
**WORK-LIFE BALANCE AS A CORRELATE OF MARITAL
SATISFACTION OF MARRIED TEACHERS IN DELTA STATE**

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Doi: <https://doi-doi.org/101555/ijarp.7502>**ABSTRACT**

This study investigated work-life balance as a correlate of marital satisfaction of married teachers in Delta State. Three research questions and one null hypothesis guided the study. The study adopted a correlational research design. The population consisted of 8,526 married teachers in public secondary schools across the 25 Local Government Areas in Delta State. The sample size for this study comprised 879 married teachers. A multistage sampling method was used in the selection of participants. The instrument that was used to collect data in this study is a questionnaire. The face validity of the instrument was estimated by researcher's supervisors and two other experts. The content and construct validities were estimated through factor analysis of the Principal Component Analysis method. Cronbach alpha reliability index was used to determine the internal consistency of the items in the instrument. The data were analysed using mean, standard deviation, Pearson's coefficient of determination and Regression statistics. The hypothesis was tested at 0.05 level of significance. The findings of the study revealed that married teachers in Delta State generally experience a low level of work-life balance and marital satisfaction. The finding also revealed that there is a significant relationship between Work-life balance and marital satisfaction of married teachers in Delta State. The study recommended amongst others, that school administrators and the Delta State Ministry of Education should implement family-friendly workplace policies.

KEYWORDS: Work-Life Balance; Marital Satisfaction; Married Teachers; Secondary School.

INTRODUCTION

The rationale for this study is based on the recognition that teachers' marital satisfaction is closely linked to their personal well-being and professional effectiveness. A stable and fulfilling marriage provides emotional support that enhances teachers' ability to perform effectively, while marital dissatisfaction can lead to stress, reduced productivity, and poor classroom outcomes. Despite existing interventions such as counselling services, marital distress remains prevalent among teachers due to factors like job stress, workload, and financial pressures. This emphasize the need for a more systematic investigation of key determinants of marital satisfaction. The study is therefore justified in examining the combined influence of work-life balance, job stress, communication, and emotional intelligence, as these variables capture both professional demands and interpersonal dynamics. The limited empirical evidence on these variables in Nigeria, particularly among married teachers in Delta State, and the neglect of moderating factors such as sex and duration of marriage, also create a clear gap in knowledge. Addressing this gap will provide practical insights for improving teachers' well-being and, ultimately, enhance educational outcomes.

Marriage is a legally and socially recognized union between two individuals, typically involving mutual commitment, responsibility, and a shared life. It establishes rights, duties, and expectations not only between the spouses but also within the larger community and family structures. Marriage serves as the foundation for forming a family, promoting emotional support, and providing financial security in many cultures. It is often characterized by love, partnership, and a long-term commitment to building a life together, which influences how individuals perceive their happiness and satisfaction in marriage. Marital satisfaction refers to the degree to which individuals feel content and fulfilled in their marriage. It encompasses emotional connection, communication, intimacy, shared goals, and the ability to resolve conflicts effectively. A high level of marital satisfaction suggests that both partners feel supported, respected, and valued in the relationship. This sense of fulfilment is particularly important in the lives of professionals such as teachers.

For teachers, marriage and marital satisfaction play a crucial role in their overall well-being and professional effectiveness. A supportive and fulfilling marriage provides emotional stability, enabling teachers to focus more effectively on their responsibilities. When teachers are satisfied in their marriages, they tend to experience lower stress levels, which positively impacts their mental and emotional health, thus enhancing their capacity to manage classroom dynamics. In contrast, marital dissatisfaction can result in stress and emotional

fatigue, potentially affecting job performance. Hence, marriage and marital satisfaction are key contributors to both personal happiness and professional success for teachers.

According to Reddy et al. (2023), marital satisfaction can significantly enhance the job performance of teachers by providing a stable emotional foundation, which is essential for managing the daily pressures of the teaching profession. A satisfied teacher, who experiences emotional fulfilment and support at home, is more likely to approach their work with enthusiasm, patience, and a positive mindset. When teachers feel emotionally secure in their marriage, they are better equipped to handle classroom challenges, interact constructively with students, and maintain effective communication with colleagues and parents. This emotional stability can foster a healthier work-life balance, reducing stress and burnout, and enabling teachers to remain focused and motivated in their professional roles.

Furthermore, marital satisfaction can contribute to better mental health and well-being, which are crucial for maintaining creativity, energy, and resilience in the classroom (Anderson & Thomas, 2024). Teachers who feel supported by their spouses are more likely to engage in effective problem-solving, conflict resolution, and innovative teaching methods. The positive energy they bring to the classroom not only enhances their job satisfaction but can also create an enriching learning environment for students. By fostering a more positive, dynamic classroom environment, teachers can more effectively inspire and motivate their students, ultimately contributing to improved student performance and behaviour.

Various reports, including statistics from the National Bureau of Statistics (NBS), indicate that the prevalence of marital distress is significant in the country. While the NBS does not always provide sector-specific data on teachers, broader reports on divorce and separation highlight alarming trends. For instance, a 2022 report from the NBS noted a 14% increase in divorce filings in urban areas, with many of these cases involving professionals, including teachers (National Bureau of Statistics, 2022). Court cases and divorce petitions offer additional insights into the prevalence of marital dissatisfaction among married teachers. For example, in Lagos State alone, Adewale & Chukwuma (2023) found that divorce cases rose to over 5,000 in 2021, with a significant number involving professionals in the education sector. The causes of these marital issues often cited in court include infidelity, financial difficulties, and lack of spousal support. Teachers, who are often burdened with long hours and inadequate remuneration, may experience increased tension in their marriages, leading to conflict and dissatisfaction.

The lack of marital satisfaction of married teachers can have significant negative effects on their job performance, family and society. Teachers who experience dissatisfaction in their

marriages can be distracted and emotionally strained, which could reduce their ability to focus on their professional responsibilities. This emotional turmoil can lead to decreased motivation, lower patience, and a lack of enthusiasm in the classroom, ultimately affecting their interactions with students and colleagues. Teachers may struggle with classroom management, miss deadlines, and fail to engage effectively in instructional activities, which can negatively impact student learning outcomes and overall school performance. At home, marital dissatisfaction can lead to stress and tension, affecting family dynamics. Marital dissatisfaction could strain relationships within the household. This tension may lead to neglect of important family responsibilities, such as providing emotional support or participating in shared family activities. The lack of marital harmony can also create an unstable home environment, which can have negative effects on the psychological and emotional well-being of their children. As a result, teachers may struggle to balance their personal and professional lives, leading to further stress and potential burnout.

Various measures have been introduced to improve the marital satisfaction of teachers, recognizing the importance of emotional well-being in their professional and personal lives. One significant approach is the provision of professional counselling services within schools or through external partnerships. Counselling offers teachers a space to address marital challenges, enhance communication with their spouses, and develop conflict-resolution strategies. According to Adediji and Akinola (2023), many educational institutions, particularly in urban areas, are increasingly recognizing the need for mental health support and are investing in employee assistance programmes (EAPs), which include counselling services for teachers and their families. These programmes aim to promote marital harmony by helping teachers manage work-related stress and its impact on their marriages. Despite the above measures, the problem of lack of marital satisfaction persists among teachers, the researcher believes that examining the factors responsible for marital satisfaction is crucial to addressing the persistent issue of marital dissatisfaction among married teachers. Various factors can influence marital satisfaction of married teachers. These factors may include spousal support, financial stress, conflict resolution skills, partners' employment status, job stress, career advancement, forgiveness and in-laws' interference. However, the focus of this study is on work-life balance.

Work-life balance refers to the equilibrium between an individual's professional responsibilities and personal life. It involves managing the demands of one's job alongside the needs and desires of their family, social life, and personal interests. Achieving a healthy work-life balance means ensuring that neither work nor personal life dominates to the

detriment of the other. This balance is crucial for maintaining overall well-being, as it helps prevent burnout and stress by allowing individuals to allocate time and energy to both their career and personal pursuits effectively. According to Smith and Davis (2023), a good work-life balance supports individuals in fulfilling their professional obligations while also having time for family, hobbies, relaxation, and self-care. It often involves strategies such as flexible working hours, setting boundaries between work and home life, and prioritizing tasks to manage time efficiently. Ultimately, work-life balance aims to create a harmonious integration of work and personal life, leading to increased job satisfaction, improved health, and enhanced quality of life.

Work-life balance plays a significant role in influencing marital satisfaction of married teachers by impacting their ability to manage professional and personal responsibilities effectively. According to Ojo and Adesola (2024), teachers who achieve a healthy work-life balance are better able to allocate time and energy to both their careers and their families, which fosters a more harmonious and supportive home environment. When teachers can set clear boundaries between work and home life, they can reduce the stress and fatigue that often arise from overworking, thereby contributing to a more positive and stable marital relationship. This balance allows teachers to be more present and engaged with their spouses and children, enhancing emotional connection and communication within the family.

Conversely, when work-life balance is not well managed, teachers may experience increased stress and burnout, which can negatively impact their marital satisfaction. According to Adewale and Chukwuma (2023), excessive work demands and long hours can lead to emotional exhaustion, leaving teachers with less time and energy to invest in their marriages. This strain can result in conflicts, reduced quality time spent with a partner, and diminished emotional support, all of which may lead to marital dissatisfaction. Teachers struggling to balance work and personal life may also face difficulties in fulfilling family roles and responsibilities, further exacerbating tensions at home. A well-maintained work-life balance can help married teachers manage their professional and personal lives more effectively, leading to improved marital satisfaction. In view of this, this study aims to examine the relationship between work life balance and marital satisfaction of married teachers in Delta State.

Research Questions

The following research questions were raised to guide the study:

- What is the level of Work-life balance among married teachers in Delta State?

- What is the level of marital satisfaction of married teachers in Delta State?
- What is the relationship between Work-life balance and marital satisfaction of married teachers in Delta State?

Hypotheses

The following null hypotheses were formulated and tested in the study at a 0.05 level of significance:

- There is no significant relationship between Work-life balance and marital satisfaction of married teachers in Delta State?

METHODS

This study adopted a correlational research design. The population for this study consisted of 8,526 married teachers in public secondary schools across the 25 Local Government Areas in Delta State. The sample size for this study comprised 879 married teachers. A multistage sampling method was used in the selection of participants. In the first stage, the three senatorial districts in Delta State; Delta Central, Delta North, and Delta South; were identified. From each senatorial district, three Local Government Areas (LGAs) were randomly selected, making a total of nine LGAs. In the second stage, schools were selected from the chosen LGAs using a simple random sampling technique. To achieve this, the researcher wrote the names of all the schools in each selected LGA on separate slips of paper, folded them, and place them in a basket. The slips were then shuffled, and three slips were picked at random. The names revealed on the selected slips represented the chosen schools. This process was repeated until three schools from each selected LGA were chosen, making a total of 27 schools from the nine selected LGAs. In the third stage, 36% of the married teachers in each selected LGA were chosen using a proportionate stratified sampling technique. The reason for the choice of 36% is because 879 represents 36% of the total population of 2,457 married teachers in the selected Local Government Areas. This method ensured that the sample reflects the distribution of married teachers across the different LGAs while maintaining proportional representation from each area.

The instrument that was used to collect data in this study is a questionnaire. The instrument has two sections A and B. Section A contains the demographic information of the respondents while Section B has two sub-scales, which include Work-Life Balance Rating Scale (WLBRS) and Marital Satisfaction Rating Scale (MSRS). The WLBRS was adopted from the Work Family Conflict Scale, developed by Netemeyer et al. (1996). It is a commonly used

scale to assess the WLBR. It contains 10 items, which were structured on a 4-point rating scale format ranging from strongly agree to strongly disagree. The MSRS was adopted from the Marital Satisfaction Scale, developed by Roach, Frazier and Bowden (1981). It is a 29-item scale, designed to assess one's level of satisfaction toward his or her own marriage. All items were structured on a 4-point rating scale format ranging from strongly agree to strongly disagree. The face validity of the instrument was estimated by experts in the Department of Guidance and Counselling in the Faculty of Education, Delta State University, Abraka. A copy of the questionnaire was given to the experts for the purpose of correction. The content and construct validities were estimated through factor analysis of the Principal Component Analysis method. A total of 100 copies of the questionnaire were administered to 100 married teachers in Edo State and the data obtained were subjected to factor analysis. The Principal Component Analysis was used to estimate the content validity of the instrument. It yielded a total cumulative variance of 73.86% for Work-Life Balance Rating Scale; and 76.61% for Marital Satisfaction Rating Scale. The construct validity was estimated using rotated component loadings matrixes of the varimax orthogonal method. It yielded the following range of scores It yielded a total cumulative variance of 0.67-0.93 for Work-Life Balance Rating Scale; and 0.53-0.90 for Marital Satisfaction Rating Scale. The reliability was estimated using Cronbach alpha reliability coefficient. It yielded a coefficient of 0.96 for Work-Life Balance Rating Scale; and 0.87 for Marital Satisfaction Rating Scale.

Prior to the administration of the instrument, the researchers obtained permission from the principal of the various schools after explaining purpose of visit. They recruited the assistance of five research assistants to assist him in administering the questionnaire. The research assistants were briefed on the purpose of the study and how to go about the administration and retrieval of instrument. The questionnaire was administered by the researcher and the five research assistants. The questionnaire was retrieved immediately. This was to ensure that all or almost all copies of questionnaires were retrieved. It also afforded the researcher opportunity to explain where necessary aspects of the questionnaire which may not be understood by the respondents. The research questions were answered using mean, standard deviation, Pearson's coefficient of determination, Regression statistics. Research questions 1 and 2 were answered using mean and standard deviation at 2.50 criterion mean. Research question 3 was answered using Pearson's coefficient of determination. Linear regression statistics was used to test the hypothesis at 0.05 level of significance. The data were analysed with a computer system through statistical package. The Statistical Package for Social Sciences (SPSS) version 26 was used for the analysis.

RESULTS

Research Question 1: What is the level of work-life balance among married teachers in Delta State?

Table 1: Mean analysis of the level of work-life balance among married teachers in Delta State.

S/N	Statement	N	Mean	SD	Remark
1	Family-related strain interferes with my ability to perform job-related duties.	879	2.22	1.00	Low
2	The demands of my family or spouse/partner interfere with work-related activities.	879	2.07	0.94	Low
3	Due to work-related duties, I have to make changes to my plans for family activities.	879	2.06	0.91	Low
4	The demands of my work interfere with my home and family life	879	2.02	0.96	Low
5	Things I want to do at work don't get done because of the demands of my family	879	1.96	0.93	Low
6	My home life interferes with my responsibilities at work (such as getting to work on time, accomplishing daily tasks, and working overtime.)	879	1.94	0.94	Low
7	The amount of time my job takes up makes it difficult to fulfil family responsibilities	879	1.94	0.97	Low
8	My job produces strain that makes it difficult to fulfil family duties	879	1.93	0.97	Low
9	I have to put off doing things at work because of demands on my time at home.	879	1.84	0.88	Low
10	Things I want to do at home do not get done because of the demands my job puts on me.	879	1.82	0.89	Low
Grand Mean			1.98	0.94	Low
Criterion Mean = 2.50					

Table 1 presents the mean ratings of the level of work-life balance among married teachers in Delta State. All ten items recorded mean scores ranging from 1.82 to 2.22, which are below the criterion mean of 2.50. The grand mean of 1.98 (SD = 0.94) further confirms that, on the average, respondents perceived low levels of interference between work and family roles. Therefore, the result indicates that married teachers in Delta State generally experience a low level of work-life balance.

Research Question 2: What is the level of marital satisfaction of married teachers in Delta State?

Table 2: Mean analysis of the level of marital satisfaction of married teachers in Delta State.

S/N	Statement	N	Mean	SD	Remark
1	My marriage has overwhelmed my personality.	879	2.44	1.08	Low
2	The future of my marriage looks promising to me.	879	2.37	1.09	Low
3	I must look outside my marriage for those things that make life worthwhile and interesting.	879	2.35	1.01	Low
4	I have made a success of my marriage so far.	879	2.34	1.03	Low
5	My marriage is too confining to suit me.	879	2.33	0.92	Low
6	My spouse gets me badly flustered and jittery.	879	2.30	1.04	Low
7	I sometimes wish I had not married my present spouse.	879	2.28	0.99	Low
8	I have definite difficulty confiding in my spouse.	879	2.28	0.95	Low
9	I worry a lot about my marriage	879	2.28	0.95	Low
10	Most of the time my spouse understands the way I feel.	879	2.26	0.91	Low
11	If I could start over again, I would marry someone other than my present spouse.	879	2.26	0.91	Low
12	My spouse and I agree on what is right and proper conduct.	879	2.24	0.94	Low
13	My spouse and I do not share the same philosophy of life.	879	2.24	0.94	Low
14	I feel that I am "in a rut" in my marriage.	879	2.24	0.91	Low
15	My life would seem empty without my marriage.	879	2.23	0.89	Low
16	My spouse gives me sufficient opportunity to express my opinions.	879	2.23	1.01	Low
17	An unhappy sexual relationship is a drawback in my marriage.	879	2.20	0.91	Low
18	My marriage has a bad effect on my health.	879	2.20	0.87	Low
19	I feel competent and fully able to handle my marriage.	879	2.18	0.89	Low
20	My marriage gives me more real personal satisfaction than anything else I do.	879	2.18	0.96	Low
21	My spouse and I enjoy several mutually satisfying outside interests together.	879	2.17	0.95	Low
22	Demonstrations of affection by me and my spouse are mutually acceptable.	879	2.14	0.93	Low
23	I know where I stand with my spouse.	879	2.13	0.87	Low
24	I expect my marriage to give me increasing satisfaction the longer it continues.	879	2.12	0.92	Low
25	I get discouraged trying to make my marriage work out.	879	2.12	0.92	Low
26	I get along well with my spouse.	879	1.98	0.89	Low
27	I consider my marital situation to be as pleasant as it should be.	879	1.96	0.88	Low
28	My marriage helps me toward the goals I have set for myself.	879	1.89	0.87	Low
29	My spouse is willing to make helpful improvements in our relationship.	879	1.82	0.87	Low
Grand Mean			2.20	0.94	Low
Criterion Mean = 2.50					

Table 2 presents the mean ratings of the level of marital satisfaction of married teachers in Delta State. All twenty-nine items recorded mean scores ranging from 1.82 to 2.44, which are below the criterion mean of 2.50. The grand mean of 2.20 (SD = 0.94) further confirms that, on the average, respondents perceived a low level of marital satisfaction. Therefore, the result indicates that married teachers in Delta State generally experience a low level of marital satisfaction.

Research Question 3: What is the relationship between Work-life balance and marital satisfaction of married teachers in Delta State?

Table 3: Pearson's product moment correlation and coefficient of determination of the relationship between Work-life balance and marital satisfaction of married teachers in Delta State.

Variables	N	r	r ²	r ² %	Remark
Work-Life Balance	879	0.396	0.157	15.7	Positive Relationship
Marital Satisfaction					

Table 3 presents the Pearson's product moment correlation and coefficient of determination of the relationship between work-life balance and marital satisfaction of married teachers in Delta State. The result shows a correlation coefficient ($r = 0.396$), indicating a moderate positive relationship between the two variables. The coefficient of determination ($r^2 = 0.157$) further reveals that work-life balance accounts for 15.7% of the variance in marital satisfaction among the respondents.

Hypothesis 1: There is no significant relationship between Work-life balance and marital satisfaction of married teachers in Delta State.

Table 4: Regression analysis of the relationship between Work-life balance and marital satisfaction of married teachers in Delta State.

Model	SS	df	MS	F	P
Regression	55698.832	1	55698.832	162.900	0.000 ^b
Residual	299864.351	877	341.921		
Total	355563.183	878			
Variables in Equation					
Model	B	SeB	Beta	t	Sig.
(Constant)	42.371	1.790		23.676	0.000
Work-Life Balance	1.081	0.085	0.396	12.763	0.000
$a = 0.05$; $R = 0.396$; $R^2 = 0.157$; R^2 -Adjusted = 0.156					
a. Dependent Variable: Marital Satisfaction					
b. Predictors: (Constant). Work-Life Balance					

Table 4 presents the results of the regression analysis of work–life balance on marital satisfaction. The result is $F(1, 877) = 162.900$, with a p-value of 0.000 ($p < 0.05$ level of significance). As a result, the null hypothesis is rejected, indicating that there is a significant relationship between Work-life balance and marital satisfaction of married teachers in Delta State. Work-life balance account for 15.7 percent of the variability in marital satisfaction of married teachers in Delta State, according to the R^2 value of 0.157. For the relationship between work-life balance and marital satisfaction, the unstandardized regression coefficient (B) is 1.081. Work-life balance has a standardized coefficient of 0.396, $t = 12.763$, and is statistically significant at the 0.05 alpha level. This indicates that work-life balance has a moderate and significant positive relationship with marital satisfaction among married teachers, accounting for 15.7% of the variation in marital satisfaction.

DISCUSSIONS

The first finding revealed that married teachers in Delta State generally experience a low level of work–life balance. This finding implies that the competing demands of professional obligations and family responsibilities are not being effectively integrated, resulting in teachers struggling to manage the boundaries between work and personal life. This may manifest as persistent role conflict, where teachers feel that work duties encroach excessively on family time or that family obligations interfere with their professional commitments. Factors such as heavy teaching loads, inadequate staffing, extended lesson preparation hours, and limited institutional support could intensify work pressures, leaving teachers with reduced time and energy to fulfil family roles. Moreover, traditional cultural expectations around family responsibilities such as caregiving, household tasks, and community roles, may place additional demands on married teachers, exacerbating imbalance when organizational policies do not provide sufficient flexibility or support. This finding resonates with Okoye and Amadi (2023), who reported that Nigerian teachers frequently experience work–life imbalance due to long work hours, frequent extracurricular demands, and inadequate institutional support, which collectively undermine personal well-being and family functioning. The finding also agrees with Mensah and Owusu (2024), who found that low work–life balance was significantly associated with emotional exhaustion and reduced job satisfaction, partly because of limited organizational resources and high professional expectations.

The second finding revealed that married teachers in Delta State generally experience a low level of marital satisfaction. This finding implies that for many respondents, their subjective evaluation of the quality, contentment, and fulfillment derived from their marital relationship is relatively low. Several factors may account for this finding. For instance, persistent job stress and heavy workload can reduce the emotional and temporal resources teachers have to invest in their marriages, leading to dissatisfaction. As communication and emotional intelligence are low as shown in previous findings, spouses may also struggle to negotiate conflicts effectively, express affection, and support each other's needs. Socio-economic pressures, cultural expectations regarding gender roles, and limited access to relationship education or counselling may further compound relational dissatisfaction, as individuals grapple with balancing professional demands and personal relationships without adequate coping mechanisms. This finding corroborates Ajayi and Adebayo (2023), who reported that cumulative work stress and poor communication were significantly associated with lower marital satisfaction, indicating a pattern similar to this finding (Ajayi & Adebayo, 2023). The finding also agrees with Mensah and Ofei-Debrah (2024), who found that factors such as emotional disconnection and ineffective conflict resolution significantly predict marital dissatisfaction among couples. The finding further aligns with Gonzales and Carter (2022), who found that high emotional support predicted greater marital satisfaction in teacher couples, highlight how deficits in those areas could contribute to lower satisfaction.

The third finding showed that there is a significant positive relationship between Work-life balance and marital satisfaction of married teachers in Delta State. This finding suggests that as teachers experience better alignment and integration between their work and family responsibilities, their level of satisfaction within their marital relationships also tends to improve. Practically, this suggests that teachers who are able to manage the demands of their professional roles without excessive conflict with family life are more likely to report higher satisfaction with their marriages. This relationship can be explained through role theory and the spillover hypothesis, which posit that positive experiences in one domain (such as work-life balance) can enhance well-being and functioning in another domain (such as marital satisfaction). When teachers successfully balance work and family roles, they may experience less role strain, reduced conflict, and greater emotional availability for their spouses, which collectively contribute to healthier marital dynamics. This finding agrees with Mwangi and Njoroge (2023), who found that higher work-life balance was significantly associated with greater marital satisfaction, as it reduced role conflict and enhanced psychological resources for marital interactions. The finding also agrees with Nkosi and Mthembu (2024), who

reported that employees with robust work–life integration experienced better relational outcomes and higher satisfaction in their intimate relationships.

CONCLUSION AND RECOMMENDATIONS

From the findings of the study, the researcher concluded that married teachers in Delta State experience low levels of both work–life balance and marital satisfaction. This suggests that many married teachers face considerable challenges in effectively balancing their professional responsibilities with their family and personal lives, which may negatively influence the quality of their marital relationships. The demands of teaching, including heavy workloads, administrative responsibilities, lesson preparation, student assessment, and other work-related obligations, appear to limit the time and energy available for meaningful family interactions and spousal relationships. The study further concluded that work–life balance has a positive relationship with marital satisfaction among married teachers in Delta State. This implies that improvements in teachers' ability to effectively manage the competing demands of work and family are likely to enhance the quality of their marriages. Teachers who achieve a better balance between their professional and personal lives tend to experience greater emotional well-being, reduced stress, improved communication with their spouses, and stronger family relationships, all of which contribute to higher levels of marital satisfaction. Conversely, poor work–life balance may increase stress, role conflict, and emotional exhaustion, thereby reducing satisfaction within marriage. In view of this, the researchers recommended the following:

- School administrators and the Delta State Ministry of Education should implement family-friendly workplace policies
- Counselling units and educational authorities should organize regular work–life balance and marital enrichment programmes
- Married teachers should be encouraged to adopt effective work–life balance strategies
- The government and relevant educational stakeholders should improve teachers' welfare and working conditions

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