



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

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## **ABSTRACT**

**Aims:** This study looked at married teachers in Anambra State to see how self-efficacy and emotional intelligence correlate with marital satisfaction. Three study questions were developed to evaluate this relationship, and three null hypotheses were tested at a 0.05 level of significance. The results of this study could be used to better appreciate the value of marriage as a union between a man and woman that promotes both mental and physical health through marital satisfaction.

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**Methodology:** For this study, a correlational research design was used in order to explore the relationship between emotional intelligence, general self-efficacy, and marital satisfaction. A sample of 1,344 married teachers was selected from a population of 6,987 married teachers through a multi-stage sampling procedure. Three instruments - the emotional intelligence scale (EIS), the general self-efficacy scale (GSS), and the index of marital satisfaction (IMS)—were used to collect data. These instruments are standardised measures with reliability coefficients of 0.96 for IMS, 0.89 for EIS, and 0.87 for GSS. Data collection was done through a direct delivery approach. Aggregate scores were used to answer research questions, Pearson Product Moment Correlation Coefficients were used to answer research questions, and regression analysis was used to answer research questions. The hypotheses were tested using the t-test of correlation. This method is used to assess the relationship between two variables, and to determine if the difference between their means is statistically significant.

**Results:** The study demonstrated that there is a slight yet positive relationship between the emotional intelligence, self-efficacy beliefs, and marital satisfaction of married teachers.

**Conclusion:** Research findings indicate that emotional intelligence, self-efficacy, and marital satisfaction are positively correlated among married teachers in Anambra State. This positive correlation suggests that couples who are better able to recognise, understand, and manage their own emotions, as well as those of their partner, tend to have higher levels of marital satisfaction. Additionally, higher levels of self-efficacy, or confidence in one's ability to complete tasks or handle difficult situations, may also play a role in the overall satisfaction of the marriage.

Given these findings, it is recommended that counsellors involved in marital counselling motivate and encourage married teachers in Anambra State to take part in seminars and counselling sessions that promote the learning of emotional intelligence and self-efficacy. These sessions can help couples better recognise, understand, and manage their own emotions, as well as those of their partner, and build confidence in their ability to handle difficult situations.

*Keywords: Emotional intelligence; self-efficacy; correlates; marital satisfaction; married teachers; Anambra State.*

## 1. INTRODUCTION

Marriage is a significant stage in an individual's personal and social growth. It is regarded as the most essential social unit, and a variety of variables affect its stability and strength. According to Khorasani et al. [1], the quality of a marriage is the most important element in influencing the psychological well-being of married individuals. According to Khorasani et al., the relationship between the couples and their happiness with their marriage are two of the important variables that decide the fate of a marriage.

Marriage, according to Odebunmi [2], is the union of a man and a woman as husband and wife, and it is the fundamental unit of society. Marriage's primary goals are friendship, sexual intimacy, and reproduction. It is a source of fulfilment and happiness for many people. Omage [3] states that a healthy and happy marriage can have a positive effect on mental and physical health. Having a strong relationship with a partner can provide support and stability during difficult times, helping to maintain overall mental and physical health. However, when a marriage is unstable and unhappy, it can have

significant consequences for both physical and mental health. Studies have shown that those in unhappy marriages are more likely to suffer from depression, anxiety, and other mental health issues. Physically, individuals in unhappy marriages may be at a higher risk for hypertension, heart disease, and other physical ailments.

Research has also linked marital satisfaction to health outcomes. Satisfaction in a marriage is not only linked to psychological well-being, but also to physical health. Studies have found that couples who report higher levels of marital satisfaction tend to have better overall health than couples who report lower levels of satisfaction. Additionally, couples who report higher levels of satisfaction are more likely to engage in healthy behaviours such as regular exercise, healthy eating, and getting adequate sleep. Thus, a healthy, happy and satisfactory marriage can provide a great deal of support and stability, which can improve mental and physical health. On the other hand, an unstable, unhappy and unsatisfactory marriage has significant consequences for both physical and mental health.

Marital satisfaction is an individual's positive evaluation of their marriage. It is a measure of how well a person's feelings and needs are met. According to Ja'farzadeh [4], intrapersonal and interpersonal perceptions are what determine it. In today's society, it can be difficult for couples to meet each other's needs. Teachers often face numerous challenges in their relationships due to the fact that they are regularly dealing with a lot of work-related stress. This stress can manifest in numerous ways, from feeling overwhelmed and overworked to having issues maintaining boundaries between their professional and personal lives. It can also lead to feelings of resentment, anger, and frustration, which can then easily spill over into their relationships. Additionally, teachers often have to juggle many tasks and responsibilities, which can make it difficult to find quality time to spend with their partners, leading to a feeling of disconnection.

In order to maintain a healthy and satisfactory marriage, it is important for teachers to make time for their partners and be mindful of how work-related stress can affect their relationship. This could involve making sure to prioritise quality time together, engaging in activities that promote connection, and having honest and open conversations about any issues that arise. Additionally, it is important to make sure to set boundaries and prioritise self-care, as this can help reduce the amount of stress and anxiety experienced. Additionally, couples could consider seeking out professional help if needed, as this can be a great way to address any issues and help ensure a strong and healthy relationship.

Research shows that a satisfactory marriage is associated with better physical and mental health as well as overall life satisfaction. Mohammadmehr and Ayatollah [5] noted that an unstable and stressful marriage can have detrimental effects on physical and mental health. Lavalekar, Kulkarni, and Jagtap [6] and Ofovwe et al. [7] conducted studies on the marital satisfaction and psychological health of teachers in secondary schools. They found that emotional regulation, emotional expression, emotional awareness, and sympathy all have an effect on the communication and quality of a marriage, which is connected to marital satisfaction.

If a marriage does not meet the four purposes of marriage, such as companionship, childbearing, sexual satisfaction, and economic satisfaction, as identified by Johnson [8], it is likely to be

unsatisfactory. Anghel [9] found that happiness, emotional awareness, and self-actualization are the most important factors associated with marital satisfaction. These skills, such as being able to listen to one's partner's point of view, being able to empathise with their partner, and being sensitive to their needs, are essential for successful intimate relationships.

Teachers often have to extend their work into their homes, which can take away from the time they spend together and prevent them from meeting their partner's needs. Emotional intelligence is also a key factor in marital success, showing that educational intelligence alone is not enough. Egbule [10] identified emotional intelligence as a crucial relationship skill that involves the capacity to reason with emotions and use them to sharpen thinking. When applied to the marital union, it encompasses the ability to recognise and understand each other's emotions, as well as manage their own and their partner's thoughts and feelings. According to Salovey and Mayer [11], this capability has a range of positive characteristics that can strengthen a marriage. In order to do so, it is important to cultivate the ability to share and comprehend emotional information and to develop skills to improve communication and understanding.

However, life can present challenges that test an individual's cognitive and psychological abilities. As highlighted by Kachooei and Fathi-Ashtiani [12], having the correct strategies to face such difficulties, such as marriage issues, is essential, and one such ability is that of self-efficacy. This can be defined as a person's confidence in their ability to perform behaviours that will bring about a desired outcome. In the context of marital relationships, this would include communication, support, and controlling feelings of hurt and anger. Married teachers with a high level of self-efficacy are in a better position to improve their marriage, as it gives them the belief that they have the required skills to do so. This self-belief can also shape their beliefs about future actions and capabilities, and can play an important role in helping them adjust to any stress factors within their marriage.

Hamidian and Mousavi [13] discovered in their study that when self-efficacy is high, there is less conflict in marriage and greater satisfaction. When self-efficacy is poor, however, there are more disputes and less satisfaction. In addition to self-efficacy, Khorasani et al. [1] contend that

married teachers' lack of emotional and affective competence may have a negative impact on their marriage. These shortcomings include a lack of self-awareness, self-control, compassion, and trouble forming meaningful connections. As a result, it is critical to investigate the connections between emotional intelligence, self-efficacy, and marital satisfaction.

## 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.

This study was conducted to explore the correlation between marital satisfaction, emotional intelligence, and self-efficacy among married teachers in Anambra State, as no previous research has specifically looked into this relationship. The researcher, who is also a married counsellor and teacher, was motivated to fill this gap and thus set out to determine the relationship between these three variables.

### 2.1 Purpose of the Study

The purpose of this research is to investigate the correlation between emotional intelligence, self-efficacy, and marital satisfaction among married teachers in Anambra State secondary schools. Specifically, the study seeks to uncover the following:

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

### 2.2 Research Questions

The study aimed to answer the following questions:

1. How does emotional intelligence correlate with marital satisfaction among married teachers in public secondary schools in Anambra State?
2. How do self-efficacy beliefs correlate with marital satisfaction among married teachers in secondary schools in Anambra State?
3. How do the emotional intelligence and self-efficacy beliefs of married teachers in secondary schools jointly correlate with their marital satisfaction?

### 2.3 Hypotheses

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

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

## 3. MATERIALS AND METHODS

### 3.1 Research Design

This research employed a correlational study to analyze the correlation between self-efficacy, emotional intelligence, and marital satisfaction of married teachers in Anambra State. This design was selected as it allows for the exploration of the relationship between the variables.

### 3.2 Research Setting

The setting for the study is Anambra State, located in the South East Geo-Political Zone of Nigeria. The researchers observed that many secondary school teachers in the area seem to be having marital issues, possibly resulting in unsatisfactory marriages.

### 3.3 Participants

For this study, A total 1,344 married teachers from both public secondary schools in Anambra State were selected, 144 of them being male and 1,200 being female. A multi-stage sampling

approach was employed for the selection. First, simple random sampling technique was used to choose four zones from the six zones. Following this, two local government areas were chosen from each of the four zones, resulting in eight local government areas being selected. Subsequently, eight schools were selected from each of the local government areas, making a total of 64 public secondary schools across the eight local governments in the four zones. This selection was done by balloting with a replacement. Finally, a disproportionate stratified random sampling technique was used to select 21 teachers from each of the 64 selected schools, resulting in 1,344 married teachers in the eight local governments within 4 zones. The stratification was based on the local governments.

### 3.4 Instrument for Data Collection

In order to carry out this study, three research tools were utilised to gather data from married teachers: the Emotional Intelligence Scale (EIS), the General Self-Efficacy Scale, and the Index of Marital Satisfaction (IMS). Singh (2002) created and validated the emotional intelligence scale, and Singh used the EIS to assess the emotional stability of the married teachers when handling marital-related issues. It had twenty items which were measured on a five-point scale of All the Time (ATT) - 5 points, Most Time (MT) - 4 points, Sometimes (ST) - 3 points, Rarely (R) - 2 points, and Not at All (NAT) - 1 point.

General Self-Efficacy Scale: A standardised instrument that Schwarzer & Jerusalem (1995) developed to assess self-efficacy was used. The instrument is a 10-item scale that assesses the overall sense of perceived self-efficacy with the goal of predicting how an individual will cope with daily hassles and how they will adapt after experiencing stressful life events. The scale uses a 4-point scale to measure responses, ranging from 1 (not at all true) to 4 (exactly true).

The Walter W. Hudson (1982) Index of Marital Satisfaction (IMS) was specifically designed for Nigerian usage in this study. The IMS was created to assess the severity, strength, or magnitude of strife that one partner experiences in a relationship. The scale measures the level of disagreement or dissatisfaction that one partner feels or perceives. To ensure accuracy and consistency, Cronbach's alpha was used to assess the internal reliability and yielded a coefficient alpha of 0.89 for the EIS and 0.96 for the IMS.

### 3.5 Data Collection and Analysis

All participants in the study were administered the three research instruments. Respondents were given the questionnaires to complete, and then the responses were collected. The data obtained was then examined with the help of the Statistical Package for Social Science (SPSS). In order to answer the research questions, the Pearson Product Moment Correlation Coefficient (Pearson  $r$ ) was used, and a t-test was conducted to test the null hypotheses.

## 4. RESULTS

The findings of this study were determined through the analysis of data collected in the field. Summaries of this data are presented in the following tables to highlight the results:

### 4.1 Research Question 1

How does emotional intelligence correlate with marital satisfaction among married teachers in public secondary schools in Anambra State?

Table 1 showed a lack of a strong correlation between the emotional intelligence of married teachers and their satisfaction with their marriage, with the correlation being as low as .20.

**Table 1. Pearson correlation coefficient on emotional intelligence and marital satisfaction of married teachers in secondary schools in Anambra State**

Source of Variation	N	Emotional Intelligence $r$	Marital Satisfaction $r$	Remark
Emotional Intelligence	1322	1.00	.20	Very Low Positive Relationship
Marital Satisfaction	1322	.20	1.00	

## 4.2 Research Question 2

How do self-efficacy beliefs correlated with marital satisfaction among married teachers in secondary in Anambra State schools?

Table 2 showed that there is a Very low or no correlation (-.03) between the self-efficacy beliefs of married teachers 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?

The R2 change of .037 for emotional intelligence and self-efficacy in Table 3 indicates that these variables have a 3.70 percent predictive power for the marital satisfaction of married teachers.

## 4.4 Null Hypotheses Testing

### 4.4.1 Null hypothesis 1

The relationship between emotional intelligence and marital satisfaction among married teachers

in public secondary schools in Anambra State is not significant.

At a significance level of 0.05 and 1320 degrees of freedom, Table 4 shows that the calculated t-value is 6.89 with a P-value of 0.000. Since the P-value is less than 0.05, the first null hypothesis is rejected, suggesting that there is a significant relationship between emotional intelligence and marital satisfaction among married teachers in public secondary schools in Anambra State.

### 4.4.2 Null hypothesis 2

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

Based on the data presented in Table 5 with a 0.05 level of significance and 1320 degrees of freedom, the calculated t-value of -3.84 is associated with a P-value of .00, which is less than 0.05. Therefore, the second null hypothesis is rejected, which implies that a significant correlation exists between the self-efficacy beliefs and marital satisfaction of married teachers in Anambra State secondary schools.

**Table 2. Pearson correlation coefficient on self-efficacy beliefs and marital satisfaction of married teachers in public secondary schools in Anambra State**

Source of Variation	N	Self-efficacy beliefs r	Marital Satisfaction r	Remark
Self-efficacy beliefs	1322	1.00	-.03	Very low negative relationship
Marital Satisfaction	1322	-.03	1.00	

**Table 3. Summary of the regression analysis on emotional intelligence, self-efficacy beliefs and marital satisfaction of married teachers in public secondary schools in Anambra State**

R	R Square	Adjusted R Square	Remark
0.191	.037	.035	Very Low Positive relationship

**Table 4. T-test on the significance of relationship between emotional intelligence and marital satisfaction of married teachers in public secondary schools in Anambra State**

N	cal.r	df	Cal.t	Pvalue	Remark
1322	.22	1320	6.89	.000	S

*S = Significant*

**Table 5. T-test on the significance of relationship between self-efficacy beliefs and marital satisfaction of married teachers in public secondary schools in Anambra State**

N	cal. R	df	Cal.t	Pvalue	Remark
1322	-.03	1320	-3.84	.000	S

*NS = Not Significant*

**Table 6. Summary of the regression analysis on the relationship among emotional intelligence, self-efficacy beliefs and marital satisfaction of married teachers**

N	R	R <sup>2</sup>	R <sup>2</sup> adjusted	df	Cal.F	Pvalue	Remark
1322	0.191	0.037	0.035	1319	31.57	.000	S

#### 4.4.3 Null hypothesis 3

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

Table 6 showed that with a 2df numerator and 1319df denominator, and a significance level of 0.05, the calculated F value was 31.57 and the Pvalue was .000 - which is lower than 0.05. This means that the seventh null hypothesis is rejected. This indicates that there is a significant relationship among emotional intelligence, self-efficacy belief and marital satisfaction of married teachers in public secondary schools in Anambra State.

## 5. DISCUSSION

The results of the study are discussed under the following sub-themes:

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

This research examined the correlation between emotional intelligence and marital satisfaction among married teachers in secondary schools in Anambra State. The results suggested a weak positive relationship between emotional intelligence and marital satisfaction, implying that a rise in the emotional intelligence of married teachers would likely result in a minor improvement in their marital satisfaction. These findings are congruent with those of earlier studies conducted by Ilyas and Habib [14], Gharahhajlou, Mirzaian, and Hassanzadeh [15], and Dalvand, Makvandi, and Khoshli [16].

Ilyas and Habib [14] investigated the correlation between marital satisfaction and emotional intelligence among professional teachers. The results showed that married teachers with higher emotional intelligence reported higher marital quality and were more likely to experience marital satisfaction. Gharahhajlou, Mirzaian, and Hassanzadeh [15] then examined the

relationship between emotional intelligence and marital satisfaction among high school English teachers, which revealed a positive correlation between the two. Additionally, Dalvand, Makvandi, and Khoshli [16] studied the association between marital satisfaction and the emotional intelligence of married university staff and observed a positive and significant link between them.

The positive marital relationships observed among married teachers can likely be attributed to many different factors. Research has revealed the benefits of a happy marriage, such as physical and emotional health and longevity. People may marry for a variety of reasons, such as legal, social, emotional, financial, spiritual, and religious. However, their marital satisfaction is largely based on their emotional state, which reflects the perceived advantages and disadvantages of marriage for an individual.

Studies have demonstrated that couples who have reported a high degree of marital satisfaction tend to feel emotionally connected to their spouse. They feel that their partner truly cares about them and is usually kind in their interactions with them. Emotionally intelligent couples are aware of what their partner is going through and are sympathetic to their needs. They are willing to give their partner what they need, such as a kind word, a listening ear, a gentle touch, a sensual encounter, or reassurance.

Hamidian and Sharif Mousavi's [13] research confirmed the importance of emotional intelligence, suggesting that the success of a marriage partly depends on the emotional intelligence of both the husband and wife to assess the emotional needs of each other. Their study highlights the fact that a successful marriage requires being able to understand and process each other's emotional signals and speak to each other cooperatively about any issues that might have led to negative feelings.

Anghel's [9] research also supports these findings, showing a correlation between marital satisfaction and the components of emotional intelligence, such as balancing personal emotions and managing the emotions of others.

This indicates that having the ability to manage emotions could be beneficial and have a significant impact on people's views of their partner.

### **5.2 Self-Efficacy as Correlate of Marital Satisfaction of Married Teachers in Public Secondary Schools in Anambra State**

This study found that there appears to be a low or nonexistent negative correlation between married teachers' self-efficacy beliefs and their marital satisfaction in Anambra State, which is in agreement with the results found in Mahmood and Ali [17] and Thenmozhi (2015). This result was somewhat unexpected, as a higher self-efficacy usually implies an increase in marital satisfaction.

It is possible that the different ages and workloads of the married teachers in Anambra State could explain why the results were as they were. As a married teacher gets older, they may have less access to activities and opportunities that challenge them and build their self-efficacy. Furthermore, if the environment they are in is not intellectually stimulating, their self-efficacy may suffer. Both of these factors could ultimately lead to a decreased marital satisfaction, regardless of how high their self-efficacy is. The results of the study thus indicate that self-efficacy is not a major factor in determining marital satisfaction for married teachers in Anambra State. The age and workloads of the teachers may be responsible for the low or nonexistent relationship between self-efficacy and marital satisfaction.

### **5.3 Emotional Intelligence and Self-Efficacy Beliefs as Joint Correlates of Marital Satisfaction among Married Teachers in Public Secondary Schools**

This research has indicated that there is a strong link between the emotional intelligence, self-efficacy beliefs, and marital satisfaction of married teachers in secondary schools located in the state of Anambra. This study suggests that when married teachers possess higher emotional intelligence and more positive self-efficacy beliefs, they tend to have higher levels of marital satisfaction. Previous studies carried out by Gharahhajlou et al. [15] and Khorasani et al. (2015) support this. The studies found that emotional intelligence, self-efficacy, and marital

satisfaction are positively and significantly related among teachers. Furthermore, emotional intelligence has been found to be linked to increased marital satisfaction among working women and their husbands.

The reason for this could be due to the fact that emotional intelligence and self-efficacy are both cognitive capacities, capabilities, and skills that can be developed in order to help individuals succeed in their environment and cope with the pressures and demands that come with it. It is believed that couples with better communication skills and a strong belief in themselves have a higher level of marriage satisfaction and more joy in their relationship. As observed by Khorasani et al. and Gharahhajlou et al., couples who are more willing to address communication problems are more likely to have a higher degree of emotional intelligence.

## **6. CONCLUSIONS**

The study conducted in Anambra State secondary schools found that there was a positive relationship between emotional intelligence and marital satisfaction among married teachers. Additionally, the study revealed a low and insignificant negative correlation between self-efficacy beliefs and marital satisfaction. Lastly, the study also discovered a low but significant positive relationship between emotional intelligence, self-efficacy beliefs, and marital satisfaction.

## **7. IMPLICATIONS OF THE STUDY**

Marital counselling could be beneficial for married teachers, in that it could help them maintain a satisfying relationship. Through premarital counselling, couples can address and discuss issues that are often the cause of marital strife. It can also provide them with a platform to discover each other's viewpoints so that they can come to a resolution before the issues become too problematic. As a result, couples can stay together and work through any problems they may be facing.

## **8. RECOMMENDATIONS**

Based on the findings, the following recommendations were proposed:

1. School counsellors should encourage married teachers to attend seminars and



- counselling sessions to learn about self-efficacy and emotional intelligence, which can help improve their marital satisfaction.
2. Government and non-governmental organisations should collaborate with the school counsellors to organise seminars, conferences, workshops, and awareness programmes for both intending and married teachers, with the focus on developing their emotional intelligence and self-efficacy to ensure a successful marriage.
  3. Education authorities should collaborate with guidance counsellors to teach 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.

## ETHICAL ISSUES

1. Ethical issues to this study include: 1. Respect for privacy- Participants should not be required to provide any details that could lead to their personal identification.
2. Informed Consent - Participants should be fully informed of the nature of the study and the risks and benefits of participating before giving consent to participate.
3. Confidentiality- The data collected should be kept confidential and used only for the purpose of the study.
4. Right to Withdraw - Participants should be allowed to withdraw from the study at any time without any negative impacts.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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