

Original Research Article

Do Emotional Intelligence and Self-Efficacy Correlates with Marital Satisfaction of Married Teachers in Anambra State?

ABSTRACT

Aims: Marriage is a bond between a man and a woman that is supposed to produce a satisfactory relationship whereby the married couple experiences marital satisfaction that brings about the mental and physical health of the individuals. This study determined the relationship between emotional intelligence, self-efficacy, and marital satisfaction among married teachers in Anambra State. Three research questions were formulated to guide the study, while three null hypotheses were tested at a 0.05 level of significance.

Methodology: A correlational research design was adopted for the study. A sample size of 1,344 married teachers was drawn from a population of 6,987 married teachers. A multi-stage sampling procedure was adopted for selecting the sample. Three instruments—the emotional intelligence scale (EIS), the general self-efficacy scale (GSS), and the index of marital satisfaction (IMS)—were adopted and used for data collection. The instruments are standardised measures and have the following reliability coefficients: 0.96 for IMS, 0.89 for EIS, and 0.87 for GSS. The data was collected through a direct delivery approach. The collected data were analysed. A range of aggregate scores was used to answer research questions. 1-3, Pearson Product Moment Correlation Coefficients were used to answer research questions, and regression analysis was used to answer research questions while the hypotheses were tested using the t-test of correlation.

Results: The findings of the study showed, among others, that there is a significant low-positive relationship existing among married teachers' emotional intelligence, self-efficacy beliefs, and marital satisfaction.

Conclusion: Based on the findings of the study, it was concluded that emotional intelligence and self-efficacy correlates with marital satisfaction of married teachers in Anambra State. Based on the findings of the study, it was recommended, among others, that married teachers be encouraged by the counsellors involved in marital counselling to pursue learning on self-efficacy and emotional intelligence through periodic seminars and counselling sessions, as it will likely promote marital satisfaction.

Keywords: Emotional intelligence, self-efficacy, correlates, marital satisfaction, married teachers, Anambra State

1. INTRODUCTION

Marriage is an important stage in the development of individuals' personal and social lives. It is considered the most important social unit, and many factors are involved in its stability and strength. Hence, the quality of marriage, as described by Khorasani, Hosseini, Matbouei, Khafri, Vasli, and Vardanjani (2017), is the most powerful factor predicting the

psychological health of married persons. According to Khorasani et al., married people's relationships and their satisfaction with marital life are two of the important factors that determine the fate of their marriage.

According to Odebunmi (2007), the term "marriage" refers to the union of man and woman as husband and wife, which constitutes the basic and essential unit of society. As a physical as well as a moral union, marriage is recognised by society as the basis of a family. Basically, the prime objects of marriage are usually companionship, sexual intimacy, and procreation.

Marriage, in whatever form it exists, is usually a source of satisfaction and gratification for many individuals in marital relationships. Satisfactory marriage for these people, according to Omage (2013), is a shield against mental pressures and negative life events, while unstable and unsatisfactory marriages have negative consequences for both physical and mental health. Thus, healthy marriages are composed of cordial relationships that could lead to marital satisfaction.

Marital satisfaction could be seen as an individual's positive assessment of his or her marital relations. It is a state of satisfaction in marriages that is defined by intrapersonal or interpersonal perception. Hence, it is seen as a measure that shows how well a person's feelings and needs are met (Ja'farzadeh, 2011). Nevertheless, in the context of this study, marital satisfaction refers to an individual's positive assessment of his or her contentment with marital relations in terms of how much the individual's feelings and needs are being met.

In today's society, meeting the needs of partners in marital relationships seems to be becoming a daunting task. It may not be much different with teachers, as many seem to be coping with a large number of problems to get their partners to make a relationship, preserve intimate relationships, and understand each other's emotions. A married teacher in the context of this study is a person (male or female) who is in a legally bound union and is engaged in a school to teach as a profession. For such a person, it is assumed that workloads in school have the prospect of affecting other facets of their lives, such as their physical, psychological, and mental health.

Being in a satisfactory marriage could be associated with better physical health, mental health, and overall life satisfaction. Mohammadimehr and Ayatollah (2017) noted that a satisfactory marriage is a shield against mental pressures and negative life events, while

unstable and stressful marriages have negative consequences for physical and mental health. This research evidence thus indicated that some of the marital encounters and problems are related to inability for maintaining sincere relationships and misunderstandings between married people, as well as other factors such as economic, cultural, and social factors that tend to have inappropriate and bad effects on their common life. In a similar way, when there is no problem in a marital relationship, people will likely report a high level of satisfaction in their marriages.

So, as more married people report lack of satisfaction and some seek dissolution of their marriages, the concern of scholars has led to many research efforts (such as Lavalekar, Kulkarni, & Jagtap, 2010; Ofovwé, Ofili, Ojetu, & Okosun, 2013), which were geared towards figuring out the elements that influence the level of satisfaction and persistency in marital interpersonal relationships.

Ofovwé, Ofili, Ojetu, and Okosun's (2013) study focused on the marital satisfaction and psychological health of secondary school teachers. The researchers observed that factors like emotional awareness, emotional expression, emotional regulation, and sympathy affect marriage communication and quality, which is perceived as a pointer to marital satisfaction.

On the other hand, an unsatisfactory marriage is a function of many factors. Johnson (2015) noted that marriage may be in crisis if one or more of the four purposes of marriage, namely childbearing, sexual satisfaction, companionship, and economic satisfaction, are not satisfactorily achieved. What this means is that marital satisfaction is a subset of needs, and most married people, for different reasons, seem not to care about that, while some are simply naive to the basic principles and tenets of a satisfactory marital life.

Some married teachers, for instance, due to the nature of their job, which involves constant marking of test scripts and recording, tend to extend their work beyond the classroom to their homes. When this happens, the time married people should spend together will be taken over by school jobs, possibly interfering in their relationship. This may continue over time and eventually lead to failure to properly identify and meet the needs of a spouse.

Anghel (2016) showed that happiness, emotional awareness, and self-actualization are most strongly related to marital satisfaction. Perhaps the reason for this is based on the notion that married people's intimate relationships need communication skills such as paying attention to the other person's viewpoint, being able to empathise with their partner's perceptions, and

also being sensitive and aware of the other person's needs. Consequently, it becomes clearer that the educational intelligence of teachers alone may not guarantee their marital success in the long term, so other features are necessary for proper human relations and success in life that are referred to as emotional intelligence.

As a kind of capability, emotional intelligence consists of capacity perception and stating, recognising, applying, and managing one's own emotions and those of others. Emotional intelligence, in the view of Egbule (2009), is the ability to validly reason with emotions and to use emotions to enhance thought. It involves the ability to utilise emotional knowledge to accurately perceive, understand, generate, access, and assist feelings or emotions so as to promote emotional and intellectual growth. Thus, in the context of this study, emotional intelligence refers to the married teachers' ability to monitor, recognise, and understand each other's feelings and be able to manage their thoughts and emotions and those of their partner.

Salovey and Mayer's (1990) theoretical structure of emotional intelligence includes many positive experimental characteristics that researchers relate to the quality of marriage. Even more, by thinking about their own and others' emotions, people can share their emotions and understand and manage the emotional information. Consequently, the more skills married people learn, the more likely they are to improve their communications and insight, thereby enhancing good understanding and proper management of each other's emotions in the marital union.

Sometimes, however, at different stages in life, one may encounter situations that challenge the cognitive and psychological abilities. These abilities, as Kachooei and Fathi-Ashtiani (2013) noted, would help an individual find out the needed strategies for facing challenges such as marital issues. One of these abilities is self-efficacy, which describes a person's cognitions about whether he or she is capable of performing the behaviours necessary to produce a desired outcome. It could also be thought of as a person's confidence in his or her ability within a certain domain. Self-efficacy applied to marital relationships is a way to conceptualise an individual's confidence in his or her ability to perform relationship-affirming behaviours such as openly communicating with one's partner, providing support and nurturing, and controlling feelings of hurt and anger.

Additionally, the self-efficacy beliefs of teachers as an important cognitive representation would also help to form beliefs about future actions and personal capacities. This could be

attributed to the notion that self-efficacy is associated with personal control, which plays an important role in people's adjustment to stress factors in marriage. Married teachers with high self-efficacy can improve their relationships with their spouses. They may become open to sharing about their marriages because they perhaps believe they have valuable skills in relationships that are worth sharing.

There is also a growing body of research indicating that self-efficacy is intricately linked with marital functioning. For instance, Hamidian and Mousavi (2015) noted that increased self-efficacy and raising people's motivation to solve daily and communicational problems and their belief in their abilities can improve the quality of marriage relationships and increase their satisfaction with them. One could thus draw from the research finding that when self-efficacy is at a high level, the rate of marriage conflicts would likely be lower and there would be more marital satisfaction. On the other hand, when self-efficacy is low, marital conflicts may be high, hence the possibility of less marital satisfaction.

Consequently, the deficiencies in emotional and affectionate competence of married teachers, in addition to other factors such as self-efficacy, would likely have unpleasant effects on their matrimonial lives. Some of these deficiencies, according to Khorasani et al. (2017), include inability in self-consciousness, lack of self-control, lack of sympathy, the inability to sympathise with each other, and, in general, a deficiency in establishing a fruitful relationship. Since emotional quotient and self-efficacy are totals of an individual's personality, management of emotions, and understanding others, making a correlation between emotional intelligence, self-efficacy, and marital satisfaction would be quite meaningful.

2. STATEMENT OF THE PROBLEM

The professional roles of teachers require them to have fortitude and concentration, but they must also work long hours to teach, manage students' behaviour, and access students learning. At the end of the day, the teacher may be stressed out and exhausted, to the point that he or she does not have any energy left for other tasks and duties that are also competing for his or her time and energy. This may affect the time and attention given to their partners and, in turn, their marital life.

Although previous research efforts have been made to determine factors that contribute to marital satisfaction among married couples, none have explicitly delved into investigating

self-efficacy and emotional intelligence as correlates of marital satisfaction among married teachers in Anambra State. Therefore, it is the need to fill this gap that motivated this researcher, who is also a married counsellor and teacher, into carrying out this study to determine the relationship between emotional intelligence, self-efficacy, and marital satisfaction of married teachers in Anambra State.

2.1 Purpose of the Study

The main purpose of this study is to determine the relationships among emotional intelligence, self-efficacy, and marital satisfaction among married teachers in Anambra State. Specifically, the study intends to determine:

1. The relationship between emotional intelligence and marital satisfaction of married teachers in Anambra State secondary schools
2. The relationship between the self-efficacy and marital satisfaction of married teachers in Anambra State secondary schools
3. The relationship among emotional intelligence, self-efficacy, and marital satisfaction of married teachers in Anambra State secondary schools

2.2 Research Questions

The following research questions guided the study:

1. What type of relationship exists between emotional intelligence and marital satisfaction among married teachers in Anambra State secondary schools?
2. What type of relationship exists between self-efficacy beliefs and marital satisfaction among married teachers in Anambra State secondary schools?
3. How do the emotional intelligence and self-efficacy beliefs of married teachers in secondary schools jointly relate to their marital satisfaction?

2.3 Hypotheses

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

1. The type of relationship existing between emotional intelligence and marital satisfaction among married teachers in Anambra State secondary schools is not significant.
2. The type of relationship existing between self-efficacy beliefs and marital satisfaction of married teachers in Anambra State secondary schools is not significant.
3. The type of relationship existing among emotional intelligence, self-efficacy belief, and marital satisfaction of married teachers in Anambra State secondary schools is not significant.

3. MATERIALS AND METHODS Research

3.1 Research Design

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

3.2 Research Setting

The study was conducted in Anambra State, located in the South East Geo-Political Zone of Nigeria. Many secondary school teachers appear to be facing marital difficulties, which might result in a lack of marital happiness.

3.3 Participants

A total of 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.

3.4 Instrument for Data Collection

Three research instruments were used in collecting data from married teachers for this study: the Emotional Intelligence Scale (EIS), the General Self-Efficacy Scale, and the Index of Marital Satisfaction (IMS). The Emotional Intelligence Scale is a modified version of the

emotional intelligence scale developed and standardised by Singh (2002) and was used to assess the emotional balance of the married teachers in dealing with issues related to their marriage. The instrument measures the self-awareness, self-regulation, self-motivation, and social skills of the married teachers. The instrument contained twenty (20) items on a five-point scale of All the Time (ATT), Most Time (MT), Sometimes (ST), Rarely (R), and Not at All (NAT), with 5, 4, 3, 2, and 1 point scores attached, respectively.

General Self-Efficacy Scale: This is a standardised instrument developed by Schwarzer & Jerusalem (1995) and is being adopted for this study. The scale is a self-reported measure of self-efficacy. The scale is a 10-item scale that assesses a general sense of perceived self-efficacy with the aim of predicting coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. Responses from the scale are made on a 4-point scale, ranging from 1 (not at all true), 2 (hardly true), 3 (moderately true), and 4 (exactly true).

The Index of Marital Satisfaction (IMS) is a standardised instrument designed by Walter W. Hudson (1982) and adapted in this study for Nigerian use. The Index of Marital Satisfaction (IMS) scale was designed to measure the degree, severity, or magnitude of the problem a spouse or partner has in a partner relationship. The IMS measures the magnitude of marital discord or dissatisfaction that is felt or perceived by one partner. The two instruments have all been subjected to an internal consistency and reliability test using Cronbach's alpha. The outcome yielded a coefficient alpha of 0.89 for EIS and 0.96 for IMS.

3.5 Data collection and analysis

All the participants in the study were administered the three research instruments. The questionnaires were distributed directly to the respondents and retrieved after they had successfully responded to the questionnaire items. The collected data were analysed using the Statistical Package for Social Science (SPSS). The data collected for the research questions were answered using the Pearson Product Moment Correlation Coefficient (Pearson r), while a t-test was used to test the null hypotheses.

4. RESULTS

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

4.1 Research Question 1

What type of relationship exists between emotional intelligence and marital satisfaction among 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 r	Marital Satisfaction r	Remark
Emotional Intelligence	1322	1.00	0.20	Very Low or no Positive Relationship
Marital Satisfaction	1322	0.20	1.00	

In Table 1, it was observed that a very low or no positive relationship of 0.20 exists between married teachers' emotional intelligence and their marital satisfaction.

4.2 Research Question 2

What type of relationship exists between self-efficacy beliefs and marital satisfaction among married teachers in Anambra State secondary schools?

Table 2: Pearson r on self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools

Source of Variation	N	Self-efficacy belief r	Mathematics r	Remark
Self-efficacy belief	1322	1.00	-0.03	Very low or no Relationship
Marital Satisfaction	1322	-0.03	1.00	

Table 2 indicates that Very low or no Relationship of -0.03 exists between married teachers' Self-efficacy belief and their marital satisfaction.

4.3 Research Question 3

How do emotional intelligence and self-efficacy belief of married teachers in secondary schools jointly relate with their marital satisfaction?

Table 3: Summary of regression analysis on secondary school married teachers' emotional intelligence, self-efficacy belief and their marital satisfaction

R	R Square	Adjusted R Square	Remark
0.191	0.037	0.035	Very Low Positive relationship

Table 3 shows that married teachers' emotional intelligence and self-efficacy had an R^2 change of 0.037, which shows that the variables had a predictive power of 3.70 percent for married teachers' marital satisfaction.

Testing the Null Hypotheses

4.4 Null Hypothesis 1

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

Table 4: 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	P-value	Remark
1322	0.22	1320	6.89	0.000	S

S = Significant

Table 4 indicates that at 0.05 level of significance and 1320df, the calculated t 6.89 with a Pvalue of 0.000 which is less than 0.05, the first null hypothesis is rejected. The relationship existing between emotional intelligence and marital satisfaction among married teachers in Anambra State secondary schools is significant.

4.5 Null Hypothesis 2

The type of relationship existing between self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools is not significant.

Table 5: t-test on the relationship existing between self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools

N	cal. r	df	Cal.t	Pvalue	Remark
1322	-0.03	1320	-3.84	0.000	S

NS = Not Significant

Table 5 shows that at 0.05 level of significance and 1320df, the calculated t -3.84 with Pvalue 0.00 which is less than 0.05, the second null hypothesis is rejected. The relationship existing between self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools is significant.

4.6 Null Hypothesis 3

The type of relationship existing among emotional intelligence, self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools is not significant.

Table 6: Summary of regression analysis on the relationship existing among emotional intelligence, self-efficacy belief and marital satisfaction of married teachers

N	R	R ²	R ² adjusted	df	Cal.F	Pvalue	Remark
1322	0.191	0.037	0.035	1319	31.57	0.000	S

Table 6 reveals that at 0.05 level of significance 2df numerator and 1319df denominator, the calculated F31.57 with a Pvalue of 0.000 which is less than 0.05, the **seventh** null hypothesis is rejected. The relationships among emotional intelligence, self-efficacy belief and marital satisfaction of married teachers in Anambra State secondary schools is significant.

5. Discussions

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

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

Findings of the study revealed that there is a low positive relationship between married teachers' emotional intelligence and their marital satisfaction. The finding also indicated that the relationship existing between emotional intelligence and marital satisfaction among married teachers in Anambra State secondary schools is significant. The low positive relationship observed in the study indicates that with an increase in the married teachers' emotional intelligence, there would be a corresponding slight increase in their marital satisfaction, and the relationship is substantial. The finding is consistent with the findings of previous studies such as Ilyas and Habib (2014), Gharahhajlou, Mirzaian, and Hassanzadeh (2015), and Dalvand, Makvandi, and Khoshli (2014).

Ilyas and Habib's (2014) study explored the relationship between marital satisfaction and emotional intelligence among different professional teachers. The findings indicated a significant relationship between marital satisfaction and emotional intelligence. The findings imply that married teachers with higher emotional intelligence will display better marital quality and are much more likely to obtain marital satisfaction. Gharahhajlou, Mirzaian, and Hassanzadeh (2015) investigated the relationship between emotional intelligence and marital satisfaction among high school English teachers. The results indicated a positive relationship between emotional intelligence and marital satisfaction among the teachers.

Similarly, Dalvand, Makvandi, and Khoshli (2014) studied the correlation between marital satisfaction and the emotional intelligence of married university staff. The findings also indicated that there is a positive and significant correlation between marital satisfaction and the emotional intelligence of married teachers. The possible reasons behind the satisfying marital relationship observed among these married teachers could be diverse. Research, for instance, has pointed out many associated benefits to a happy marriage, including emotional and physical health and longevity. The individual may marry for several reasons, including legal, social, emotional, financial, spiritual, and religious purposes. Their marital satisfaction, however, would likely depend largely on their emotional state, which would reflect the perceived benefits and costs of marriage to a particular person.

Research has shown that one of the qualities common to couples who report a high degree of marital satisfaction is that they tend to consider themselves emotionally connected to their spouse. They experience that their partner legitimately cares about them and is normally kind in their relationships. Emotionally intelligent couples are conscious of what is going on in their partners' world and demonstrate care for that world. They are open and respond to

things their mate may want from them, such as a kind word, a listening ear, a gentle touch, a sensual encounter, or warm reassurance.

For instance, Hamidian and Sharif Mousavi's (2015) research confirmed the crucial significance of emotional intelligence when they noted that the success of happiness will in part depend on the emotional intelligence of both the wife and the husband to assess the emotional intimations of each partner. Perhaps the reason is linked to the notion that emotional intelligence involves the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions. From Hamidian and Sharif Mousavi's study, one could deduce that a satisfying marriage does not require living happily ever after; rather, it requires being able to intelligently process each other's emotional clues and talk together cooperatively about situations that may have created negative feelings.

The findings of this study are also in agreement with Anghel (2016), whose study showed significant correlations between marital satisfaction and the subcomponents of emotional intelligence like balancing personal emotions and balancing the emotions of others. Therefore, being able to manage emotions would likely be helpful and play a significant role in people's feelings about their spouse.

Relationship between the Self-Efficacy and Marital Satisfaction of Married Teachers in Anambra State Secondary Schools

Findings of the study also revealed that there is a very low or no negative relationship existing between married teachers' self-efficacy beliefs and their marital satisfaction. The findings further revealed that the relationship existing between self-efficacy beliefs and marital satisfaction of married teachers in Anambra State secondary schools is significant. This means that the self-efficacy beliefs of the married teachers in Anambra State have a very little but substantial connection with their marital satisfaction. Although there are few studies that found a non-significant negative relationship between self-efficacy and marital satisfaction, the findings are consistent with Mahmood and Ali (2014), who found a non-significant negative relationship between self-efficacy and marital satisfaction. The study's results are also consistent with the findings of Thenmozhi (2015), who discovered that there was no association between marital self-efficacy and marital satisfaction among married employees.

The findings of this study are rather surprising. There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. Thus, self-efficacy, as shown in literature, is generally considered a positive attribute. However, notwithstanding that the married teachers in this study have high self-efficacy and are satisfied in their marriages, the findings of this study suggest that an increase in self-efficacy has little or nothing to do with an increase in marital satisfaction among the married teachers in Anambra State.

The reason for this finding could be explained based on the notion that different periods of life and work loads present certain types of competency demands for successful functioning. So, there are many pathways through life, and, at any given time, it is expected that married teachers would likely vary substantially in how they are able to manage their lives.

Moreover, the roles into which married teachers are cast may impose sociocultural constraints on the cultivation and maintenance of perceived self-efficacy. As they move into older-age phases, most may suffer losses of resources, productive roles, and access to opportunities and challenging activities. Environments that require little thought or independent judgement could diminish the quality of functioning, while intellectually challenging ones would likely enhance it.

How Emotional Intelligence and Self-Efficacy Belief of Married Teachers in Secondary Schools Jointly Relate With Their Marital Satisfaction

There is a low positive relationship between married teachers' emotional intelligence, self-efficacy beliefs, and marital satisfaction. The findings further revealed that the relationship existing among emotional intelligence, self-efficacy belief, and marital satisfaction of married teachers in Anambra State secondary schools is significant. The findings of the study are consistent with those of Gharahhajlou, Mirzaian, Hassanzadeh (2015), and Khorasani et al. (2015). The studies indicated a positive relationship between emotional intelligence, self-efficacy, and marital satisfaction among the teachers. The studies also showed that there is a positive and significant relationship between emotional intelligence and marriage satisfaction in working women and their husbands.

The reason for these findings could be linked to the idea that both emotional intelligence and self-efficacy are sets of cognitive capacities, capabilities, and skills that affect an individual's ability to succeed and cope with environmental pressures and demands. These capacities can

be developed through improvement in people, thus meaning that the concepts can be advanced. Emotional intelligence is desired in handling the mood, mental status, and controlling impulses, as well as the perceived abilities of the individuals in a marital union.

It is believed that couples who have proper relational skills and a firm belief in their abilities enjoy higher marriage satisfaction and feel more joy in their relationship. Going by the findings of Khorasani et al. and Gharahhajlou et al., more satisfied couples are those who do not hesitate to engage in discussion about communicational problems, and their spouses would likely have high emotional intelligence.

6. Conclusions

Based on the findings of the study, it concludes that there is a significant positive relationship between married teachers' emotional intelligence and their marital satisfaction. There is also a very low negative relationship between married teachers' self-efficacy beliefs and their marital satisfaction, and the relationship is not significant. Moreover, there is a significantly low positive relationship existing among married teachers' emotional intelligence, self-efficacy beliefs, and marital satisfaction in Anambra State secondary schools.

7. Implications of the Study

The findings of the study have some implications for counselling. Married teachers would likely see the need to go for marital counselling. In this way, couples that are satisfied in their marriages would be guided to remain united, while dissatisfied couples would be assisted in their relationship. Married teachers who attend premarital counselling will likely have the opportunity to discuss issues that most couples argue about and that most often lead to divorce or separation. Marital counselling can help the individuals address hot issues before they arise and assist them in discovering what the other person believes about the issue so that they may come to an agreement.

8. Recommendations

The following recommendations were made based on the findings:

1. Married teachers should be encouraged by the counsellors involved in marital counselling to pursue learning on self-efficacy and emotional intelligence through

- periodic seminars and counselling sessions, which will likely promote marital satisfaction.
2. Government and non-governmental organisations working in partnership with the school guidance counsellors should organise seminars, conferences, workshops, and enlightenment programmes for both intended and married teachers, focusing on building the emotional intelligence and self-efficacy of the couples for satisfactory marital union.
 3. Education authorities, working in alliance with guidance counsellors, can consider teaching skills derived from the variables in the consulting programmes of married teachers.

CONSENT

Participants' signed consent has been gathered and stored by the authors in accordance with international or scholarly standards.

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