

Interpersonal Relationship and Marital Adjustment Among Public Secondary School Teachers in Calabar Education Zone, Cross River State, Nigeria

By

¹Dr Ogban Itang Usetu

¹Department of Educational Foundations and Childhood Education Cross River University of Technology Calabar Cross River State, Nigeria

Abstract

The focus of the study was to examine interpersonal relationship and marital adjustment among public secondary school teachers in Calabar Education Zone, Cross River State, Nigeria. The research design adopted for the study was survey research design. The population for the study comprises of all married secondary school teachers in Calabar Education Zone, Cross River State, Nigeria. There are 74 public secondary schools in the Calabar Education Zone, Cross River State. The number of married teachers in these 74 schools as at 2012/2013 school calendar year stood at 2405, (958 males and 1447 females). In order to have a representative sample, the stratified random sampling technique was used. The sample for the study was made up of six hundred and four - one (641) respondents (married teachers). This sample was drawn from the 15 public secondary school in the seven local government areas of Calabar Education Zone, Cross River State. Distribution of respondents according to sex revealed that 310 (48.36 %) were males while 331 (51.64%) were females. According to age, 78 (12.17%) of the respondents were below 30 years of age, 178 (27.77%) were between 30-39 years of age, 251 (39.16%) were between 40 - 49 while 134 (20.90%) were between 50-59 years of age. An instrument titled Teachers Interpersonal Relationship and Marital Adjustment Questionnaire (TIRMAQ) was used for this study. To assure the face validity of the instrument, the researcher submitted draft copies of the instrument to three experts in Educational Measurement and Evaluation, three experts in Educational Psychology and the project supervisors. The results of the test – retest analysis show reliability indices that ranged from 0.86 to 0.98. Each variable in the study was measured continuously and the findings revealed that interpersonal relationship with in-laws significantly influence teachers' marital adjustment. Also, teachers' interpersonal relationship with co-workers does not significantly influence their marital adjustment.

Keywords: Interpersonal, relationship, marital, adjustment secondary school and teachers

Background to the study

Marriage is indeed the oldest social institution, and was established by God Himself. It is a union of man and woman, the first of which was between Adam and Eve. In modern societies, it involves both emotional and legal commitments. That being so, entering into a marital bond is not just a personal achievement but also a maturational milestone as well (Perry-Jenkins, 2000). When people marry, the expectation is that they enjoy a life-time of marital bliss and contentment. This however, is not always the case as observed here in the Calabar Education Zone where married couples seem to be experiencing challenges that tend to result to marital instability.

Marital adjustment as used here refers to the extent to which individuals in marriages modify their patterns of behaviour to harmonize with the conditions or demands of their marriages. It refers to

their abilities to cope with the challenges of their marital lives. Marital adjustment implies that the couples are integrated in a union which the two personalities are not merely merged or submerged, but interact to complement each other for mutual satisfaction and to aid achievement of common objectives (Naseer, 2000). In any case, no matter the emotions, hopes and expectations that bring people together as husbands and wives, once they settle down for life- long companionship, the union necessarily creates for them demands and conditions to which they need to adjust for the maintenance of a healthy marital relationship. Among these conditions, are those associated with: the quest for sexual compatibility; financial matters – adequacy of finance and consensus in management; home management – meeting of expectations regarding who handles what; in-law related matters – conflicts of expectations, work related issues – adjust work life to accommodate home challenges and vice – versa, religion related issues especially where beliefs and adherence to practices are not mutually responsive to the needs of one another and cultural orientations and values – where there is much incompatibility (Schoebi, 2008).

Marital adjustment in the context of this study is the extent the individuals in marriage are able to appropriately modify their patterns of behaviour to cope with the challenges posed by the exigencies of the issues identified. Poor adjustment to any one or a combination of the issues identified most times results in arguments, quarrels and conflicts which if not promptly addressed introduces maladjustment into the marriage (Perrez, 2010)

A marriage is adjusted to the extent that unresolved issues misunderstandings or conflicts are not allowed to pile up. Unstable marriage is when a couple frequently quarrels are unable to resolve their outstanding problems and allow conflicts to exist between them. Couples in unstable marriages most often hardly meet up with their domestic task. Domestic tasks which are supposed to be shared by both spouses, most often is allowed for one partner to perform. This situation easily creates conflict between the spouses thereby resulting to marital maladjustment. Another issue that result to marital maladjustment among teachers is financial obligations. Poor financial state of a spouse may pose a problem in the marriage resulting to marital maladjustment. Interpersonal conflict management between spouses is one issue that seriously causes marital maladjustment. A good number of spouses lack the ability to resolve conflict with their partners; this easily creates problems in the marriage (Pasch, 2004).

The more a marriage is stable, the more the couples experience healthy living and bliss. Marital maladjustment serve to put marriages at risk, and if eventually the marriage fails, the parties in it are left unfulfilled. If there are children in the marriage, such children are left with attendant adverse consequences which may undermine their personal growth and development (Maniaci, 2010).

Poor marital adjustment is characterized by wide ranging repercussions which no one ever wishes for. Among the repercussions are interpersonal intolerance between the couples, absence of peace and harmony, inability of the family to perform its traditional functions especially in the area of inculcating sound morals in the children, spouse infidelity, broken trust, emotional neglect and resultant odd behaviour like alcoholism as well as chronic personality disorders such as depression, insomnia and even hypertension (Naseer, 2000). In addition, marital maladjustment sometimes makes couples to engage in practices that disrupt parent-child relationship. Such practices include among others frequent expression of anger, withdrawal from problem solving situations, etc.

Couples who experience poor marital adjustment most times rely on interventions by relatives, pastors and trusted friends. Sometimes, Non-governmental Organizations (NGO) especially women organizations use advocacies to safeguard families from disintegrating. Most often religious organizations have stepped up their efforts in teachings on morality of family life and the need for spouse to see marriage as being ordained by God. Marriage counseling has become a culture in the church today where potential couples are subjected to series of biblical teaching on family life (Levenson, 2005).

In spite of these, marital adjustment still eludes many couples in Calabar Education Zone, Cross River State of Nigeria. This study was therefore carried out in response to the need to help couples address problems of marital maladjustment. The thrust of the study was to empirically determine if interpersonal relationship has any influence on marital adjustment.

It is possible that marital adjustment cannot be divorced from the existing interpersonal relationship. This refers to the warmth of social relationships that exist between the individuals. The interpersonal relationship with in-laws, co-workers and between spouses could affect the extent of marital adjustment (Juwitaningrum & Basuki, 2006).

Burgess (2003) carried out a research on spouse relationship with co-workers and family functioning in New York City. Specifically, he examined the workers' schedule (whether fixed or rotating, relationship among married staff, married versus single, among those who are single (unmarried), work stress and interpersonal relationship and the effect on marital adjustment. The research which consisted of 30 married persons and 30 single staff (co-workers) randomly sampled was mainly descriptive and includes both quantitative assessments of the association between non-standard schedules and indicators of family functioning as well as qualitative interviews with low-wage workers concerning their relationship with each other during such work schedules. The participants were also asked to complete self-report profiles concerning interpersonal relationship among themselves, low-wage workers and those of higher category, and their effect on marital adjustment for those married.

In contrast to above findings Dunifon (2005) carried out five-year longitudinal studies on mothers' erratic work schedules, interpersonal relationship with co-workers and family functioning. Using data from the women's employment study (WES) in Michigan, the researcher concluded that erratic work schedules of mothers does not result in marital separation, divorce or negative marital adjustment but that this may result in significant increase in behaviour problems of the children. However, the differences in above results may be due to different research area and sample, research instruments and general methodology.

Brennan (2002) also examines the role conflict between family functioning, interpersonal relationship in work place and marital adjustment. This study indicated that family role overload due to demands and/or obligations from one's family life, led to difficulty in dealing with co-workers during interpersonal interactions and other role activities in the office. He emphasized that family expectations did not directly affect time spent at work but did increase emotional strain and psychological fatigue, which in turn had a negative effect upon job performance, and quality of marriage, or marital adjustment process. In addition,

Hamilton's (2001) longitudinal study of 82 recently involuntarily unemployed married men in Boston interviewed in the early 2001 noted high levels of depressive and other negative psychological symptoms following job loss, with more depression among those who had better, more challenging jobs prior to the loss. Wives also showed higher negative psychological symptoms, but these did not manifest as quickly as for the husband, or were associated with increases in depressive symptoms in both the job loser and his or her partner and that also appeared to degrade the quality of the spouse's relationship with co-workers. When interviewed, the participants (respondents) emphasized that the cause of their job loss was based on negative interpersonal relationship of their office boss towards them. They described their boss (employer) as wicked, non-considerate, hostile, unforgiving and autocratic. The secondary stressors according to the researcher can be devastating, since the spouses need to be engaged in new adjustment pattern of behaviour such as; restricting their spending, changing their routines, relocating and engaging in job search or obtaining additional training before getting another job.

Lerman (2001) studied job loss, interpersonal relationship and marital quality/adjustment among African-American spouses, also using a local sample of 25 spouses with data collection in the

late 2000. He found that a mother's job loss and economic stress affected her interpersonal relationship with her office colleagues and marital quality/adjustment; that the effect on marital quality is negative and that adjustment pattern of behaviour from either spouse may include; coming late to the house at night periods, anger, aggressiveness, high anxiety and emotionality and/or depression, or distress.

Statement of the problem

The issue of marital maladjustment among public secondary school teachers in Calabar Education Zone, Cross River State of Nigeria has been an issue of serious concern to educational psychologists, social workers, sociologists and other stakeholders of family life. Poor marital adjustment has led to reduced value placed on marriage by couples, marriages not being durable, lack of integration of the couple in the union, and general low level of marital satisfaction.

Marital maladjustment more often serves to interfere with the couple's family life, vocational output, emotional adjustment, educational and social well being. Moreover, teachers who experience marital maladjustment may tend to always act negatively in schools. The family situation usually adversely affects their performance or productivity. Teachers' lateness to work, absenteeism, poor mental alertness, poor classroom management, ineffective communication, haphazard lesson plan preparation and ineffective teaching are most times associated with marriage related problems.

Individual poor marital adjustment has not been left unattended to. In this direction, church organizations have stepped up their teachings on morality; prospective couples are always exposed to premarital counselling as an aid to marital bliss. In spite of these efforts, incidence of marital maladjustment is on the rise among teachers in Calabar Education Zone, Cross River State. This study is aimed at making research based contribution in the effort to solve the problem of poor marital adjustment. Previous studies did not factor in the role of interpersonal relationship with in-laws on marital adjustment. Also, previous study did not examine the situation of secondary schools teachers, an educated segment of society in a developing society such as ours. Therefore, the questions that necessarily came to mind here were: how do interpersonal relationships affect marital adjustment? Does interpersonal relationship with in-laws influence teachers' marital adjustment? Does interpersonal relationship between spouses influence teachers' marital adjustment? Do interpersonal relationship with spouse, co-workers and in-laws predict teachers' marital adjustment?

Research questions

The following research questions were posed to guide the study:

- (1) To what extent does interpersonal relationship with in-laws influence teachers' marital adjustment?
- (2) To what extent does interpersonal relationship with co-workers influence teachers' marital adjustment?

Statement of hypotheses

The following hypotheses were tested in the study:

1. Interpersonal relationship with in-laws does not significantly influence teachers' marital adjustment.
2. Teachers' interpersonal relationship with co-workers does not significantly influence their marital adjustment.

RESEARCH METHODOLOGY

The research design adopted for the study was survey research design. According to Isangedighi, Joshua, Asim and Ekuri, (2004) survey research design is the design that allowed the researcher to used part of population (sample) for the study and then generalized the result on the whole population.

The population for the study comprises of all married secondary school teachers in Calabar Education Zone, Cross River State, Nigeria. There are 74 public secondary schools in the Calabar Education Zone, Cross River State. The number of married teachers in these 74 schools as at 2012/2013 school calendar year stood at 2405, (958 males and 1447 females). These data were obtained from the statistic Department of Cross River State Ministry of Education Secondary School Education Board (2013). In order to have a representative sample, the stratified random sampling technique was used. First, the stratification was based on the Local Government Areas, in each Local Government Area 20%, of the public secondary schools were randomly selected for the study, this result in the selection of 15 secondary schools for the study. The fifteen (15) schools were selected with the use of hat and draw method of random sampling to ensure that all the schools had equal and independent chance of being included in the sampling process. In each of the 15 secondary schools selected for the study, all the married teachers were used for the study. This gave a total of 641 teachers for the study

The sample for the study was made up of six hundred and four - one (641) respondents (married teachers). This sample was drawn from the 15 public secondary school in the seven local government areas of Calabar Education Zone, Cross River State distribution of respondents according to sex revealed that 310 (48.36 %) were males while 331 (51.64%) were females. According to age, 78 (12.17%) of the respondents were below 30 years of age, 178 (27.77%) were between 30-39 years of age, 251 (39.16%) were between 40 - 49 while 134 (20.90%) were between 50-59 years of age An instrument titled Teachers Interpersonal Relationship and Marital Adjustment Questionnaire (TIRMAQ) was used for this study. The instrument was constructed by the researcher with the help of experts in test and measurement, in the Department of Educational Foundations, Guidance and Counselling.

To assure the face validity of the instrument, the researcher submitted draft copies of the instrument to three experts in Educational Measurement and Evaluation, three experts in Educational Psychology and the project supervisors. The purpose was for these experts to scrutinize and edit the items in the questionnaire, thereby removing ambiguous and vague items. Such items were then replaced with valid ones.

The instrument was trial – tested to established test retest reliability. The trial testing was carried out using 40 married secondary school teachers in two public secondary school in Calabar Metropolis. The two schools were not included in the schools selected for the main study. The copies of the questionnaire were administered on the same set of 40 married teachers twice within an interval of two weeks. The scores of the two tests were then analysed using Pearson product moment correlation coefficient to give the reliability coefficient of each of the sub-variables under study. The results of the test – retest analysis show reliability indices that ranged from 0.86 to 0.98. Each variable in the study was measured continuously.

Presentation of results

The results are presented in each situation by first responding to the research question before testing the hypothesis that goes with it.

Interpersonal relationship with in-laws does not significantly influence teachers' marital adjustment. The independent variable in this hypothesis is categorized into three levels; low, moderate and high. While the dependent variable is teachers' marital adjustment. One way analysis of variance (ANOVA) was used to analyze the data and the results are as presented in Table 1 and 2.

TABLE 1
One way analysis of variance (ANOVA): Influence of interpersonal relationship with in-laws on marital adjustment of teachers

| Variable | | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|----------------|----------------|-----|-------------|--------|-------|
| Sexual relationship | Between Groups | 219.930 | 2 | 109.965 | 7.048 | .001* |
| | Within Groups | 9610.442 | 616 | 15.601 | | |
| | Total | 9830.372 | 618 | | | |
| Religious issue | Between Groups | 865.466 | 2 | 432.733 | 22.689 | .000* |
| | Within Groups | 11748.373 | 616 | 19.072 | | |
| | Total | 12613.83 | 618 | | | |
| Social relation | Between Groups | 1116.392 | 2 | 558.196 | 39.610 | .000* |
| | Within Groups | 8680.86 | 616 | 14.092 | | |
| | Total | 9797.25 | 618 | | | |
| Domestic chore | Between Groups | 689.174 | 2 | 344.587 | 12.132 | .000* |
| | Within Groups | 17496.561 | 616 | 28.404 | | |
| | Total | 18185.735 | 618 | | | |
| Financial obligation | Between Groups | 111.616 | 2 | 55.808 | 1.124 | .326 |
| | Within Groups | 30594.549 | 616 | 49.666 | | |
| | Total | 30706.165 | 618 | | | |
| Interpersonal conflict management | Between Groups | 196.630 | 2 | 98.315 | 6.451 | .002* |
| | Within Groups | 9388.627 | 616 | 15.241 | | |
| | Total | 9585.257 | 618 | | | |
| Work related matters | Between Groups | 90.742 | 2 | 45.371 | 2.479 | .085 |
| | Within Groups | 11271.924 | 614 | 18.299 | | |
| | Total | 11362.666 | 618 | | | |
| Overall | Between groups | 2952.678 | 2 | 1476.339 | 6.038 | .003* |
| | Within groups | 150609.988 | 616 | 244.497 | | |
| | Total | 153562.666 | 618 | | | |

*P<0.05, df = 2, 616; critical F=3.02

TABLE 11
Scheffe multiple comparison Influence of interpersonal relationship with in-laws on marital adjustment of teachers

| Variable | Groups | MD | Std error | Sig |
|---------------------|---------------|--------|-----------|-------|
| Sexual relationship | Low Moderate | -3.31* | 1.07 | .005* |
| | Moderate High | -3.77* | 1.05 | .001* |
| | Moderate Low | 3.31* | 1.07 | .005* |

| | | | | | | | |
|------------------------|----------|----------------|----------|----------|--------|-------|-------|
| Religious issues | High | High | -.46 | .38 | .356 | | |
| | | Low | 3.77* | 1.05 | .001* | | |
| | | Moderate | .486 | .38 | .356 | | |
| | Low | Moderate | -5.76* | 1.14 | .000* | | |
| | | Moderate | High | -7.13* | 1.13 | .000* | |
| | | | Low | 5.76* | 1.14 | .000* | |
| | High | High | -1.37* | .34 | .001* | | |
| | | Low | 7.13* | 1.13 | .000* | | |
| | | Moderate | 1.37* | .374 | .001* | | |
| Social related matters | Low | Moderate | -7.05* | .957 | .000* | | |
| | | Moderate | High | -8.37* | .974 | .000* | |
| | Low | | 7.05* | .957 | .000* | | |
| | High | | -1.32* | .321 | .000* | | |
| | High | Low | 8.37* | .974 | .000* | | |
| | | Moderate | 1.32* | .321 | .000* | | |
| | | Domestic chore | Low | moderate | -2.59 | 1.359 | .180 |
| | Moderate | | | High | -4.48* | 1.382 | .005* |
| | | | | Low | 2.59 | 1.35 | .180 |
| High | High | | -1.96* | .45 | .000* | | |
| | Low | | 4.48* | 1.38 | .005* | | |
| | Moderate | | 1.96* | .45 | .000* | | |
| Conflict management | Low | Moderate | -1.59 | .99 | .280 | | |
| | | Moderate | High | -2.59* | 1.01 | .038 | |
| | Low | | 1.59 | .99 | .280 | | |
| | High | | -1.006* | .33 | .011* | | |
| | High | Low | 2.59* | 1.01 | .038* | | |
| | | Moderate | 1.0* | .33 | .011* | | |
| Overall | | Low | Moderate | -8.26 | 3.98 | .118 | |
| | High | | -11.62* | 4.05 | .017* | | |
| | Moderate | | Low | 8.26 | 3.98 | .118 | |
| | | High | -3.36* | 1.33 | .042* | | |
| | | High | Low | 11.62* | 4.05 | .017* | |
| | Moderate | | 3.36* | 1.33 | .042* | | |

As presented in Table 1 and 2, the calculated F- ratios are greater than the critical F-ratio of 3.02 at 2 and 616 degree of freedom at 0.05 level of significance. By implication, the null hypothesis that, interpersonal relationship with in-laws does not significantly influence teachers' adjustment to marital sexual relationship ($F = 7.048$; $p < .05$); adjustment to religious issues ($F = 22.689$; $p < .05$); adjustment to social relations ($F = 39.610$; $p < .05$), adjustment to domestic chores ($F = 12.132$; $p < .05$), adjustment to interpersonal conflict management ($F = 6.451$; $p < .05$); and the overall marital adjustment ($F = 233.733$; $p < .05$) is rejected while the alternate hypothesis is upheld. The calculated F-ratios for influence of interpersonal relationship on adjustment to financial obligation ($F = 1.124$) and adjustment to work related matters ($F = 2.479$) are each less than the critical F-ratio of 3.02.

These imply that interpersonal relationship with in-laws does not influence people’s adjustment to marital financial obligation and work related matters.

Given the significant F ratios in respect to the influence of interpersonal relationship with in-laws on teachers’ marital adjustment, Scheffe post hoc test was performed to show the mean differences among the groups as presented in Table 11, the results of the data analysis show that, teachers’ who maintained either moderate (MD = 3.301; p <.05); or high (MD = 3.787; p <.05) healthy interpersonal relationship with their in-laws were significantly more better adjusted in terms of sexual relationship than those who maintained low interpersonal relationship with in-laws. While that is so, teachers’ who maintained moderately healthy interpersonal relationship with in-laws, were not statistically significantly different from teachers who were high (MD = .486; p >.05) in their adjustment to sexual relationship. Teachers’ who maintained either moderate (MD = 5.763; p <.05); or high (MD = 7.139; p <.05) healthy interpersonal relationship with their in-laws were significantly more adjusted to religious issues than their counterparts who maintained low interpersonal relationship with in-laws.

Hypothesis two

Teachers’ interpersonal relationship with co-workers does not significantly influence their marital adjustment. The independent variable in this hypothesis is categorized into three levels; low, moderate and high. While the dependent variable is teachers’ marital adjustment. One way analysis of variance (ANOVA) was used to analyze the data and presented in Table 3 and 4

TABLE 4

One way analysis of variance (ANOVA): influence of interpersonal relationship with co-workers on marital adjustment of teachers.

| Variable | | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|----------------|----------------|-----|-------------|--------|-------|
| Sexual relationship | Between Groups | 57.905 | 2 | 46.384 | 2.824 | .060 |
| | Within Groups | 9772.46 | 616 | 16.426 | | |
| | Total | 9830.37 | 618 | | | |
| Religious issue | Between Groups | 812.85 | 2 | 339.271 | 18.550 | .000 |
| | Within Groups | 11800.98 | 616 | 18.290 | | |
| | Total | 12613.83 | 618 | | | |
| Social relation | Between Groups | 948.00 | 2 | 157.326 | 10.011 | .000 |
| | Within Groups | 8849.25 | 616 | 15.715 | | |
| | Total | 9797.25 | 618 | | | |
| Domestic chores | Between Groups | 405.03 | 2 | 202.519 | 7.016 | .001* |
| | Within Groups | 17780.98 | 616 | 28.865 | | |
| | Total | 18185.35 | 618 | | | |
| Financial obligations | Between Groups | 134.00 | 2 | 67.003 | 1.350 | .260 |
| | Within Groups | 30572.59 | 616 | 49.630 | | |
| | Total | 30706.65 | 618 | | | |
| Interpersonal conflict management | Between Groups | 46.69 | 2 | 23.346 | 1.508 | .222 |
| | Within Groups | 9538.65 | 616 | 15.485 | | |
| | Total | 9585.57 | 618 | | | |
| Work-related matters | Between Groups | 192.79 | 2 | 96.364 | 5.314 | .005* |
| | Within Groups | 11169.97 | 614 | 18.133 | | |
| | Total | 11362.66 | 616 | | | |

| Variable | | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------------------|----------------|----------------|-----|-------------|--------|-------|
| Sexual relationship | Between Groups | 57.905 | 2 | 46.384 | 2.824 | .060 |
| | Within Groups | 9772.46 | 616 | 16.426 | | |
| | Total | 9830.37 | 618 | | | |
| Religious issue | Between Groups | 812.85 | 2 | 339.271 | 18.550 | .000 |
| | Within Groups | 11800.98 | 616 | 18.290 | | |
| | Total | 12613.83 | 618 | | | |
| Social relation | Between Groups | 948.00 | 2 | 157.326 | 10.011 | .000 |
| | Within Groups | 8849.25 | 616 | 15.715 | | |
| Overall marital adjustment | Between groups | 2048.96 | 2 | 1024.480 | 4.165 | .016* |
| | Within groups | 151513.76 | 616 | 245.964 | | |
| | Total | 153562.66 | 618 | | | |

*P<0.05, d.f = 2, 616; critical F=3.02

TABLE 5
Scheffe multiple comparison analysis: Influence of interpersonal relationship with co-workers on marital adjustment of teachers

| Variables | Groups | Groups | MD | Std error | Sig |
|-------------------------|----------|----------|--------|-----------|-------|
| Religious issues | Low | Moderate | -8.65* | 1.36 | .000* |
| | | High | -8.18* | 1.34 | .000* |
| | moderate | Low | 8.65* | 1.36 | .000* |
| | | High | .44 | .43 | .502 |
| | High | Low | 8.18* | 1.34 | .000* |
| | | Moderate | -.44 | .43 | .502 |
| Social relations matter | Low | Moderate | -8.46* | 1.17 | .000* |
| | | High | -9.48* | 1.11 | .000* |
| | moderate | Low | 8.46* | 1.17 | .000* |
| | | High | -1.02* | .39 | .014* |
| | High | Low | 9.48* | 1.11 | .000* |
| | | Moderate | 1.28* | .39 | .014* |
| Domestic chores | Low | Moderate | -2.45 | 1.60 | .392 |
| | | High | -3.11 | 1.65 | .066 |
| | moderate | Low | 2.45 | 1.40 | .392 |
| | | High | -1.66* | .95 | .004* |
| | High | Low | 3.11 | 1.75 | .066 |
| | | Moderate | 1.66* | .45 | .004* |
| Work-related matters | Low | Moderate | -4.06* | 1.30 | .008* |
| | | High | -4.37* | 1.37 | .005 |

| | | | | | |
|---------|----------|----------|--------|------|------|
| | moderate | Low | 4.06* | 1.30 | .008 |
| | | High | -.21 | .39 | .774 |
| | High | Low | 4.37* | 1.32 | .005 |
| | | Moderate | .21 | .39 | .774 |
| Overall | Low | Moderate | 13.83* | 1.95 | .000 |
| | | High | 20.30 | 2.08 | .000 |
| | moderate | Low | 13.03* | 1.95 | .000 |
| | | High | 6.27* | .62 | .000 |
| | High | Low | 20.30* | 2.38 | .000 |
| | | Moderate | 6.87* | .62 | .000 |

As presented in Table 3 and 4, the calculated F- ratios for adjustment to religious issue, adjustment to social relation matter, adjustment to domestic chores, adjustment to work related matters and overall interpersonal relationship are each greater than the critical F-ratio of 3.02 at 2 and 616 degree of freedom at 0.05 level of significance. By implication, the null hypothesis which state that, teachers’ interpersonal relationship with co-workers does not significantly influence teachers’ adjustment to marital religious issues ($F = 18.550$; $p < .05$); adjustment to social relation matter ($F = 10.011$; $p < .05$); adjustment to domestic chores ($F = 7.016$; $p < .05$), adjustment to work related matters ($F = 5.314$; $p < .05$); and the overall marital adjustment ($F = 4.165$) is rejected while the alternate hypothesis is upheld. The calculated F-ratios for influence of interpersonal relationship on adjustment to sexual relationship ($F = 2.824$); adjustment to financial obligation ($F = 1.350$) and adjustment to interpersonal conflict management ($F = 1.508$) are each less than the critical F-ratio of 3.02. These imply that the interpersonal relationship with co-workers does not influence teacher’s adjustment to sexual relationship, financial obligation and interpersonal conflict management.

DISCUSSIONS OF RESEARCH RESULTS

Interpersonal relationship with in-laws and marital adjustment.

The results of data analysis revealed that interpersonal relationship with in-laws has a significant influence on marital adjustment. The individual’s maintenance of healthy relationship with in-laws is promotive of marital adjustment. This finding agrees with the finding arrived at by Amato and Rivera (2000). They also found a significant influence of interpersonal relationship with in-laws on marital adjustment. This finding corroborates with the finding obtained by Landis and Landis (2001) who found a significant influence of spouse relationship with in-laws on their marital adjustment. They observed that, many people marry believing that the in-laws will not matter.

In his remark on the issue, Bakare (1996) findings also corroborates with the result which he hypothesized that if the husband is not matured enough to handle his family problem intelligently, his newly established family may be badly affected. He substantiated his claims by saying that:

Interpersonal relationship with co-workers and marital adjustment

The findings of the study revealed that interpersonal relationship with co-workers has a significant influence on their level of marital adjustment. Teachers who maintained healthy relationship with co-workers were better adjusted maritally than those who do not maintain healthy relationship. This finding agrees with Snyder (2007) who found out in his study that spouse interpersonal relationship with co-workers significantly influence their marital adjustment. The finding corroborates with that of Burgess (2003) who in studying workers and family functioning in New York City found out that interpersonal relationship with co-workers significantly influences people’s marital adjustment.

The findings however disagree with those of Dunifon (2005), who in a five-year longitudinal study on mothers' interpersonal relationship with co-workers and family functioning, discovered that interpersonal relationship of mothers does not result in marital separation, divorce or negative marital adjustment but that this may result in significant increase in behaviour problems of the children. However, the differences in above results may be due to different research area and sample, research instruments and general methodology.

Conclusion

Based on the research findings, it could be concluded that the marital adjustment is significantly influence by interpersonal relationship with in-laws. Teachers interpersonal relationship with co-workers significantly influence their marital adjustment and Interpersonal relationship with spouses significantly influences teachers' marital adjustment. This study has also led us to the conclusion that interpersonal relationship with spouse, co-workers and in-laws significantly predict teachers' marital adjustment in terms of sexual relationship, religious issues and social relations significantly predict marital adjustment.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers should endeavour to maintain cordial relationship with their in-laws so as to avoid any conflict that will affect their marital adjustment, therefore teachers should ensure that they do not create unnecessary conflict with their in-laws.
2. Since teachers interpersonal relationship with their co-workers significantly influence their marital adjustment, teachers should try to relate well with their colleagues.

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