Academic Stress and Workload in Relation with Marital Satisfaction: A Study of Married Employed Students in Ogun State, Nigeria

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Abstract

This study investigated the influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria. A total of 190 married employed students on part time studies in educational institutions in Ogun State, Nigeria served as participants in the study. The ages of the participants ranged from 18 to 64 years with 85 males and 105 females. Three instruments were used in the study. They included a 6-item Workload Scale, a 40-item Academic Stress Scale, and Enrich Marital Satisfaction Scale (EMSS) which contained 15 items. Four hypotheses were posited and tested in this study at the .05 level of significance using multiple regression analysis. Results showed that academic stress and workload significantly combined to influence marital satisfaction ($F(2,187) = 198.820, p < .05$) accounting for 67.7% of the variance in marital satisfaction ($R^2(Adj) = .677$). Findings of this research also show that academic stress and workload have significant individual influences on marital satisfaction with academic stress ($\beta = -.444, t = 5.149, p < .05$) having the stronger and more significant negative influence on marital satisfaction than workload ($\beta = -.407, t = 4.724, p < .05$). Further analysis reveal that there is no significant moderating role of gender on the influence of academic stress on marital satisfaction ($t = .2606, p > .05$) while gender significantly moderated the influence of workload on marital satisfaction ($t = 2.2158, p < .05$). Based on these findings, it was recommended that spouses should be supportive of their partners educational and work activities by assisting with assignments and house chores to reduce the effect of academic stress and workload, teachers should be empathetic and considerate while management should relax policies in order to meet the needs of their employees who are working and schooling.
1. Introduction
Marriage is a social institution that create social and intimate bonds which are recognized by society (Seccombe, 2008). Marriage is often a happy experience but most times, this happiness is punctuated by several challenges especially for those who work and study and have family responsibilities like caregiving. In as much as advancement in academic pursuits is a fulfilling experience, since it can be beneficial in enhancing work status and family enrichment, yet it could lead to increased vulnerability to stress and marital dissatisfaction and Voydanoff (2005) submits that the three domain, that is school, work and family, can affect each other either negatively or positively while Yucel (2017), Fawole and Isiaq (2017) out rightly admitted that work-family experiences can have negative effect on marital satisfaction. This is caused by the 21st century practice which brought about some changes with increased status of women who are now members of the workforce and this singular trend has affected marital happiness, marital satisfaction and marital quality (Srinivasan, 2015). Mullings (2016) rightly pointed out that married students irrespective of their academic demands, are also the ones expected to carry out their marital functions. Being a student, worker and spouse at the same time may have important implications for academic performance, job commitment as well as marital satisfaction. According to Mullings (2016) marriage equip individuals with the benefit of having a stable and interesting relationship through intimacy which may likely cut down on the person’s emotional stress both at work and at school. Meaningful marriage can provide support in reducing stress, managing work overload and offer different kinds of encouragement. Hawkins and Booth (2005) supported a positive relationship between marital satisfaction and personal and family well-being while marital dissatisfaction is related to lower self-esteem and higher marital instability. Be that as it may, Morokoff and Gillilland (1993) insist that a married woman who is working, schooling and at the same time caring for children may have more experience of stress than men which may likely affect marital satisfaction. Fawole and Isiaq (2017) rightly observed in addition that married employed women experience many stressors in their jobs ranging from one emergency situation to another and heavy workloads agreeing that these pressures of everyday living can affect marital relationships as well as well-being and organizational effectiveness. Hamaideh (2012) therefore concluded that academic stress and work overload can reduce the time couple spend together, diminishing sexual interest.

Marital satisfaction means family satisfaction, enhancement and financial and spiritual progress and success of the family (Narimisaei&Fard, 2018). Marital satisfaction is all encompassing and can be defined as a blooming mental emotion of mutual satisfaction and experienced enjoyment (Tazekand, Nafar&Keramati, 2013). It is a combination of marital happiness and other factors associated with marital life (Ahuji, 2004). Marital satisfaction can influence other aspects of one’s life such as work life and academic life and can only be achieved when couples are able to express their emotions, share home chores, take adequate care of their children, have optimistic view about work and life in general and spend quality time together (Tazekand, Nafar&Keramati, 2013). Taylor, Peplau and Sears (1997) see it as an individual's subjective evaluation of the marital relationship with his or her partner. In that sense, marital satisfaction is said to occur when a partner sees his marital relations as positive. Several factors determine marital satisfaction such as age, goals and values, quality and stability of marriage, presence of children, frequency of sexual relations and satisfaction with sexual relationships (Srinivasan, 2015.; Ahuji, 2004). Furthermore, Ofovwe, Ofili, Ojetu, Okosun (2013) added factors like compatibility of personality, educational homogeny, religious homogeny, income level, level of education, age at marriage, and age of marriage while Abdu (2013) insist that nature of job, child rearing responsibility and communication among partners are some of the determinants of marital satisfaction.

The factors that determine marital satisfaction have a triple effect in the case of employed students who are married. They are often faced with stress by the triple role of office work, home-work
and academic work. Although participation in paid work provides an avenue to meet up with financial responsibilities of being able to pay school fees and take care of the home but simultaneously it is having serious implications on family life in a society like Nigeria. Employees on part time studies who are also working face the problems of multiple responsibilities which can have influence on both marital and work life. According to Voydanoff (2005), balancing work, studies and family life may pose serious threat to marital satisfaction. Individuals have both work and non-work life and when they do not have enough time to invest in the three domains (studies, work, home) there are conflicts resulting to stress (Landy & Conte, 2004). Academic stress and workload are two factors identified in this study as affecting marital satisfaction among married employed students and is of interest in this study.

Stress is an essential part of life (Alam & Halder, 2018) and in general have adverse effects on individual’s physiological and health functioning (Morokoff & Gilliland, 1993). It affects people all over the world in various aspect of life inclusive of marital life (Randall & Bodenmann, 2017). A person’s appraisal of a situation as pleasurable or anxiety producing determines how the person will respond to stress (Alam & Halder, 2018). Stress is the cause of various sicknesses and physical symptoms like sleeplessness, poor concentration, sexual dysfunction and fatigue and may affect marital functioning, lead to depression, anxiety and other psychological and physiological symptoms (Bodenmann, Plancherel, Beach, Widner & Gabriel, 2010). Stress is defined by Randall and Bodenmann (2017) as an individuals’ physical or psychological reaction to a real or imagined demand. The implication of this definition is that when people feel that there are undue demands on them, they become stressed up. On that note, stress could be internal or external, minor or major, acute or chronic (Alam & Halder, 2018). External stress originates from outside a relationship and could emanate from school, work or outside a relationship and this is the case of employed married students. Based on this Randall and Bodenmann (2017) opine that external stress can have an impact on marital satisfaction in form of reduced time spent with spouse which weakens the feelings of intimacy, reduces effective communication and increases anxiety and rigidity, causing negative health outcomes, sleep disorders or mood and may ruin marital relationship at the long run.

Generally, a lot of factors could lead to stress. Jain, Giga & Cooper (2013) assert that personality traits, mental health conditions like depression could determine stress among individuals. This study is focused on academic stress which means unpleasant psychological situations that arise as a result of academic expectations from stakeholders such as parents, teachers, peers and family members (Alam & Halder, 2018). Since this study is concentrating on married employed students on part time studies in various institutions of higher learning in Nigeria, the stakeholders are spouses, family members, colleagues and employers since some of them are sponsored by their organizations. In that manner, Gupta and Khan (1987) defined academic stress as a form of mental anxiety in relation to expected frustration linked with academic failure or perceived possibility of such failure. Therefore, too many assignments and lack of time to complete them, rivalry with fellow students, poor relationship with fellow students and teachers and failures are causes of academic stress. Rao (2012) opine that academic stress is the most frequent among students and this type of stress is related with too little time for studies, too many assignments, terms papers and little time for them, unannounced tests and boring classes. There is therefore evidence that academic stress could lead to poor academic performance which may in turn have adverse effect on marital satisfaction especially among the married employed students who have little time to invest in the three domain of work, school and marriage. In that case resources of time and energy available to use for family will be shared leading to a drop in marital satisfaction (Perry-Jenkins, Goldberg & Sager, 2007; Edwards & Rothbard, 2000).

Another important variable that may affect marital satisfaction is work load. Research have proven that work activities are capable of exerting influences in other aspects of life and that increase in workload can result to a decrease in marital satisfaction (Lavener & Clark, 2017). Safstrom and Hartig (2013) confirmed that working outside the home could take up a large portion of an individual’s
time that could have been invested in the other domains of life. Based on this, it is possible that work outside the home could be one of the sources of marital dissatisfaction among couples especially those with heavy workload. Workload is the amount of work workers engage in during the period of work and if the quantity of work is much, it can lead to inability to cope resulting to stress at work, home and school in form of work-family conflict. There is evidence that workload and other job related experiences affect marital functioning (Mauno & Kinnunen, 1999). According to Mauno and Kinnunen (1999), positive work experiences are positively related to marital satisfaction while negative ones (stress and heavy workload) are associated with low marital satisfaction as evidenced in the effect of workload and work pressures which cause emotional exhaustion. Illies, Schmind, Wagner, Johnson, DeRue and Ilgen (2007) defined workload as conditions that places strain on employees’ work abilities. Although research have shown that when work load is too little, it could result to boredom due to underload however, when it is too heavy, it could lead to stress due to overload and overload can lead to inability to cope () with academics, job as well as family life for married employed students. Long hours of job, imposition of deadlines, lack of adequate time with family due to workload may lead to negative consequences which affect marital functioning (Jalal & Zaheer, 2017) especially on marital satisfaction of a partner (Lavener & Clark, 2017) and may cause poor parent-child relationship and marital conflict due to limited time and energy to spend with them (Perry-Jenkins, Goldberg & Sager, 2007).

It is important to acknowledge that human resources are the most important resources of an organization and that marital satisfaction of employees who are the human resources will definitely impact positively on the health and productivity of the organization as well as that of the worker, hence marital satisfaction is of utmost importance in personnel psychology. To achieve marital satisfaction, there is need for respect, mutual love, effective communication, sexual satisfaction and willingness to support one another by couples (Perrone & Worthington, 2001). However, couples may be willing to provide all the necessary support, love and respect to ensure a positive marital intimacy and satisfaction, yet factors outside the control of such couple may pose a threat to achieving their mission. For instance academic stress and heavy workload could have adverse effect on marital satisfaction. Various researchers have also worked on the independent and dependent variables. For instance Fawole and Isiaq (2017) looked at job stress and marital quality among married women bankers in Ilorin Metropolis; etc yet there is scarcity of research in Nigeria where marital satisfaction was looked at in relation with academic stress and workload hence the justification for this study.

2. Hypotheses
   1. There is no significant combined influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria.
   2. There is no significant individual influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria.
   3. There is no significant moderating role of gender in the influence of academic stress on marital satisfaction among married employed students in Ogun State, Nigeria.
   4. There is no significant moderating role of gender in the influence of workload on marital satisfaction among married employed students in Ogun State, Nigeria.
3.0. Methodology

3.1. Research Design

A descriptive survey research design was adopted for this study.

3.2. Population

The population of this study consisted of all married employed students enrolled in part time studies in educational institutions such as secondary, colleges and universities in Ogun State, Nigeria.

3.3. Sample and Sampling Technique

A sample of 190 participants were chosen through stratified random sampling technique comprising of 85 male and 105 female married employed students pursuing part-time studies in both private and public educational institutions in Ogun State, Nigeria.

3.4. Instruments

The instruments used for data collection are the following:

3.4.1. Enrich Marital Satisfaction Scale (EMSS)

The Enrich Marital Satisfaction Scale (EMSS) was developed by Blame and David (1993) to seek information on respondents’ general level of satisfaction in their marital life. It is a 15-item scale with a 5-point response format ranging from 1 = strongly disagree to 5 = strongly agree. It consists of two components which are Idealistic Distortion and Communication and Sexual Relationship. Examples of items on the scale are “I am very happy with how we handle role responsibilities in our marriage”. Blame and David (1993) reported the Cronbach’s alpha of $r = .86$, and test-retest reliability over a period of four weeks also of $r = .86$ and concurrent validity, when correlating with one item measure of satisfaction with sample of 7261, was a coefficient 0.71 for men and .77 for women. Thus, the scale is reliable and valid.

3.4.2. Academic Stress Scale (ASS)

The Academic Stress Scale (ASS) was developed by Kim (1970). It is a 40-item scale with a 5-point response format ranging from 1 = no stress to 5 = extreme stress. Examples of items on the scale are “teachers make too many extra demands on students”. Rao (2012) adopted the scale and reported a test-retest reliability 0.799.

3.4.3. Work Load Scale (WLS)

The NASA Task Load Index was used to measure workload. This scale is comprised of 6 dimensions measuring mental demand, physical demand, temporal demand, performance, effort and frustration. It has a 5-point response format ranging from 1 = not at all to 5 = very much. Example of items on the scale are “how hurried or rushed is the pace of your job?;how stressful are you in accomplishing what you are asked to do?” Ziael, Mohammad, Moradi and Khandan (2015) used this scale and reported a Cronbach’s alpha of 0.897.

3.5. Data Analysis

Descriptive statistics was used to analyze the demographic section while multiple regression analysis was employed to test the hypotheses at 0.05 level of significance.
4.0. Results

4.1. Hypothesis One

There is no significant combined influence of academic stress and workload on marital satisfaction of married employed students in Ogun State, Nigeria.

Table 1: Model Summary and Coefficients of the Multiple Regression Analysis for the Combined Influence of Academic Stress and Workload on Marital Satisfaction among Married Employed Students

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>34500.301</td>
<td>2</td>
<td>17250.150</td>
<td>198.820</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>16224.652</td>
<td>187</td>
<td>86.763</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50724.953</td>
<td>189</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model Summary: \( R = .825; \quad R^2 = .680; \quad R^2_{\text{Adj}} = .677; \quad \text{Std. Error} = 9.31466 \)

Dependent Variable: Marital Satisfaction

b. Predictors: (Constant), Workload, Academic Stress

Table 1 revealed significant results (\( F_{2,187} = 198.820, \ p < .05 \)). The null hypothesis was therefore rejected in favour of the alternative hypothesis, leading to the conclusion that there is a significant combined influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria. Table 2 further showed that academic stress and workload accounted for 67.7% of the variance in marital satisfaction (\( R^2_{\text{Adj}} = .677 \).

4.2. Hypothesis Two

There is no significant individual influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria.

Table 2: Coefficients of the Multiple Regression Analysis for the Individual Influence of Academic Stress and Workload on Marital Satisfaction among Married Employed Students

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>93.868</td>
<td>3.162</td>
<td>-.444</td>
<td>29.688</td>
</tr>
<tr>
<td>Academic Stress</td>
<td>-.575</td>
<td>.112</td>
<td>-.407</td>
<td>-5.149</td>
</tr>
<tr>
<td>Workload</td>
<td>-1.133</td>
<td>.240</td>
<td>-.407</td>
<td>-4.724</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Marital Satisfaction

Table 2 revealed significant results. The null hypothesis was consequently rejected in favour of the alternative hypothesis, leading to the conclusion that there significant individual influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria. Specifically, academic stress (\( \beta = -.444, \ t = 5.149, \ p < .05 \)) had the stronger and more significant negative influence on marital satisfaction than workload (\( \beta = -.407, \ t = 4.724, \ p < .05 \)).

4.3. Hypothesis Three

There is no significant moderating role of gender in the influence of academic stress on marital satisfaction among married employed students in Ogun State, Nigeria.
**Table 3:** Coefficients of the Regression Analysis for Modering Role of Gender in the Influence of Academic Stress on Marital Satisfaction among Married Employed Students

<table>
<thead>
<tr>
<th>Model</th>
<th>Coeff</th>
<th>SE</th>
<th>T</th>
<th>P</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>44.447</td>
<td>.735</td>
<td>60.436</td>
<td>.0000</td>
<td>42.9965</td>
<td>45.8982</td>
</tr>
<tr>
<td>Gender</td>
<td>.3865</td>
<td>1.483</td>
<td>.2606</td>
<td>.7947</td>
<td>-2.5395</td>
<td>3.3126</td>
</tr>
<tr>
<td>Academic Stress</td>
<td>-1.0341</td>
<td>.0583</td>
<td>-17.7273</td>
<td>.0000</td>
<td>-1.1492</td>
<td>-.9190</td>
</tr>
<tr>
<td>Int_1</td>
<td>.4049</td>
<td>.1177</td>
<td>3.4401</td>
<td>.0007</td>
<td>.1727</td>
<td>.6371</td>
</tr>
</tbody>
</table>

Outcome Variable: Marital Satisfaction  
Product term key: Int_1 = Academic Stress x Gender

Table 3 revealed non-significant results (t = .2606, p > .05). The null hypothesis was therefore retained leading to the conclusion that there is no significant moderating role of gender in the influence of academic stress on marital satisfaction among married employed students in Ogun State, Nigeria.

**4.4 Hypothesis Four**

There is no significant moderating role of gender in the influence of workload on marital satisfaction among married employed students in Ogun State, Nigeria.

**Table 4:** Coefficients of the Regression Analysis for Modering Role of Gender in the Influence of Workload on Marital Satisfaction among Married Employed Students

<table>
<thead>
<tr>
<th>Model</th>
<th>Coeff</th>
<th>SE</th>
<th>T</th>
<th>P</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>43.6742</td>
<td>.7353</td>
<td>59.3991</td>
<td>.0000</td>
<td>42.2237</td>
<td>45.1248</td>
</tr>
<tr>
<td>Gender</td>
<td>3.2782</td>
<td>1.4795</td>
<td>2.2158</td>
<td>.0279</td>
<td>.3595</td>
<td>6.1970</td>
</tr>
<tr>
<td>Workload</td>
<td>-2.1449</td>
<td>.1262</td>
<td>-16.9931</td>
<td>.0000</td>
<td>-2.3939</td>
<td>-1.8959</td>
</tr>
<tr>
<td>Int_1</td>
<td>.0841</td>
<td>.2505</td>
<td>.3356</td>
<td>.7375</td>
<td>-.4101</td>
<td>.5783</td>
</tr>
</tbody>
</table>

Outcome Variable: Marital Satisfaction  
Product term key: Int_1 = Workload x Gender

Table 4 revealed significant results (t = 2.2158, p < .05). The null hypothesis was therefore rejected in favour of the alternative hypothesis, leading to the conclusion that there is a significant moderating role of gender in the influence of workload on marital satisfaction among married employed students in Ogun State, Nigeria.

**5. Discussion of Findings**

This study examined the influence of academic stress and workload on marital satisfaction among employed married students in Ogun State, Nigeria. The results of this research indicate that both academic stress and workload of married employees who are also students significantly combined to influence their marital satisfaction. Hence, the first hypothesis was rejected since academic stress and workload accounted for 67.7% variance in marital satisfaction. This mean that too much workload and stress could lead to negative outcomes which are likely to affect marital satisfaction among employees who are schooling and working at the same time. Previously, several researchers have found similar results. For instance, Morokoff and Gillilland (1993) found that stress have adverse effects on physiological and health functioning which resulted to sexual dysfunctions. Bodenmann et al (2010) found that stress led to reduced time spent with spouse weakening feelings of intimacy which was found detrimental to marital relationship. Illies et al (2007) found that too much workload led to negative outcomes for workers both at home and at work while Safstrom and Hartig (2013) discovered that workload influenced marital life. Jalal and Zaheer (2017) found that long hours of job, imposition of deadlines, lack of adequate time with family due to work overload led to negative consequences.
which adversely affected marital satisfaction and Edward and Rothbard (2000) discovered that too much workload led to less resources of time and energy available to the partners in his study group to use for themselves leading to a drop in marital satisfaction. Several other researchers have established that negative work experiences like stress and workload are associated with low marital satisfaction (Mauno & Kinnunen, 1999; Storey & Repeti, 2006; Wierda-Boer, Gerris & Vermulst, 2009; Perrone & Worthington, 2001) and Fawole & Isiaq (2017) strongly maintained that pressures of everyday living can affect marital relationships. Despite all these supporting evidences, Turner (2003) found no relationship between academic stress and marital satisfaction and also Van Steenberger, Kluwer and Karney (2011) found no negative relationship between workload and marital satisfaction.

Findings of this research also show that academic stress and workload have significant individual influences on marital satisfaction with academic stress being the stronger predictor and having more negative influence on marital satisfaction than workload. This finding led to the rejection of hypothesis two. Gupta and Khan (1987) had earlier found that academic stress could result to mental anxiety because of the degree of frustration associated with it leading to an adverse effect on marital satisfaction. Ziael et al (2015) in their studies also found that workload predicted burnout among employees and it is clear that this might likely affect marital satisfaction for the employed married students. Gerneys and Da Gieter (2017) found a negative linear relationship between workload and psychological detachment among couples. In another dimension, Perry-Jenkins et al (2007) found that an increase in workload led to a decrease in marital satisfaction and employees in that study group with too many work demands were found to have poor quality marital life which resulted to increased marital conflict among them. The outcome of the analysis of this hypothesis also supports the findings of Lavner and Clark (2017) who researched on work load and marital satisfaction overtime among newly wedded couples and found that higher workload of a partner negatively affected marital satisfaction.

Further analysis reveal that there is no significant moderating role of gender on the influence of academic stress on marital satisfaction among employed married students in Ogun State which led to the acceptance of hypothesis three. This finding is in tandem with that of Ahuji (2004) which confirmed that gender does not predict marital satisfaction. However, Tazekand, Nafar and Keramati (2013) in their studies on relationship between marital satisfaction and job satisfaction among employees of social welfare organizations at Tehran branches confirmed that male employees experienced more marital satisfaction than female employees and explained that this outcome could be as a result of gender roles since women engage in multiple tasks that can affect their marital functioning more than men. Schutz et al (2004) in their studies on how daily stress is related to angry and withdrawn marital behavior among couples found that work day filled with stress and anger are related with angrier marital behavior for women and less angry and withdrawn behavior for men explaining that gender differences are enhanced under stress.

Finally, hypothesis four was rejected and it was concluded that gender significantly moderated the influence of workload on marital satisfaction. Several researches in agreement with this present finding are Roeters et al (2009) who confirmed that when men experience stress due to work overload, it affected their family relationship more than when women experience work overload because women were found taking active steps to ensure it does not affect their marital relationship. Based on this, Roeters et al (2009) concluded that men are more likely than women to experience lower levels of marital satisfaction due to work overload and stress. Additionally, Van Steenberger et al (2011) found that a husband’s workload is more likely to affect the wives satisfaction than the man himself and this was explained on the basis of societal expectations for men and women.
6. Conclusion and Recommendations
This study examined the influence of academic stress and workload on marital satisfaction among married employed students in Ogun State, Nigeria. The results of this research indicate that both academic stress and workload of married employees who are also students significantly combined to influence their marital satisfaction. Findings of this research also show that academic stress and workload have significant individual influences on marital satisfaction with academic stress being the stronger predictor and having more negative influence on marital satisfaction than workload. Further analysis reveal that there is no significant moderating role of gender on the influence of academic stress on marital satisfaction while gender significantly moderated the influence of workload on marital satisfaction. This finding have important implication for couples, management of organizations, teachers as well as university management. Academic stress was found to have a strong negative impact on marital satisfaction implying that couples should provide all the needed support to their spouses who are studying and working at the same time by being understanding, assisting with assignments and house chores to reduce academic stress; teachers should be empathetic and considerate with students who are juggling responsibilities in the three domains of work, school and family while management of organizations should relax their policies on attendance and design job descriptions to reduce overload for their employees on part-times studies. All these efforts when embraced by all and sundry will not only enhance marital satisfaction, but will also improve academic achievement of the concerned students and also boost organizational performance since the workers will be more committed to their jobs.

References


