The relationship existing between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools is significant.

IV. DISCUSSIONS

Findings of the study are discussed under the following sub-themes:

A. Emotional Intelligence and Marital Satisfaction of Married Teachers in Anambra State

Findings of the study revealed that majority of the married teachers in secondary schools in Anambra State have good Emotional Intelligence. This shows that majority of the married teachers possess the rational ability to monitor their own and others feelings and emotions, to discriminate among them, and to use this information to guide their thinking and actions in marriage. The finding is consistent with Hans, Mubeen, and Al Rabani (2013) whose study investigated emotional intelligence among teachers’ working in the

private institutions in Muscat, Sultanate of Oman. The result revealed that emotional Intelligence score was found significantly high in the private school teachers.

Finding of the study is equally in line with Ilyas and Habib (2014) whose study explored the relationship of marital satisfaction and emotional intelligence among different working professionals. Results also supported that married working women sampled in the study have high emotional intelligence. There are possible reasons for these findings. It is possible that though peoples’ emotions vary in accordance with the blends, variations and changes of the mental state. In such emotional repertoire, each emotion has a tendency to play a unique role as prompted by the peoples’ biological tendencies. These various biological propensities could be shaped further by the peoples’ experience in life and values.

It is also possible that married teachers due to their experience in marriage as couple have learnt to manage and regulate their emotion in his or her self and others such as knowing how to calm down after feeling angry or being able to alleviate the anxiety of another person, as well as developing the ability to regulate and alter the affective reactions of others. With such ability to regulate emotions, married teachers would be able to place themselves in positive affective states and are likely to experience negative

affective states that have insignificant destructive consequences in their marriage.

B. The Relationship between the Emotional Intelligence and Marital Satisfaction of Married Teachers in Anambra State

According to the study's findings, there is a weak positive association between married teachers' Emotional Intelligence and marital satisfaction. The findings have showed that there is a substantial relationship between emotional intelligence and marital happiness among married teachers in Anambra State secondary schools. The study's low positive relationship means that an improvement in married teachers' emotional intelligence will result in a similar marginal increase in their marital happiness, and the relationship is important. The conclusion is consistent with previous studies' results, such as Ilyas and Habib (2014), Gharahhajlou, Mirzaian, Hassanzadeh (2015) and Dalvand, Makvandi and Khoshli (2014).

The research by Ilyas and Habib (2014) investigated the relationship between marital happiness and emotional intelligence among various skilled teachers. According to the results, there is a significant association between marital happiness and emotional intelligence. According to the results, married teachers with higher emotional intelligence have greater marital output and are more likely to achieve marital satisfaction. Gharahhajlou, Mirzaian, and Hassanzadeh (2015) looked at the relationship between emotional maturity and marital fulfilment in high school English teachers. The findings revealed a connection between teachers' emotional intelligence and marital satisfaction.

Similarly, Dalvand, Makvandi, and Khoshli (2014) investigated the relationship between married university workers marital happiness and emotional intelligence. The results also revealed a strong and important relationship between married teachers' marital happiness and emotional intelligence. The explanations for the observed satisfactory marital relationship among these married teachers may be numerous. A stable marriage, for example, has been linked to many benefits, including mental and physical wellbeing and survival, according to research. Individuals can marry for a variety of reasons, including legal, social, mental, economical, moral, and religious considerations.

Based on previous research findings, one of the characteristics shared by couples who report a high level of marital happiness is that they are deeply attached to their partner. They believe that their partner really cares for them and is usually considerate in their interactions. Emotionally intelligent couples are aware of what is going on in their partners' lives and show concern for it. They are open and responsive to their mate's needs, such as a kind message, a listening voice, a soft touch, a sensual experience, or warm reassurance.

Maneta, Cohen, Schulz and Waldinger (2015) for example, confirmed the critical value of emotional intelligence when he said that the success of happiness would rely to some extent on the emotional intelligence of both the wife and the husband to gauge the emotional intimation of each spouse. The explanation may be related to the idea that emotional

intelligence includes the capacity to reason with feelings, perceive emotion, and control emotions. According to Maneta et al.'s research, a satisfying marriage does not necessitate living happily ever after; rather, it necessitates being able to intelligently process each other's emotional cues and discuss together cooperatively about situations that may have created negative feelings. As a result, it may not be surprising that being able to control emotions is likely to be beneficial in playing a major role in people's feelings towards their partner.

V. CONCLUSIONS

The following conclusions are made based on the findings of this study:

According to the report, there is a substantial low positive association between married teachers' Emotional Intelligence and marital satisfaction. Furthermore, there is an important relationship between emotional intelligence and marital happiness among married male and female secondary school teachers in Anambra State. This suggests that emotional intelligence can be endowed with useful knowledge about a couple's marital ties, and that each couple's capacity to control his or her emotions may play a major role in the married teachers' feelings about their spouse.

VI. IMPLICATIONS OF THE STUDY

According to the results of this research, emotional intelligence in marriage is one of the keys to a life-long, connected, and rewarding relationship. When both a wife and a husband are keenly aware of their own feelings and are able to manage those emotions in a balanced manner, a couple's marriage will be improved. This also means that marital counselling should be prioritised, so that guidance counsellors who deal with married people will spend quality time with partners about matters about their union. Couples who are happy in their relationships will be encouraged to stay together, and couples who are unhappy will be supported in their partnership.

Married teachers who undergo premarital counselling will most likely have the ability to address topics that most couples disagree over, which often leads to divorce or breakup. Marital counselling will assist couples in addressing hot topics when they surface and in learning what the other party knows about the problem so that they can reach a consensus before walking down the aisle.

VII. RECOMMENDATIONS

The following recommendations were made based on the findings:

1. Counselors, especially those specializing in marriage counselling should advise married teachers to follow behaviour and activities that foster marital happiness through occasional lectures and counselling sessions.

2. Government and non-governmental organisations, in collaboration with school Guidance Counsellors, should arrange meetings, conferences, lectures, and enlightenment programmes for both planned and married teachers, with an emphasis on developing couples' emotional maturity for a successful marital union.

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