

Psychosocial Variables as Correlates of Marital Satisfaction Among Married Secondary School Teachers in Rivers East Senatorial District of Rivers State

Gloria Menyechi WELEH¹ & Onisoya MACLEAN PhD²

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, Rivers State University, PMB 5080, Port Harcourt, Rivers State.

*Corresponding Author: Gloria Menyechi WELEH

DOI: <https://doi.org/10.5281/zenodo.22705860>

Article History	Abstract
Original Research Article	<i>This study investigated the extent to which selected psychosocial factors are associated with marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. A correlational research design was employed, with three research questions and three hypotheses providing direction for the investigation. The study population comprised 6,303 married senior secondary school teachers, from which 400 participants were selected using Taro Yamane’s sampling procedure and stratified random sampling technique. Data were collected through a researcher-developed instrument titled “Psychosocial Variables and Teachers’ Marital Satisfaction Questionnaire” (PVTMSQ). The instrument was subjected to expert validation, while its reliability was established through the test-retest method involving 30 married teachers who were not included in the main study. The reported reliability indices were 0.85 for the TPVQ and 0.96 for the TMSQ. Pearson Product-Moment Correlation was employed in addressing the research questions and testing the hypotheses, with statistical decisions made at the 0.05 alpha level. The results demonstrated statistically significant relationships between social skills, self-concept, effective communication, and marital satisfaction among married senior secondary school teachers. In light of these findings, the study recommended that married teachers cultivate a positive self-concept and strengthen their social skills as strategies for promoting marital satisfaction. It was further recommended that teachers foster open and constructive communication within their marriages to enhance the quality of marital relationships and achieve greater marital satisfaction.</i>
Received: 05-07-2026	
Accepted: 14-08-2026	
Published: 11-09-2026	
Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.	
Citation: Gloria Menyechi WELEH & Onisoya MACLEAN PhD. (2026). Psychosocial Variables as Correlates of Marital Satisfaction Among Married Secondary School Teachers in Rivers East Senatorial District of Rivers State. UKR Journal of Education and Literature (UKRJEL), 2(5), 45-55.	Keywords: communication skills, marital satisfaction, psychosocial variables, self-awareness, self-concept.

Introduction

Definition of marital satisfaction is referred to as how happy and content spouses are in their marriage. It reflects in a couples' comprehension and pursuit of shared marital objectives inhabiting one another's moral ecologies along with normative affiliations to extended kin, transitivity across social networks into sites for mutual support of those aspirations they jointly embrace. Spousal ability to handle and negotiate conflict is also a key facet of marital happiness. On a broader scale, marital satisfaction represents an individual's personal feelings, perceptions, beliefs and evaluations about the marriage quality, especially in terms of how much expectations related to

marital life are fulfilled in daily lives. In the words of Maclean and Ekpo (2024), it is a universal level well-being, satisfaction, or happiness throughout husband and wife in marriage. Marital satisfaction is a multidimensional construct that includes emotional, psychological, physical and relational domains of married life than merely happiness [1]. It includes feelings of belongingness, interdependence, togetherness, love and commitment as well as sharing common aspects in marital life and parenting.

Marital satisfaction is a common phenomenon in the marriage circle because every normal human being

marries with some expectations which may be realistic in some and unrealistic in others. Marital satisfaction may however, not be possible without some necessary adjustments by the couple in their different areas of life; for example, in areas of cheerfulness, patience and endurance, sexual and joyful life, tolerance of people and situations amongst others. Marital satisfaction is a special type of relationship satisfaction which gives the partners in marriage the opportunity to assess their degree of approval of their different aspects of marital expectations.

According to Maclean and George-Bright (2023), marriage satisfaction is the happiness, enjoyment, and sense of fulfilment a couple gets from their marriage. It is indicative of a healthiness of the mind in which partners, so they feel satisfied and fulfilled with each other in the marriage. What is greater detail, the grounds of marital satisfaction, is the extent to that an individual feels his or her marriage meets their needs and expectations (and desirous). In fact, the marital quality is a subjective experience that can be more accurately evaluated by an individual spouse's appraisal of the entire marriage (if you are married) and shouldn't be considered an objective trait or direct index or reliable indicator of whether a couple or their children will do well at any point in time (Saeedifard, Hajrezael & Jahanbozi, 2015). Stable and satisfying marriage can help solve many social problems facing young adulthood (Ames, 2017). However, Edwards (2019) found that children in households headed by a single parent, cohabiting household or those characterised by marital dissatisfaction were at risk for lower education attainment and relationship quality and failures, lower income, longer-term exposure to divorce or own-marital challenges than their counterparts from more functional homes as well as ongoing mental-health issues into adulthood. As a result, they may then be more susceptible to poor quality marriages in adulthood.

Marriage is a socially recognised and institutionally endorsed monogamous union between two partners, traditionally one man and one woman as husband and wife. Marriage also goes far beyond its purely technical concept and brings together two people emotionally, psychologically, socially through companionship in the creation of a base for family formation. While some couples are happy with marriage many just plug along in distress where discontent hatred and resentment prevail bringing with them mental and physical problems that ultimately lead to divorce. Negative marital experiences like these can erode harmony between spouses and strengthen their relationship discord. As Anyannuga and Adeniyi (2017) observed, happy couples are more likely than unhappy couples to show sensitivity toward each other's feelings, support one another in times of conflict, and be flexible and

cooperative. Studies also have shown that there is a correlation between intimacy and marital satisfaction. Vinney (2018) found that sexual and emotional intimacy were better predictors for men's marital satisfaction than, as well as access contributed to women's marital satisfaction but recreational and emotional intimacy.

Maclean and Ekpo (2024) state, in citing Gelles (2009), defined marital satisfaction as the degree to which a person rates the overall quality of their marriage or how well one's individual expectations regarding married life are being met by that relationship. Marital satisfaction, from this viewpoint, is largely a function of one's perceptions about the benefits and costs associated with being married. Likewise, Willey and Sons (2016) defined marital satisfaction as the individual learning to compare his or her own marriage to one which he or she perceives or weighs, and this leads to an attitude of personal orientation toward a given direction of behavior in the area of acceptance of his hysteries for work which is directed at one another. These views highlight the idea that satisfaction is not an outcome of whether marriage exists, but how each spouse construes, reacts to, and experiences their marital process in relation to expectations from themselves and others.

Marriage is seen as one of the most crucial changes in life and can be seen as a process where two people formally declare, formally recognize and maintain their commitment to each other. Depending on cultural traditions, beliefs of religion and social norms are enough distinction in its meaning and definition. In a wider context, marriage can be defined as a socially and legally recognized union between two individuals that establishes rights and obligations between those individuals; explicitly or implicitly declares a public intent to remain together. The marriage contract usually establishes mutual rights and responsibilities that endure after the marriage has been consummated, unless and until the marital bond is legally dissolved by divorce. In this context, Anyannuga and Adeniyi (2017) highlighted the need to balance marital expectations as high or unmeasured expectations may be associated with dissatisfaction and conflicts in the marriage relationship. So, proper adjustment in marriage needs members to have practical expectations of each other and mutually meet their emotional, social and practical requirements.

Maintaining a presence to connect with a significant other is one of the most important portions of the human experience. Once married, it is generally expected to bring together both partners in companionship, happiness, emotional fulfilment and satisfaction. Neds (2019) notes that marital quality, satisfaction and stability are affected by interrelated factors such as cooperation between spouses, emotional responses of the couple to each other, family relationships including in-laws and extended family

members (through kinship), economic circumstances and management of finances, sexual relations, leisure/recreational patterns of the couple-family unit(s), ethical-religious values/practical religion procedure-set down/outlet — beliefs-practices/ritualism expected practices and social customs-tradition actions-movements-expressions/events with oral tradition for transmitting cultural-ideological-existential themes/standards/rules/norms/codes; emotional fulfilment; intellectual competency; cognitive compatibility; education schemas-background across cultures-other systems-cultures/literacies disciplines-theoretical orientations-horizons-potentialities; disciplinary fields-origins-owned-dispositions-perceptions-based/tendencies-limits-influence/desirability-forces-attractions-conformity-free will-behavi. Similarly, Yung (2017) found that marital satisfaction was significantly related to understanding in life goals, moral compellingness of husband or wives regarding other-spousal investments, quality of peer-to-peer interaction and emotional appreciation with mutual support. Kaslo et al. (2014) continually argued that spouses who experienced a high level of belonging, attachment and mutual dependence always reported higher levels of marital satisfaction. They assume that satisfaction is especially high when partners exhibit similar lifestyles as to their individual philosophies of life, perceptions of sexual satisfaction, proportion of time spent together and the way leisure activities are shared.

According to the scientific definition, psychosocial variables are psychological and social characteristics that can have either positive or negative influence on how one thinks, emotions, interpersonal relationships, and behavior. They consist of observables/measurables regarding a person's psychological state and social environment that are hypothesized as exerting influence on the manner by which an individual interprets events, the occasions upon which they experience pathological distress or reduced well-being (e.g., behaviours and interactions). Mark et al. Psychosocial factors (2018), defined as environmental factors related to psychological and social conditions affecting you. The social dimension relates to broader structural or relational and processual effects that shape individuals while psychological factors pertain more to the individual-level mental processes, cognition and emotions that mediate how—and with what meaning—psychological states are experienced. This is because Stansfield and Rasul (2017) suggested that the term psychosocial combines these two dimensions, since experiences in one domain may shape ascertain aspects of experience subsequently through psychological meanings and interpretations. Psychologists also realise that associations exist but predict marital satisfaction from psychological characteristics. Some of the relevant psychosocial parameters are social skills, self-

concept and self-esteem, communication ability and its correlates which may influence spouses' relations of married educators and thus their marital satisfaction positively or negatively.

Social skills which sometimes appear in a way like social intelligence are simply the ability to know how to communicate and relate with others within your environment (Maclean & George-Bright, 2023). When married people lack emotional empathy and social skills, marital bonding could be very difficult. Poor social skills leads to marital instability. A situation of poor interpersonal relationships, couples having opposing ideas, needs, values and goals (Nyeche & Maclean, 2023; Maclean & Chikezie, 2022)

Social skills are necessary for handling problems and having healthy relationships in marriage. Couples with strong communication and interpersonal skills are also better able to share their perspectives more openly, reduce ambiguity and eliminate doubt in the relationship. The word "marriage," as defined by Nyeche and Maclean (2023), is the extent to which spouses are able to achieve personal aims while giving attention to their partners needs and interests, a state that necessarily hinges upon communication with each other. But today married couples, with their busy social and work life leave very little room for each other & lose focus on their marital relationship and slowly sink into emotional disillusionment. Another vital social skill centers on forgiveness, which gives couples the ability to manage hurt and anger and other forms of negative emotion. Without it, psychological and physical health problems can occur such as anxiety, low moods, hypertension and heart disease that provide the state for divorce to happen or marital satisfaction not achieved. Thus, strong social relationships can bolster good communication between spouses. Self-control in particular is also mastered by married teachers who can adjust and manage their emotional and behavioral responses with decrease negative reactions and lead a better behavior off to be developed in his/her marital inactive.

Self-concept is how a person views the self in an organised set of beliefs, perceptions, and thoughts about themselves that can include their ideas on the past, current, future or other imaginary possible selves; These can be derived from oneself and reality based on personal experiences. It grows positively or negatively according to the manifestoes perception ratings that each person gives to themselves. Strong self-concept adds to the strength, confidence and will to rise for such obstructions and helps an individual in coping up with the challenges of life in various fields. Thus, in this regard self-concept is a personality variable that determines how a person interprets events, reacts to situations and drives the individual towards successful

behaviour. According to (Vinney, 2018), as cited in Maclean and Ekpo (2024), self-concept is defined as a person's idea of who they are; the understanding we develop about ourselves, including thoughts and feelings on what kind of being you have physical, personal, and social aspects. These perceptions of themselves can give rise to behaviours, competencies and traits. According to Werterm and Hammer (2014), on the other hand, the self-concept is a multidimensional construct that concerns how individuals perceive themselves in domains including physical appearance, academic achievement, gender roles and sexuality. It involves parts of personal identity such as self-concept, self-awareness, and how a person perceives an interacts with others. A good self-concept can therefore enable healthy communication and motivate spouses to interact with each other more in high benefits and low loss ways within marriage.

Self-concept is a collection of beliefs about oneself, it anchors on self-schemas, past self, present self, future and possible self which are all pronounced in experience and reality. Self-concept can either be positive or negative. It is positive when it aids an individual with the passion to meet a challenge ahead of him/her and complete a task successfully in every field of endeavour. Self-concept guides how an individual processes information about himself. A couple's self-concept could make or marry a marriage. Mostly couples with negative self-concept tend to have marriage crises. Positive self-concept enables a couple to be accepting, considerate, understanding and focused on a marriage. While negative or low self-esteem makes a married person to be withdrawn and have feelings of inadequateness.

Communication is, verbally and non-verbally covering all means by which people convey to one another information, ideas, emotions and intentions. Verbal communication consists of intentionally selecting words, vocabulary, numbers, symbols and language, making sentences that communicate content. Communication is a key pillar of interpersonal relationship building and maintenance, even though when we exchange messages not only information but also the way, tone and context add meaning to what it was said. For those in the teaching field, good verbal interactions also may improve emotional health by allowing space to articulate thoughts, feelings, worries and intentions. It can also help the individual to make better decisions with regards to their career, marriage and other significant life objectives (Suleyman & Zewdu, 2018).

In marriage, constructive communication helps spouses to spot concerns that are starting to emerge before they become serious relational issues and allows for more marital satisfaction. On the contrary, ineffective or poor communication between partners might lead to

misunderstanding and exacerbate issues surrounding finance, infidelity and domestic violence which in some cases could ultimately be a leading factor of separation or divorce (Amadi & Amadi, 2014 as cited in Maclean & Chikezie, 2022). While earlier researchers have studied psychosocial factors, domestic abuse/violence, and marital satisfaction individually or in piecemeal ways for teachers, there is a lack of any comprehensive study on the interaction effect of emotional intelligence and psychosocial variables combined between two constructs as marital satisfaction. This gap allows us to further explore the psychosocial characteristics of teachers that may contribute to quality and satisfaction in their marriages.

This study is anchored on the theory of the Self-Discrepancy Theory by Higgins (1967). The Self-Discrepancy Theory argued that there exists a gap between actual self, ideal self and they ought self. The actual and ideal self represents traits, potential desires and features, while they ought self reflects traits we believe we have acquired based on a sense of duty, responsibility or obligation and how we measure ourselves in the public (public self). Higgins pointed out that there is a discrepancy between the ideal self (what we want to be) which is different from the actual self (what we are determined by life experiences) and our ought self (what we measure that society sees us) which creates an internal war, and this discrepancy is associated with emotional discomfort which in most cases usually negative emotions, such as fear, restlessness, threat, low self-esteem, etc. The married teacher (person) who feels he should be, but is not in the "place", will begin to demonstrate negative work attitude and psychological turmoil which also affects his marriage and marital satisfaction. Most married teachers experiencing toxic relationships is because of mismatch between actual self and the ideal self. Married people should always work together, understand each other and avoid internal war. This internal war affect their marital satisfaction.

Several empirical studies have studied psychosocial variables and marriage satisfaction. According to Maclean and George-Bright (2023), effective communication issue did correlate positively, significantly with marital satisfaction among the teacher – respondents of Ahoada West Local Government Area of Rivers State One such study by Maclean and Ekpo (2024) investigated the relationship between self-concept and marital satisfaction among married persons in Akwa Ibom State. Results showed a significant positive correlation of self-concept variables (self-image, self-esteem and ideal-self) with marital satisfaction. In a related manner, Nyechie and Maclean (2023) carried out research to assess the influence of some social variables (such as age at marriage, religion

etc.) in predicting marital instability among married persons of Rivers State using a correlational research design. Using stratified random sampling technique, the researchers finally selected 300 married participants and observed a strong statistically significant negative correlation between financial dissatisfaction, sexual incompatibility, interference of in-laws and marital satisfaction among the married individuals in the state.

Eze and Mba (2018) examined self-concept as a predictor of marital satisfaction among married couples in Nigeria, focusing on emotional intelligence and self-esteem among couples attending Assemblies of God Church in Abakaliki District, Ebonyi State. This study, employing a cross-section survey design in which the influence of self-concept on marital satisfaction was found to be significant. The additional regression results indicated that emotional intelligence and self-esteem had a positive prediction ability for marital satisfaction and marital crisis ($R=0.646$; $R^2=0.417$; adjusted $R^2 = 0.412$). $F(2,237)=84.90$, $p < 0.05$) Esere et al. (2015) studied spouse to spouse communication and satisfaction in marriage and its importance with reference to the constructive environment of home. Result(s): The researchers used descriptive survey design and stated that the ineffectiveness in communication was one of the most significant reasons for poor marital satisfaction as perceived by a number of respondents. And finally, there were several important differences across gender and duration of marriage in how married adults perceived spousal communication-related aspects of marital satisfaction.

Correlations of Interpersonal Communication, Marital Satisfaction, and Emotional Intelligence among Married Couples Sarwatay and Divatia (2016) conducted a correlational research design to study the associations between interpersonal communication among married couples and marital satisfaction. The 370 couples were selected by stratified random sampling. The results showed that knowledge and communication skills were positively associated with spouses' marital satisfaction. The researchers also reported that couples with good interpersonal communication were more knowledgeable and more assertive on matters related to contraceptive use and decisions on family planning than couple with weak interpersonal communication. It also showed that friends, relatives and in-laws had a more moderate effect on marital satisfaction. Altogether, these empirical findings indicate that there are multiple key factors associated with marital quality and satisfaction, including communication, self-concept, emotional and social characteristics, and interpersonal relationships.

Chidah in Maclean and Ekpo (2024) observed that marital satisfaction has declined in recent years. Many married

persons who have deep interest in their partner have refused to give up but they are enduring their marriages instead of enjoying it. Marital dissatisfaction could arise due to several factors which includes; insufficient income or poor financial management, sexual incompatibility, communication gaps, influence from wrong models, infidelity, lack of trust, infertility. Some studies have not led to comprehensive results and have only assessed the relationship among psychosocial variables and marital satisfaction. This study sought therefore bridge the gap in literature. This study therefore sought to bridge the gap in literature.

Statement of the Problem

In recent times, there have been an increasing case of marital crisis, instability, separation and divorce among senior secondary school teachers in Rivers State. Marriage as designed by God was to ensure emotional stability, increase psychological well-being of married people but too many married teachers' marriage has become a battle field. This is because domestic violence has led to the death of many married individuals. Marital satisfaction to teachers is a crucial factor, because a stable home often translates to higher job performance, workplace commitment, and positive attitude to work, increase students' engagement and reduction of absenteeism. Teachers' marital satisfaction also reduce work-family conflict and financial pressure which enables the teacher to focus effectively in his/her teaching activities. The teacher that is posed with marital issues may demonstrate poor classroom communication, inadequate interpersonal relationship with students and colleagues, emotional strains such as anxiety, depression and high level of stress, such a teacher may not perform his job effectively.

The influence of certain psychosocial variables within marital relationship needs proper understanding to determine their roles to marital satisfaction among married teachers in Rivers East Senatorial District of Rivers State. These variables include social skills, self-concept and effective communication. Teachers with poor social skills, low or negative self-concept and ineffective communication skills. Married teachers often carry their marital experiences to their classroom engagements which will affect teaching process. Some of these teachers may just tell stories, throw negative behaviours to students and improper evaluation of students. This may pose a serious problem to the actualization of educational goals and Sustainable Developmental Goals (SDGs).

Although marital satisfaction is an important aspect of teachers' personal and social well-being, empirical evidence regarding the contribution of psychosocial variables to marital satisfaction among teachers remains limited, particularly in Rivers East Senatorial District of

Rivers State. The scarcity of research addressing this specific population and geographical context creates a gap that warrants further investigation. Consequently, this study is designed to examine the relationship between psychosocial variables and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate psychosocial variables as correlates of marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The study specifically seeks to:

1. Determine the extent to which social skills relates to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.
2. Determine the extent to which self-concept relates to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.
3. Find out the extent to which effective communication relates to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Research Questions

The following research questions were considered in this study;

1. To what extent does social skills relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?
2. To what extent does self-concept relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?
3. To what extent does effective communication relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Hypotheses

The following null hypotheses guided the study. The hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between social skills and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.
2. There is no significant relationship between self-concept and marital satisfaction among married

senior secondary school teachers in Rivers East Senatorial District of Rivers State.

3. There is no significant relationship between effective communication and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Methodology

For this study a correlational research design was used as the aim of the investigation was to identify the relationships between identified psychosocial variables and teachers' marital satisfaction. Kpolovie (2010) describes correlational research as the type of research that is involved with exploring and determining the quality, direction and scope of relationship existing between a criterion/dependent variable and one or more predictor/independent variables. This design was deemed appropriate in order to establish the nature of the association between the selected psychosocial variables and marital satisfaction among married senior secondary school teachers.

There are all senior secondary school teachers in married state. The population consisted of 6,303 senior secondary school teachers that were married as at the time of administering questionnaire from the data obtained from Senior Secondary School Board Port Harcourt (2025/626). This population was chosen because of rising apprehensions about teachers' marital discontent primarily related to overly heavy workloads and inconsiderate work environments. This study took married teacher respondents from senatorial district into consideration as occupational and Job-related circumstances may have a bearing on their union experiences or fulfilment.

A total of 400 married senior secondary school teachers were segregated from the targeted population. The sample size determination using the Taro Yamane procedure yielded a sample of 376, yet to improve the representation of the population, the researcher eventually decided to use 400 participations. This study was carried out using 200 town planners in Obio/Akpor and Port Harcourt City Local Government Areas selected through stratified random sampling. Purposive random sampling was then used, identifying teachers from the sampled schools who had taken part in the study.

A self-structured questionnaire titled "Emotional Intelligence, Psychosocial Variables and Teachers' Marital Satisfaction Questionnaire" (EIPVTMSQ) was developed by the researcher for data collection. The questionnaire was divided into four parts, A, B, C and D. Part A comprised personal data (gender, LGA and length of marriage) while part B comprised responses on "Teachers' Psychosocial Variables' Questionnaire" (TPVQ), while part C comprised

responses on “Teachers’ Marital Satisfaction Questionnaire” (TMSQ). The TPVQ contained 10 items while TMSQ contained 15 items. Items on the instruments were presented as statement to which respondents were requested to indicate their level of agreement or disagreement on a 4-point modified Likert rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). Weighted 4, 3, 2 and 1 point respectively. The instrument was validated and the internal consistency for the measure calculated test re-test method of TPVQ ($r=0.85$) and TMSQ ($r=0.96$). The instrument was considered reliable for the study.

The copies of the instrument were administered directly to the married senior secondary school teachers in their respective schools by the researcher with the help of four research assistants. Permission to administer the instrument was obtained from the various schools visited. The researcher and her assistants met the respondents in their schools and administered the instrument. Four hundred (400) copies of the instruments were distributed and collected on the spot to ensure 100% retrieval. Although, some respondents demanded time to obtain their responses as the researcher and her assistance revisited such schools to retrieve the instrument. However, out of the 400 copies administered, only three and ninety-two (392) were properly filled and used for the analysis for the study

representing 98% retrieval rate.

Pearson Product Moment Correlation was used to answer all the research questions and to test all the hypotheses. The analysis of the hypotheses was tested for statistical significance at 0.05 alpha level. The interpretation of the correlation coefficient (r) value:

Strength of the Correlation: Very Strong: $r > 0.9$ (very means the relationship is almost perfect linear, and the variables move together very closely), Strong: $0.7 < r < 0.9$ (the relationship is strong, and the variables move together closely), Moderate: $0.5 < r < 0.7$ (the relationship is noticeable, but there is some variation), Weak: $0.3 < 0.5$ (the relationship is slight, and there is considerable variation) and Very Weak: $r < 0.3$ (the relationship is barely noticeable).

Results and Discussions

Research Question 1: To what extent does social skills relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Hypothesis 1: There is no significant relationship between social skills and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Table 1: PPMC Analysis (r) of the Relationship between Social Skills and Marital Satisfaction of Married Senior Secondary School Teachers in Rivers East Senatorial District of Rivers State

		Correlations	
		Social Skills	Marital Satisfaction
Social Skills	Pearson Correlation	1	.697**
	Sig. (2-tailed)		.000
	N	392	392
Marital Satisfaction	Pearson Correlation	.697**	1
	Sig. (2-tailed)	.000	
	N	392	392

** . Correlation is significant at the .05 level (2-tailed).

The results presented in Table 1 indicate a moderate and positive association between social skills and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The Pearson Product-Moment Correlation analysis produced a correlation coefficient of $r = 0.697$, with the probability value significant at $p < 0.01$, indicating that teachers who reported higher levels of social skills also tended to report greater marital satisfaction. The positive direction of the coefficient further shows that the two variables move together, such that an increase in social skills corresponds with an increase in marital satisfaction among the 392 participants included in the analysis. Since the obtained significance level is below the 0.05 criterion

($p < 0.05$), the null hypothesis four was rejected. The finding therefore establishes a statistically significant moderate positive relationship between social skills and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Research Question 2: To what extent does self-concept relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Hypothesis 2: There is no significant relationship between self-concept and marital satisfaction, among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Table 2: PPMC Analysis (r) of the Relationship between Self-Concept and Marital Satisfaction of Married Senior Secondary School Teachers in Rivers East Senatorial District of Rivers State

		Correlations	
		Self-Concept	Marital Satisfaction
Self-Concept	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	392	392
Marital Satisfaction	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	392	392

** . Correlation is significant at the .05 level (2-tailed).

The findings presented in Table 2 examined the relationship between self-concept and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The Pearson Product-Moment Correlation result yielded a coefficient of $r = 0.741$, indicating a strong positive association between the two variables. The strength of this relationship is supported by the reported correlation range of $r \leq \pm 0.60$ to ± 0.799 , within which the obtained coefficient falls. Thus, the result suggests that self-concept has a strong relationship with the level of marital satisfaction experienced by married senior secondary school teachers in the study area.

The test of hypothesis five, as shown in Table 2, further established a strong positive correlation between self-concept and marital satisfaction ($r = 0.741$). The obtained p-value of 0.00 is less than the 0.05 significance level, demonstrating that the relationship is statistically

significant. Consequently, the null hypothesis five was rejected at the 0.05 level of significance. The finding implies that teachers who possess a stronger and more positive perception of themselves tend to report higher levels of satisfaction within their marriages, while lower levels of self-concept are correspondingly associated with reduced marital satisfaction.

Research Question 3: To what extent does effective communication skills relate to marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Hypothesis 3: There is no significant relationship between effective communication skills and marital satisfaction, among married senior secondary school teachers in Rivers East Senatorial District of Rivers State?

Table 3: PPMC Analysis (r) of the Relationship between Effective Communication and Marital Satisfaction of Married Senior Secondary School Teachers in Rivers East Senatorial District of Rivers State

		Correlations	
		Effective Communication	Marital Satisfaction
Effective Communication	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	392	392
Marital Satisfaction	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	392	392

** . Correlation is significant at the .05 level (2-tailed).

Table 3 presents the relationship between effective communication skills and marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. In response to research question seven, the Pearson Product-Moment Correlation analysis produced a coefficient of $r = 0.528$, indicating a moderate positive relationship between effective communication skills and marital satisfaction. The obtained coefficient falls within the reported range of $r \leq \pm 0.40$ to ± 0.599 , which supports the interpretation that the association between the two variables is moderate. Therefore, the result indicates that effective communication

skills are moderately associated with marital satisfaction among married senior secondary school teachers in the study area.

The result of the test of hypothesis seven in Table 3 also confirmed a moderate positive correlation between effective communication skills and marital satisfaction ($r = 0.528$). Since the reported p-value of 0.00 is less than the 0.05 significance level, the relationship between the variables is statistically significant. Consequently, the null hypothesis seven was rejected at the 0.05 level of significance. This finding suggests that married teachers

who demonstrate more effective communication skills tend to experience higher levels of marital satisfaction, indicating that the quality of communication between spouses is positively associated with satisfaction in marriage.

Discussion of Findings

Relationship between Social Skills and Marital Satisfaction among Married Teachers

The results presented in Table 1 show that there is a significant positive relationship between social skills and marital satisfaction of married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The data does not provide evidence in favor of the original null hypothesis, which is that there was no statistically significant association between these two variables. Instead, results reveal that teachers who had more developed social skills to their personal and marital interactions are more likely to feel satisfied in their marriages. Such a relationship is likely because people who are socially skilled may have better control over their emotional responses, communicate personal needs effectively, maintain healthy interpersonal boundaries, and address conflicts constructively during marriage interactions.

The result of this study is similar to the findings of Maclean and George-Bright (2023), who determined that effective communication was strongly and statistically significantly positively related to marital satisfaction. The current result is also consistent with the research of Nyechie and Maclean (2023), which found a very dominant significant negative relationship between social variables ranging from financial dissatisfaction, sexual incompatibility and interference from in-laws with marital satisfaction among married adults in Rivers State. All these results converge in elucidating the implication of social and interpersonal skills, as well as the way people effectively cope with social difficulties occurring within marriage predicting marital satisfaction.

Relationship between Self-Concept and Marital Satisfaction among Married Teachers

The results were discussed in Table 2 which proved that self-concept is closely related to level of marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The outcome of the test for Hypothesis 2 confirmed once again a significant positive relationship between these two variables. This suggests that teacher self-appraisal and those teachers' perceptions of themselves are linked and tend to be higher where the marital satisfaction is greater. They are married teachers who learn to command a sense of worth as they in still their confidence, emotional stability and good

interpersonal boundaries in their marriages. The third layer of users may avoid acceptance or endorsement of threatening, domineering (bullying) and hostile (bully) behaviours; such positive self-views also create a supportive climate which in turn reduces marital dissatisfaction, they help to attenuate the supports for the externalisation of aggressive behaviour.

The current finding corroborates the findings of Maclean and Ekpo (2024), who discovered significant positive relationship between (self-concept dimensions (which include; self-image, self-esteem and ideal-self) construct with marital satisfaction of couples in Akwa Ibom State. The result also confirms those of Eze and Mba (2018) who found a statistically significant correlation between self-concept and marital satisfaction. The regression analyses, further confirm positive predictive contributions of emotional intelligence and self-esteem to marital satisfaction and marital crisis according to ($R = 0.646$; $R^2 = 0.417$; Adjusted $R^2 = 0.412$; $F(2,237) = 84.90$; $p < .05$). The fact that these findings appear consistent with the Taylor and Fulford (2006) seems to suggest that positive esteem can promote happiness, confidence and emotional security in marriage which can help married senior secondary school teachers build better relationships and achieve greater marital satisfaction.

Relationship between Effective Communication and Marital Satisfaction among Married Teachers

The data given in Table 3 indicate that the relationship between effective communication and marital satisfaction of married senior secondary school teachers in Rivers East Senatorial District of Rivers State is moderate. Test of Hypothesis 3: The test indicated a statistically significant positive relationship between effective communication and marital satisfaction. Indicates the figure implies that as teachers learn and communicate more in their marriages, research would suggest their level of marital satisfaction will also increase. While constructive communication allows spouses to more appropriately discuss their thoughts, concerns, expectations and feelings in the context of the marriage, ineffective or insufficient communication may lead to misunderstandings, unresolved disagreements and emotional disconnection that compound marital dissatisfaction. Therefore, the way spouses communicate is an essential component of marital satisfaction.

Esere et al. (2015) who made an important differentiation between the perceptions of married adults regarding communicating in relation to marital satisfaction. In a similar work Sarwatay and Divatia (2016) also confirmed this hypothesis by finding that couple having a strong interpersonal communication were better informed on the family issues and family planning decision making than their friends with weak communication. That finding is also

in line with Usoroh et al. (2020) identified communication styles have a significant positive effect on marital satisfaction. Their study also indicates that such poorly designed communication patterns may lower marital satisfaction and facilitate domestic violence. When combined, these studies highlight how healthy and positive communication can encourage couples to experience much better marital interactions and higher satisfaction.

Conclusion

This study investigated psychosocial variables as determinants of marital satisfaction among married senior secondary school teachers in Rivers East Senatorial District of Rivers State. The results found that the psychosocial variables examined — social skills, self-concept and communication — were positively correlated with marriage quality. The effect size of social skills on marital satisfaction showed a moderate positive relationship, while self-concept was found to have a strong positive and highly significant correlation with marital satisfaction. Regarding the teachers, effective communication displayed a modest and statistically significant positive relationship with marital satisfaction. This indicates that psychosocial characteristics are significant predictors of marital experience quality among married senior secondary school teachers in the area of this study.

The relationships observed indicate that social competencies, positive self-schemes and competent communicative behaviours upon resolving marital-related stressors are important psychosocial resources in a dyadic exchange of intimacy predicting satisfaction with marriage. The extent to which these variables mature needs better counselling, so that married teachers can be well-equipped through interpersonal-skills development programmes, self-awareness programmes and communication skills. These efforts will enhance marital interactions and satisfaction of married senior secondary school teachers in Rivers East Senatorial District of Rivers State.

Implication for Counselling

1. Marriage Counsellors should organize group counselling sections, family therapy, marriage conferences and symposium on factors that influence marital satisfaction and maintain marital satisfaction.
2. Marriage Counsellors should engage in radio and television programmes to speak on problems associated with marital dissatisfaction and prevention of marital dissatisfaction among teachers because of the important roles teachers play in our educational system and society.
3. Marriage Counsellors should engage married teachers by providing emotional support to promote social

skills, self-concept and effective communication so as to achieve marital satisfaction.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Married teachers should display higher sense of social skills and effectively express their needs and desires.
2. Married teachers should develop positive self-concept which can help them experience higher marital satisfaction.
3. Married teachers should work on improving their communication skills and finding ways to reduce the occurrence of verbal abuse in their interactions with their spouse.

References

1. Amadi, U. P. N. & Amadi, F. N. (2014). Marital crisis in the Nigerian society: Causes, consequences and management strategies. *Mediterranean Journal of Social Sciences*, 5(26), 133-143.
2. Anyannuga, O. M. & Adeniji, E. O. (2017). Marital stability as indices of mental health among women in Federal Colleges of Education (Technical) Akoka and College of Education. *CASSON*, 7(8), 304-311.
3. Esere, M. O., Yusuf, J., & Omotosho, J. a. (2015). Influence of spousal communication on marital instability: Implication for conducive home environment. *The Journal of Social Science Research*, 1 (4), 19-27.
4. Kpolovie, P. J. (2011). *Advanced research methods*. Springfield publishers
5. Maclean, O. & Bright-George, J. W. (2023). Psychosocial skills and marital satisfaction among senior secondary school teachers in Ahoada West Local Government Area of Rivers State: Counselling perspective. *Journal of Human, Social & Political Science Research (JHSPR)*, 28(6), 1-18.
6. Maclean, O. & Chikezie, V. C. (2022). Educational background, income level and family size as factors influencing marital instability among working-class women in Port Harcourt Metropolis. *International Journal of Educational Research and Library Science*, 11(8), 121-134
7. Maclean, O. & Ekpo, N. U. (2024). Self-concept and marital satisfaction of married persons in Akwa Ibom State: Implication for counselling.

8. Nyeche, P. A. & Maclean, O. (2023). Social variables and marital instability among married persons in Rivers State: Implications for counselling. *Journal of Educational Studies, Trends and Practice (JESTP)*, 28(8), 1-18.
9. Saeedifard, T., Hajrezaei, B. & Jahanbozi, B. (2015). Correlation between marital satisfaction and mental health in nurses of Tehran hospitals. *Journal of Life Science and Biomedicine*, 5(2), 34-38.
10. Sarwatay, D., & Divatia, A. (2016). A study of interpersonal communication between married couples on planned parenthood. *International Journal of Social Sciences and Humanities*, 6(1), 1-8.
11. Suleyman, M. & Zewdu, A. (2018). Determinant factors for couples communication and marital stability among adults in Assela town, Oromia region, Ethiopia. *Global Journal of Human-Social Sciences: Its Interdisciplinary*, 8(2), 89-103.
12. Vinney, C. (2018). What is self-concept in psychology? ThoughtCo. <https://www.thoughtco.com/self-concept-psychology-4176368>.
13. Wertern, C. & Hammer, E. Y. (2014). Mini literature review of self-concept. *Journal of Educational Health and Community Psychology*, 5(2), 62-66. <http://www.researchgate.net> 315