



Moderating Role of Resilience on Marital Stress as a Predictor of Depression among Married Primary School Teachers

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Abstract

The study investigated the moderating role of resilience on marital stress as a predictor of depression among married primary school teachers, with one hundred and thirty-five (135) married teachers comprising 102 females and 33 males with the age range of 28-69 years, with a mean age of 40.83 and S.D 9.04 were selected as participants with the aid of multi-stage (cluster, purposive and availability) sampling techniques. Zung (1965) Self-rating Depression Scale (SDS), Omoluabi (1994) marital stress inventory (MSI) and Connor and Davidson (2003). Connor-Davidson Resilience Scale (CD-RISC) were used for data collection, a cross-sectional survey design was adopted, while a moderated hierarchical multiple regression was used for data analysis. Finding shows that marital stress positively predicted depression at $sig. = .000$ which is lower than the threshold value of at $p < .001$, resilience negatively predicted depression among primary school teachers at $sig. = .000$ which is not up to the threshold of at $p < .001$. Hence, clinicians should find a way to assist their married primary school clients to have high resilience so as to take care of marital stress for depression to be absence.

Keywords: *Depression, Marital Stress, Primary School, Married Teachers, Resilience,*

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Introduction

Imperatively speaking, depression is a state of low mood and aversion to activity (National Institute of Mental Health. 2016). Classified medically as a mental and behavioural disorder (Sartorius, Henderson, Strotzka, Lipowski, Yu-cun, You-xin, et al 2021), the experience of depression affects a person's thoughts, behaviour, motivation, feelings, and sense of well-being (de Zwart, Jeronimus & de Jonge, 2019). The core symptom of depression is said to be anhedonia, which refers to a loss of interest or a loss of feeling of pleasure in certain activities that usually bring joy to people (Gilbert 2007). It is a normal temporary reaction to life events, such as the loss of a loved one; and it is a symptom of some physical diseases and a side effect of some drugs and medical treatments. It may feature sadness, difficulty in thinking and concentration and a significant increase or decrease in appetite and time spent in sleeping. People experiencing depression may have feelings of dejection, hopelessness and suicidal thoughts. It can either be short-term or long-term. Life events and changes that may influence depressed moods include childbirth, menopause, financial difficulties, unemployment, stress (such as from work, education, family, living conditions etc.), a medical diagnosis which includes but not limited to cancer, HIV, etc bullying, loss of a loved one, natural disasters, social isolation, rape, relationship troubles, jealousy, separation, or catastrophic injury (Mata, Ramos, Bansal, Khan, Guille, Di Angelantonio & Sen, 2015; NIMH, 2020).

Although depression has such a high magnitude and burden, individuals with depression had a low level of professional help-seeking behaviour (Wolpert, 2001). Depression affects more than 300 million people worldwide (World Health Organization, 2017) and is the second leading cause of the global burden of diseases, which is also projected to be the first by 2020 then. Depression constitutes 40% of the diagnosis of mental illnesses (Lewinsohn, 1974). The lifetime prevalence ranges from 11 to 15% and its 12 monthly prevalence is about 6% in the global setting (World Health Organization. 2017). Moreover, people with depressive disorders have a 40% greater chance of premature death and less quality of life than the general population (World Health Organization. 2017). Mostly, individuals with depression are reluctant to seek help from mental health professionals; rather they seek informal help from friends, family, and traditional healers before getting professional help as the problem gets more complicated (World Health Organization. 2017). Various factors were indicated to be significantly associated with depression. Among those factors, stress has been identified to be a predictor of depressive disorders. Research conducted by Shakerinia, and Mohammadpour, (2010) provided empirical support for this. Their findings showed that effective management of stress had a significant impact on reducing the level of depression. This means that stress is positively correlated with depression.

Again, work stress has been identified as a risk factor for depression, and one occupation that seems to be particularly vulnerable are teachers especially primary school teachers (Herlofson, et al., 2016; Arvidsson, et al., 2016; Wieclaw, et al., 2005). This may be due to teachers are having very high quantitative, qualitative and emotional demands from the school managements and at home (Arvidsson, et al., 2016; Wieclaw, et al., 2005). Teachers are those trained in educational field to teach in schools. Teaching profession is a form of social service that is so challenging and stressful. According to Jepson and Forrest (2019), a teaching career is a job that has a high level of stress than others. High stress level of a teacher causes disappointment, aggressive behaviour, anxiety, presenteeism, absenteeism, poor work performance or low productivity in the class and marital stress, (Rupp, 2019). Therefore, when a married teacher is been faced with much stress from his/her place of work and cannot be able to handle it with duties/obligations in the family can easily lead to marital stress. Marital stress on the other hand is the spousal unresolved conflict, disaffection, misunderstanding, quarrel and fighting which may lead to separation or divorce in marriage (Akanke, ,2017) However, Patterson (2020) defined marital stress as a condition of negative effects such as frustration in addition, anxiety that results from aspects of the marriage and poor working condition. It can also occur because of differences in religious belief and affiliation, cultural background, social status, educational gap, age gap, work status and their coping strategies. All these difficulties may culminate in marital stress (Nwatu, 2018). However, in tough economic times like the one we are facing in Nigeria today and the world at large, financial stress can actually cause more general marital stress, more conflict over things unrelated to money, and as well as money-centred arguments (Scott, 2022).

Thus, children are wonderful blessings and can bring wonderful and meaningful gifts into couple's lives, but having children can also bring additional marital stress in the family because caretaking requires more

responsibilities as well as a change in roles, providing more fodder for disagreement and strain (Scott, 2022). Introducing children into your marriage also reduces the amount of time available to bond as a couple (Scott 2022). This combination can test even the strongest of bonds (Scott, 2022).

Above all, according to Dewe and Trenberth (2004), role boundaries related to how couples or individuals who have multiple roles organize themselves in each role. A boundary can vary in strength depending on its permeability and flexibility. Permeability is the extent to which one role intrudes or penetrates into another. A role boundary can be considered permeable if the teacher/employee receives calls from family while at work. A personal life boundary can be considered permeable if the teacher takes work home to complete. Flexibility is the extent to which one role can be relaxed to meet the needs of another role. According to Tubre and Collins (2010) role boundary is extent to which an individual is experiencing conflicting role demands and loyalties in the work place.

Teachers experience role boundary when they find themselves pulled in various directions (Johnson & Indvik, 2004). Role boundary is a tension that occurs when an employee/teacher is facing multiple roles having multiple statuses (Bano & Jha, 2012). Role boundary can happen when one member of the role set requests the focal person to behave in two incompatible ways (LeFever, Matheny & Kolt, 2006). It can also happen when pressure sent by one of the role senders to the focal person opposes the pressure sent by another role sender (Madera, Dawson,& Neal, 2013). Role boundary occurs when responsibilities assigned to a role holder is conflicting. According to Ratna, Cawlas and Mittah, (2013) role boundary results when a focal person is expected to undertake duties he perceived as not being part of his roles, perform jobs that are incongruent to his personal values (Michie, 2002) and beliefs that the time allocated for the completion of task is not sufficient (Waddar & Aminabhavi, 2012).

Role boundary occurs when there is incompatibility between the expected set of behaviours perceived by the focal person and those perceived by the role senders (McVicar, Munn-Griddings & Seebohm, 2013). It occurs when a role occupant is required to perform two or more roles that present incongruent, contradictory, or even mutually exclusive activities (Srivastar, 2006). Vanishree (2014) describes role boundary as a feeling of being torn in multiple directions, resulting in the inability of the role occupant to satisfy every role partner.

The many challenges in the teaching profession especially the primary school characterized by heightened competition, increased work targets, threats of job loss, lack of time, lack of space, lack of adequate remuneration or poor welfare package, conflicting demands from school managements (Osipow, 1998) greater uncertainty, toxic environments and others have resulted in higher teaching role stress (Osipow & Davis,1998), but the effect of these stressors will be determined by the resilient level of the teacher/individual. Overall, role boundary, role ambiguity, role overload, role insufficiency, role responsibility and physical environment tend to cause friction and frustration (Bano, Gopalan,Talib & Sundarakam, 2011), but the effect can vary from person to person because of personal factors such as resilience. Ogbogu (2013) suggests that teaching/ or occupational role stress (role ambiguity, role boundary, role overload, role insufficiency, role responsibility and physical environment are negatively correlated with resilience. However, Homeland Security Advisory Council (2011), defined resilience as the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences and avoiding the negative trajectories associated with risks. Resilience is the personal qualities that enable one to thrive in the face of adversity (Maddis & Khoshabe, 2015).

The American Psychological Association (2014) defines resilience as the process adapting well in the face of adversity, trauma, tragedy, threats, or even significant source of stress. The term resilience has been used to label three different types of phenomena :

1. Individuals who have experienced traumatic events but have been able to recover well,
2. Individuals who belong to high-risk group, but who have more favourable outcomes than expected, and
3. Persons who show positive adaptation despite life stressors (Argonne, 2010)

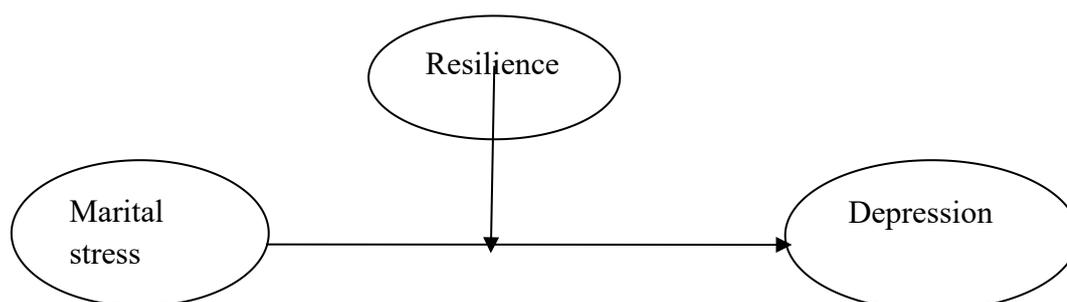
Resilience encompasses the capacity of an individual to adapt successfully to disturbances that threaten his or her function, viability or development (Cutter, Bueton & Emrich 2010). Simply put resilience is a process to harness resources to sustain wellbeing (Rutter, 2012). Windle (2011) defined resilience as a reduced

vulnerability to environment risk experiences (Rutter,2012) Brody, Yu, Chen,Miller, Kogn and Beach (2013) suggests that resilience is defined as the ability to bounce back from adversity and there are variations on that theme such as flourishing in the face of adversity. American Psychological Association (2012) defined resilience as the process of adapting well in the face of adversity, trauma, tragedy, treats or significant sources of stress.

According to Casey, Finsaas, Carlson, zelazo, Merphy, Junkin and Masten (2014) resilience is the competence an employee or teachers possess to quickly resolve and react to alternations like disaster claims, opportunities or threats and carry on with normal operations with reduced effects on organizational flow. Bennett (2010) believes resilience is the capacity to cope with uncertainty and surprises while maintaining overall system persistence. Resilience is the capacity of an individual to absorb disturbance and re-organize while undergoing change so as to still retain essentially the same function, structure, identity and feedback. It's the capacity to cope with unanticipated dangers after they have become manifest, learning to bounce back (Hoopes & Kelley, 2014).

Overall, among the most stressful jobs in Nigeria is that of the teachers especially those in the primary school who teaches all subjects/courses across different classes (Alemika & Chukwuma, 2004). The job needs of primary school teachers to possess characteristics involving dedication to the profession (Emeh, 2006), strong emotional strength to deal with critical situation like stress both in the school and at home and certain personality traits like resilience (Caplan,2008). To take part in such activities requires resilience as an essential trait; hence the interest of this presence study in the moderating role of resilience on marital stress as a predictor of depression among married primary school teachers

Conceptual framework



According to the diagram above, resilience is the moderating role variable while marital stress is the predictor variable whereas depression is the criterion variable.

Figure 1

Theoretical framework

Cognitive theory of depression (Beck, 1967) is adopted as the theoretical framework because it laid emphasis on people's beliefs system rather than their behaviour. The theory postulated that the meaning individual gives to events matters a lot, if a positive meaning is perceived a less stressful situation will be experience but if in the reverse a negative interpretation is perceived then depression might set in. Also, resilience is a thing of the mind, if one feel motivated and believe that he or she can survive or recover on time from any set back, it will assist the teacher in the role he or she play in the job which will help to cushion depression.

Statement of the Problem

Teaching has been proven as a stressful job, it is expected that teachers not only spend time on instructional activities such as lesson planning, classroom teaching, and grading homework, but also on tasks such as running co-curricular activities, attending or facilitating professional development activities, and engaging parents and the community. Further, teachers are also expected to engage in administrative duties related to teaching and learning such as filling out student report cards and tracking student attendance in class, which can cause role-based stress that, might degenerate into depression. Teachers should also engage in activities that will boost their resilience. To this end, the present study has focused on the moderating role of resilience on marital stress as a predictor of depression among primary school teachers. Therefore, the purpose of this study was specifically to investigate whether marital stress will predict depression among teachers. Also to

find out if resilience will predict depression among teachers and finally if resilience will moderate marital stress to predict depression among teachers.

Hypotheses

1. Marital stress will significantly predict depression among primary school teachers.
2. Resilience will significantly predict depression among primary school teachers.
3. Resilience will moderate marital stress to predict depression among primary school teachers.

Method

Participants

One hundred and thirty-five (135) married teachers comprising 102 females and 33 males with the age range of 28-60 years, a mean of 40.83 and S.D of 9.04 were selected as participants with the aid of multi-stage (cluster, purposive and availability) sampling techniques: from Nkanu West Local Government Area of Enugu State. The teachers were clustered according to their schools, (balloting) same was applied to select the schools, while purposive sampling techniques were adopted to select participants from Station primary school Agbani (30), Central primary school 1 (10), Central primary school 2 (15), Wisdom kids nursery and primary school (10), Aliens comprehensive primary and secondary school Agbani (12), Mater comprehensive school Agbani (23), St Joseph comprehensive primary and secondary school Agbani (24), and Holy Family (11). Control variables such as age, gender, marital status, rank, educational qualification and years of service were explored.

Instrument

The following instrument will be use:

- Zung (1965) Self-rating Depression Scale (SDS)
- Omoluabi (1994) Marital stress inventory (MSI) and
- Connor and Davidson (2003). Connor-Davidson Resilience Scale (CD-RISC)

Self-rating Depression Scale

Zung (1965) Self-rating Depression Scale was developed to measure depression as a clinical disorder. It is a 20-item inventory that is designed to assess the cognitive, affective, psychomotor, somatic and social interpersonal dimensions of depression. It is scored directly by adding together the values of the numbers shaded in all the 20 items to give you the mean score. The normative cut off point or mean scores established by Zung (1965) in categorizing the participants where the level of depression are thus; 50 – 59 = mild depression, 60 – 69 = moderate depression, 70 – 80 = severe depression. While for Nigeria sample, the norms obtained by Obiora (1995) with population of secondary school students for male and female are 48.77 and 47.87 respectively. A coefficient of concurrent validity of .79 was obtained by Zung (1965), a three-day interval test-retest coefficient of reliability of .93 was obtained by Obiora (1995), between SDS and Hamilton rating scale (HRS) Hamilton (1960) between SDS and the depression scale of MMPI, the coefficient of .70 was obtained.

The researcher carried a pilot study with thirty (30) participants and obtained Cronbach alpha of .86 which showed that the scale was reliable.

Omoluabi (1994) Marital stress inventory (MSI)

Omoluabi (1994) marital stress inventory (MSI) is 50-item inventory that is a list of issues that cause disaffection in a marriage. It is designed to help clinical/counselling psychologists to determine the specific causes of marital discord and distress among their clients. Add together the values of the numbers shaded in all the terms. Omoluabi (1994) provided the psychometric properties for the Nigerian samples. The norms reported here are the mean scores obtained by the general population. M(n=275) = 77.83, F(n=282) = 74.49 M&F(n=557) = 76.20. Cronbach alpha coefficient = .9219, Spearman brown split half, coefficient = .9238, Gutman split-half coefficient = .9226, Beta coefficient = .9639. A concurrent validity coefficient of .32 was obtained by correlating MSI with marital satisfaction index (MSI) by Hunson (1982). The norms or mean scores as the basis for interpreting the scores of clients Scores higher than the norms indicate high stress level or reaction and general unhappiness with the marriage .scores lower than the norms indicate that the clients are coping adequately with existing stressors in the marriage. Items rated 4 or 5 by client indicate the specific causes of stress for the client .such items should be the focus for psychotherapy/counselling with the client. The researcher carried out a pilot study with thirty (30) participants from Central school and model

secondary School in Agbani Nkanu West local Government Area of Enugu State with the aid of purposive sampling techniques which yielded a Cronbach alpha of .728.

Connor-Davidson Resilience Scale (CD-RISC)

Connor and Davidson (2003) Connor-Davidson Resilience Scale; CD-RISC measuring the level of resilience of an individual, the CD-RISC consists of 25 items which are evaluated on a five point Likert form scale ranging from 0-4; not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4) – these ratings result in a number between 0-100, and higher scores indicate higher resilience. Cronbach's α for CD-RISC was 0.97. CD-RISC associated with the depressive symptoms ($r_s = -0.18$), family harmony ($r = 0.20$), family functioning ($r = 0.27$) and was not associated with alcohol consumption ($r = 0.05$). The mean score for the CD-RISC is 59.99 (SD = 13.92). Men, younger individuals, and those with higher education or higher household income reported higher resilience levels. The researcher carried out a pilot study with thirty (30) participants from Central school and model secondary School in Agbani Nkanu West local Government Area of Enugu State with the aid of purposive sampling techniques which yielded a cronbach alpha of .978 which shows that the scale is reliable.

Procedures

A letter of identification was obtained from the Head, Psychology Department, Enugu State university of Science and Technology, by the researchers to the Headmasters/mistresses and Principals of the selected schools for introduction and concept to use their schools for the research. The researchers adopted multi-stage (cluster, purposive, and availability) sampling techniques to select participants: from Nkanu West Local Government Area of Enugu State. Out of the listed schools in Nkanu West local government, we were able to use only eight (8) for this work. The schools listed below were used. The teachers were clustered according to their schools, (balloting) same was applied to select the schools, while purposive sampling techniques were adopted to select participants from Station primary school Agbani (30), Central primary school 1 (10), Central primary school 2 (15), Wisdom kids nursery and primary school (10), Aliens comprehensive primary and secondary school Agbani (12), Mater comprehensive school Agbani (23), St Joseph comprehensive primary and secondary school Agbani (24), and Holy Family (11). Control variables such as age, gender, marital status, rank, educational qualification and years of service were explored. The researchers employed the help of research assistants who are National Youth Service Corp (NYSC) members serving in the various selected schools in administering and collecting the instruments, the participants who are teachers were selected with the aid of purposive sampling techniques; because being a teacher qualified them to participate in the research, and the selected schools were visited in the morning from the hours of 9am to 12noon from Tuesdays to Thursdays for five weeks, then the selected ones were asked to respond to the items by shading one of the boxes in front of the statements which best reflects to what degree they agree or disagree with the statement. The participants who are school teachers were selected with the aid of availability sampling techniques; the schools that accepted the researchers request to carry out the study with staff and teachers who agreed to participate were selected, then the selected ones were asked to respond to the items by shading one of the boxes in front of the statements which best reflects to what degree they agree or disagree with the statement. One hundred and forty-two (142) copies of questionnaire were distributed, one hundred and thirty-eight (138) copies were returned back of which four (4) were wrongly responded to, three (3) copies were not returned, and the wrongly responded once were discarded; leaving only one hundred and thirty-five (135) copies properly responded to which was used for analysis.

Design and Statistics

A Cross-sectional survey design was adopted based on coverage of a wide range of the population and also because of different categories of teachers across different sub-population as the target. Thus, multiple regressions with the aid of the S.P.S.S version (23), were applied as a statistic to analyze the data to test the hypothesis.

Results

Table 1: Descriptive Statistics

| S/ | Variables | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----|---------------------------|--------|------------|---|------|------|-------|-------|-------|-------|-------|
| N | | | | | | | | | | | |
| 1 | Depression | 41.60 | 8.66387 | 1 | .551 | .182 | -.517 | -.144 | -.080 | .343 | -.409 |
| 2 | Marital stress | 142.93 | 39.04555 | | 1 | .806 | -.088 | .090 | .073 | .135 | .244 |
| 3 | moderator | 9167.6 | 3940.05082 | | | 1 | .513 | .362 | .245 | .060 | .516 |
| 4 | Resilience | 64.53 | 16.51268 | | | | 1 | .440 | .340 | -.122 | .540 |
| 5 | age | 32.20 | 3.81239 | | | | | 1 | -.445 | -.245 | .243 |
| 6 | gender | 1.7333 | .44386 | | | | | | 1 | .064 | .472 |
| 7 | Educational qualification | 2.33 | .79175 | | | | | | | 1 | .056 |
| 8 | Years of experience | 4.33 | 2.02963 | | | | | | | | 1 |

Table 1 above shows that depression and resilience are negatively correlated at $r = -.5$ ($r = -.517$), which implies that the presence of resilience will cause the absence of depression among married primary school teachers. Table 1 shows that depression and marital stress are positively related at $r = .6$ ($r = .551$), this means that the presence of marital stress will cause the presence of depression among married primary school teachers. While depression and resilience moderating marital stress shows not to be related at $r = .2$ ($r = .183$). Depression shows to be correlated with educational qualification at $r = .3$ ($r = .343$), which implies that the presence of educational qualification among married teachers will cause the presence of depression. Years of experience and depression at $r = -.4$ ($r = -.409$) indicated a negative correlation, which implies that the increase in years of experience will cause a decrease in depression.

Table 2: Regression Statistics

| Model | R | R Square | Adjusted R Square | UnSt | St | t | Sig. |
|---------------------------|------|----------|-------------------|--------|-------|---------|------|
| 1 | .551 | .303 | .298 | | | | .000 |
| Marital stress | | | | .122 | .551 | 7.608 | .000 |
| 2 | .706 | .499 | .491 | | | | .000 |
| moderator | | | | -.002 | -.748 | -7.178 | .000 |
| 3 | .914 | .836 | .827 | | | | .000 |
| Resilience | | | | -.271 | -.517 | -6.962 | .000 |
| age | | | | 1.315 | .578 | 7.958 | .000 |
| gender | | | | 12.117 | .621 | 9.385 | .000 |
| Educational qualification | | | | 3.925 | .359 | 8.647 | .000 |
| Years of experience | | | | -3.116 | -.730 | -13.349 | .000 |

Dependent variable= depression, at $p < .05$, $p < .01$, at $p < .001$. r = relationship, r^2 = relationship square, UnSt= unstandardised, St= standardised

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Discussion

The first hypothesis tested which stated marital stress will significantly predict depression among primary school teachers was confirmed, hence the hypothesis was accepted. The result obtained means that marital stress is a strong predictor of depression among primary school teachers and this is in tandem with Mgbenkemdi, Omeje and Eze, (2017); it indicated that marital stress is a major issue for primary school teachers. Maybe other factors, such as resilience which is the second variable worked on in this research did not help to cushion the effect of depression among primary school teachers. The result obtained show that stress in marriages can increase or bring about depression among married couples. The result implies that marital stress can bring about depression among married couples, this means that married primary school teachers can easily fall to depression if they experience marital stress. The above assertion is in line with Mgbenkemdi, and Ekwo, (2022). On another note, this work is not in line with the works of Mi-Jeung and Sun-Ju (2020) which investigated job stress's relationship with depression and identify factors that affect depression, and the result indicated that job stress appeared to affect depression. Marital stress has powerful effects on the married primary school teachers, often leading to great sadness, worry, a high level of tension, anxiety, and depression. And, if prolonged, it can negatively impact one's physical health. It will be advisable for primary school teachers to involve in practise that can help to reduce tension or marital stress so as to reduce or eliminate depression from their union.

The second hypothesis tested which stated that resilience will predict depression among married primary school teachers was confirmed, hence the hypothesis was accepted. The result obtained is incongruity with the work of Vandelanotte, Cope, et al. (2022) which postulated that resilience is a key player that can help to determine depression. The finding implies that lack of resilience can bring about depression, because resilience is an inbuilt characteristics or ability of the individual to bounce back from a stressful situation.

This result is also in line with the work of Jennifer, Nicola and Einar (2013) and Mgbenkemdi and Eze, (2017). A study on the role of resilience between characteristic effects and symptoms of depression indicated resilience fully mediated the effects of positive effects on change in depression and partly mediated the effects of negative effects on change in depression. This means that resilience is a strong factor that can assist the teachers to withstand any heat that will come out of their daily job activities and not break. When the primary school teachers lack resilience or their resilience level falls down, then they will not be able to withstand normal pressure they do survive, this might degenerate to depression.

The result obtained shows that resilience is a major factor that can help the married teachers to navigate through family issues to reduce depression. It indicates that the ability of the individual to have increase in resilience will cause or lead to the decline in depression which will promote their general wellbeing.

The third hypothesis tested which stated that resilience will moderate marital stress as a predictor of depression among married primary school teachers was confirmed, hence the hypothesis was accepted. This result shows that resilience is a potent factor that can help work on marital stress to reduce depression. This outcome is in tandem with Mgbenkemdi, (2014) and Mgbenkemdi, and Ekwo, (2022). The findings show that resilience moderated marital stress to negatively predicted depression; it means that an increase in resilience can help curtail marital stress. Resilience which is a variable that assist the individual to bounce back from a stressful situation can help to address depression among primary school teachers by assisting them to manager or tailor their stress along with a coping mechanism which will help to take care of the depression. Many factors that were not considered in this research might have been responsible for this result. Factors such as job insecurity, difficulty in getting another new job, passion for the job, progression in the carrier ladder and others might have not altered the strength of resilience moderating marital stress to predict depression among primary school teachers. The findings indicated that resilience as a factor can help to moderate marital stress to cause the absence of depression among married primary school teachers.

Implication of the findings

The findings were in congruity with cognitive theory of depression (Beck, 1967) which was adopted as the theoretical framework because it laid emphasis on people's beliefs system rather than their behaviour. The theory postulated that the meaning individual gives to events matters a lot, if a positive meaning is perceived a less stressful situation will be experience but if in the reverse a negative interpretation is perceived then depression might set in. Also, resilience is a thing of the mind, if one feel motivated and believe that he or she can survive or recover on time from any set back, it will assist the teacher in the role he or she play in the job which will help to cushion depression.

The findings are line with some of the empirical studies reviewed, like the work of Karakose, Urs, Marshall and Ledermann (2023). Also, this study has added to literature which can be cited by future researchers. The findings from this study indicated that marital stress is a major predictor of depression, and resilience can moderate marital stress to cause the absence of depression among primary school teachers. Hence, clinicians should find a way to assist married primary school teachers who are coming as client to have high resilience so as to take care of marital stress for depression to be absence. School manage management should endeavour to hire the services of a psychologist who can assist the teachers to work on their resilience or enlighten them on the importance of resilience on depression. Teachers should be recruited at a young age so as to give them the opportunity to spend more time in service.

Suggestions for further study

The future researcher should try to sample participants from other geo-political region where there are no indiscriminate call for sit at home, so as to give room for more participants.

The use of third party to get reach to the participants should be looked at by the future researcher. So as to give confidence of secrecy and safety to the participants, this will increase the numbers that will participate. Few locations should be considered also by the future researcher so as to accommodate the budget should in case there is inflation.

Summary and Conclusion

The findings from this study indicated that marital stress significantly predicted depression and resilience moderated marital stress which predicted depression among married primary school teachers. This implies that the increase in resilience will lead to the decrease in depression, and also marital stress is a major contributor to depression among married primary school teachers. Resilience was able to negatively moderate marital stress to predict depression among married primary school teachers, this shows that the presence of resilience can help to work on marital stress to reduce depression among married primary school teachers.

Recommendations

- Marital stress is a major predictor of depression, and resilience can moderate marital stress to cause the absence of depression among primary school teachers.
- Teachers should learn to develop a strong resilience to assist them to cope with daily marital stress in the workplace cum the family.
- Resilience moderated marital stress to negatively predicted depression; it means that an increase in resilience can help curtail marital stress
- That resilience is a major factor that can help the married primary school teachers to navigate through family issues to reduce depression. It means the ability of the primary school teachers to have increase in resilience will cause or lead to the decline in depression which will promote their general wellbeing.
- Future researchers should try to sample participants from other geo-political regions where there is no indiscriminate call to sit at home, to give room for more participants.
- Given the poor working conditions or poor warfare packages of primary school teachers and the plights of losing a job and lack of interest in teaching, as well as the scarcity of educational materials and support in this area, government and policymakers should create inclusive educational resources for educators, and teachers to help eliminate the depression and increase the resilience in teachers.
- A mixed method approach is advised for the future researchers.
- The government should create a unified group-support training program for primary school teachers to enhance proper teaching. And also, teachers should be paid well; to enable the basic needs of the children to be provided for or thought of by the teachers.

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