

Predictors of Marital Adjustment and Quality of Life Among School Teachers in Kathmandu Metropolitan City

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ABSTRACT

This study aims to examine the predictors of marital adjustment and quality of life of school teachers. A cross-sectional research design was adopted and convenience sampling was used as a method of data collection from 161 married teachers working in different private and public schools of Kathmandu Metropolitan City. The Revised Dyadic Adjustment Scale was used to assess marital adjustment and World Health Organization Quality of Life – BREF Scale was used to assess quality of life. Multiple regression analysis was conducted using various socio-demographic variables to determine the predictors of both marital adjustment and quality of life and the results showed that the model was statistically significant for both marital adjustment ($R^2 = .07$) and quality of life ($R^2 = .25$). Age group ($B = -4.02$) and duration of marriage ($B = 1.551$) were statistically significant predictors of marital adjustment. In case of quality of life, relationship satisfaction (one of the subscale of marital adjustment) ($B = 1.729$) appeared as a significant predictor. The findings showed that age group and marriage duration were significant predictors of marital adjustment and relationship satisfaction was a significant predictor of quality of life of school teachers.

Keywords: marriage, relationship satisfaction, marital adjustment, quality of life, multiple regression

INTRODUCTION

Human beings have been adopting marriage as an important social norm for thousands of years. Marriage is usually considered as the most important part of human life and is a strong bond where not only two different individuals get united but also the families of both individuals get united (Bhattacharyya, 2020). Pandey and Bhattarai (2023) defined marriage as the means by which couples can share social, emotional, and legal rights in order to form a family. After getting married, the couple must learn to work together along with disagreements and problems that come up, and accept changes in their relationship. A successful and happy marriage depends upon the ability of both partners to adjust to one another. It is possible to anticipate whether a marriage will be happy or suffer by looking at marital adjustment (Bernard, 1934). Various previous studies have shown that partners who have adjusted in a better way can have better quality of life which can provide contentment in their relationship and also better mental well-being. However, poor adjustment in marriage leads to distress and lowers well-being (Bradbury et al., 2000).

Previous studies also have shown strong positive relationship of marital adjustment with quality of life and vice-versa (Jaisri & Joseph, 2013; Sethi, 2024). The degree to which people are content with their lives is known as their quality of life. Quality of life does not include only material resources and physical health but it also includes having emotional satisfaction, social support, and personal fulfillment. The quality of life may be experienced differently by people from different cultures (World Health Organization Quality of Life Group, 1998). Numerous studies have also looked at how sociodemographic variables and other characteristics influence marital adjustment and quality of life. Age and duration of marriage have often been found to be important predictors of marital adjustment (Benson & Elewa, 2024; Bharambe & Baviskar, 2013; Gondodiputro et al., 2018; Sethi, 2024). Also, other characteristics such as gender, income, education level, marital status, family type have also been found as the factors for influencing marital adjustment and quality of life across various

populations (Adhikari et al., 2025; Gobbens & Remmen, 2019; Kasaudhan et al., 2024). Some studies report that higher education and nuclear family structures are associated with better marital outcomes (Allendorf & Ghimire, 2013; Sabre, 2016), whereas others find no significant effects of these variables on marital adjustment (Mir et al., 2016; Obanyedo, 2025). Besides this, there are also some other characteristics such as work-family conflict, perceived social support and coping strategies that have also been regarded as important factors of both marital adjustment and quality of life of individuals (Cohen & Wills, 1985; Frone et al., 1992).

Income has also been a significant factor for influencing quality of life (Akkiraju & Rao, 2025; Santhalingam et al., 2022). For generating income, there are numerous professions and teaching is one of them. Teaching is a stressful and challenging profession that needs often more emotional investment, dedication, and resilience (Nwoko et al., 2023). Yang et al. (2009), in their study, noted that teaching has been listed as one of the world's most difficult professions. Several studies have shown that increased life pressures can generate stress, which can have a severe impact on teachers' physical and mental health. Daily hurdles teachers face at work can have an impact on their personal lives, relationships, families, and overall well-being.

Moreover, various socio-cultural factors such as arranged marriages, joint family systems, traditional gender roles, communications patterns, autonomy in mate selection and employment status also influence marriage and quality of life in Nepal which has been shown by some previous studies conducted in Nepal (Allendorf & Ghimire, 2013; Pandey & Bhattarai, 2023). Although there are numerous studies that shows the linkage of various sociodemographic, economic and cultural factors influencing marital adjustment and quality of life, there are very few studies examining the predictors of these constructs in Nepal. Those previous research have given priority to general population rather than specific populations groups such as school teachers who are engaged in stressful profession. It is essential to address this gap because wellbeing of teachers affect not only their family life but also affects their professional lives. Therefore, the present study aims to examine the predictors of marital adjustment and quality of life of married school teachers contributing the existing literature. Also this can be useful to design various interventions programs that are focused on increasing well-being of teachers.

METHODS

Research design

This study adopted a cross-sectional research design and multiple regression analysis was conducted to examine the predictive role of various socio-demographic variables on marital adjustment and quality of life.

Sample and sampling

The study was conducted in Kathmandu Metropolitan City and included the 161 school teachers employed in either public or private schools. Participants were selected using a convenience sampling technique. Data were collected from 7 public and 9 private schools located in wards 10, 14, 16, 31 and 32 of Kathmandu Metropolitan City.

Inclusion Criteria

Teachers, who were married for at least one year and were working as a school teacher within the Kathmandu metropolitan city of either in public or private school, were included for the study.

Data collection Tools

Data were collected by using structured questionnaire tools by including various sociodemographic information such as age, gender, education level, duration of marriage, type of marriage, and family type. Revised Dyadic Adjustment Scale was used for assessing marital adjustment and World Health Organization Quality of Life - BREF Scale was used for assessing quality of life.

Revised Dyadic Adjustment Scale

The Revised Dyadic Adjustment Scale is a self-report questionnaire tool that assesses various aspects of couple relationships in three different categories which are consensus, relationship satisfaction and cohesion (Busby et

al., 1995). The scale has a range from 0 to 69 points, with cut-off score 48. Scores higher than 48 indicate better marital adjustment and lower score than that indicates distress in married life.

World Health Organization Quality of life – BREF Scale

The World Health Organization Quality of life – BREF Scale consists of 26 items on an individual's perceptions of their health and well-being over the preceding two weeks. It is a self-administered questionnaire that is divided into four areas, each with its own set of facets: physical health, psychological, social interactions, and the environment. The ratings in four domains represent an individual's perception of quality of life in each specific domain. Domain ratings are scaled in a positive manner (higher scores indicate better quality of life).

Translation of tools

These tools were used in both Nepali and English languages. The Nepali and English version of World Health Organization Quality of life – BREF scale was adopted from the previously validated sources (World Health Organization [WHO], 2020), whereas the English version of Revised Dyadic Adjustment Scale was translated to Nepali version using forward and backward translation of the tool as per the guidelines provided in Beaton et al. (2000).

Ethical Considerations

Ethical guidelines were strictly followed throughout the research. Before the study, participants were informed about the purpose of the study and informed consent was obtained from them. Their participation was voluntary, and they had the choice to withdraw from the study at any time without the requirement of justification. Privacy and confidentiality of data were maintained and the study caused no harm on participants.

Conceptual Model

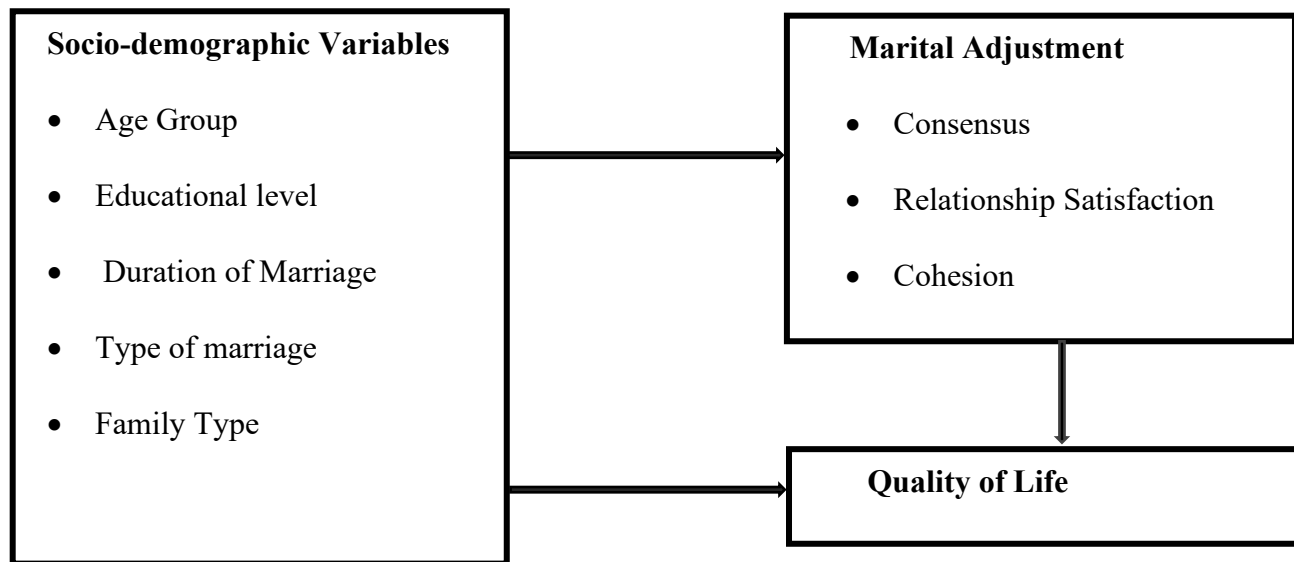


Figure 1 Conceptual model

Data Analysis and Interpretation

Multiple regression analysis was conducted using various socio-demographic variables to examine the predictors of marital adjustment and quality of life. Prior to multiple regression, all the required assumptions were checked. Normality of residuals was assessed from histogram and P-P plot which indicated that residuals were normally distributed. Then, linearity and homoscedasticity were assessed using a scatterplot which showed the random and evenly dispersed pattern. The assumptions of independence of errors was assessed through Durbin-Watson test and was found to be acceptable. Also, there was no multi-collinearity among the predictors. Separate regression models were obtained for marital adjustment and quality of life.

RESULTS

Table 1 Socio-Demographic Characteristics and Group Differences in Marital Adjustment and Quality of Life

Socio-Demographic Variables	Group	n	%	Marital Adjustment		Quality of Life	
				Mean	SD	Mean	SD
Gender	Male	39	24.2	54.10	6.58	73.74	11.75
	Female	122	75.8	55.10	7.12	71.40	12.16
Age group	Early adulthood (30- 39)	86	53.4	55.58	7.13	71.52	12.27
	Middle adulthood (40-60)	75	46.6	54.03	6.78	72.48	11.90
Education	Higher Secondary	8	5.0	55.25	8.96	72.08	11.58
	Bachelor’s degree	59	36.6	53.15	7.37	70.68	12.78
	Master’s degree and above	94	58.4	55.89	6.42	72.77	11.71
Duration of Marriage	1-5 years	14	8.7	56.29	7.74	73.24	13.21
	6-10 years	19	11.8	53.00	5.72	67.74	12.56
	11-15 years	40	24.8	53.43	7.67	70.65	12.60
	16-20 years	37	23.0	56.05	7.92	72.46	11.62
	20+ years	51	31.7	55.41	5.75	73.86	11.42
Marriage Type	Love	50	31.1	54.92	8.01	73.08	12.26
	Arranged	111	68.9	54.83	6.51	71.47	12.01
Family Type	Nuclear	62	38.5	54.82	6.41	71.07	11.02
	Joint	99	61.5	54.88	7.36	72.52	12.71

Table 1 presents the socio-demographic characteristics of 161 married school teachers who participated in the study. Majority of teachers, about 75.8 percent were female and about 53.4 percent of teachers were in early adulthood (30–39 years). More than half of school teachers had a master’s degree or higher level of education. Majority of teachers, about 68.9 percent had arranged marriages, also about 61.5 percent lived in joint family systems and the majority about 31.7 percent reported being married for more than 20 years.

Table 2 Descriptive statistics of marital adjustment and quality of life

Variable	N	Mean	SD
Marital Adjustment	161	54.86	6.99
Consensus	161	25.55	3.25
Relationship Satisfaction	161	16.39	2.53
Cohesion	161	12.93	4.12
Quality of Life	161	71.97	12.07

Note. Higher scores indicate better quality of life and greater marital adjustment.

Table 2 presents the descriptive statistics for marital adjustment and quality of life among school teachers (N = 161). The mean total marital adjustment score was 54.86 (SD = 6.99) which suggests that on average, teachers reported non-distressed relationships. The mean total quality of life score was 71.97 (SD = 12.07).

Table 3 Multiple regression model displaying parameters estimates associated with marital adjustment and quality of life

Independent Variables	Marital Adjustment		Quality of Life	
	B	P	B	P
Age group	-4.02	.008	.609	.805
Marriage duration	1.55	.009	.545	.571
Education	1.71	.07	-.001	.999
Type of marriage	-.55	.65	-2.698	.168
Family type	-.07	.95	1.979	.269
Consensus	-	-	.515	.080
Relationship satisfaction	-	-	1.729	<.001
Cohesion	-	-	.418	.059

A multiple linear regression analysis was conducted to examine the predictive role of selected socio-demographic variables on marital adjustment and on quality of life. The overall regression model was statistically significant for marital adjustment ($R^2 = .07$, $F(5, 155) = 2.40$, $p = .04$) which shows that 7 percent of marital adjustment are explained from the selected socio-demographic variables. Among the selected variables, only the age group ($B = -4.02$, $p = .008$) and marriage duration ($B = 1.55$, $p = .009$) were statistically significant predictors of marital adjustment. Age group was a significant negative predictor indicating that with increase in age from early adulthood to middle adulthood stage, marital adjustment decreases, whereas marriage duration appeared as a significant positive predictor indicating that longer duration in marriage enhances marital adjustment.

Similarly, the model for quality of life was also statistically significant ($R^2 = .25$, $F(8, 152) = 5.35$, $p < .001$) which showed that 25 percent of quality of life is explained from the selected socio-demographic variables. Only relationship satisfaction ($B = 1.73$, $p < .001$) was statistically significant predictor of quality of life among school teachers. This showed that the higher level of satisfaction in marriage leads to the better quality of life.

DISCUSSIONS AND CONCLUSION

The aim of the present study was to examine the predictors of marital adjustment and quality of life of school teachers and results showed age group and marriage duration as statistically significant predictors of marital adjustment and relationship satisfaction as statistically significant predictor of quality of life. The model for marital adjustment and quality of life were both significant with the variables explaining 7 percent of marital adjustment and 25 percent of quality of life. The low R^2 in these dependent variables can be due to limited inclusion of independent variables. Other variables covering several domains such as emotional intelligence, psycho-social support, adversity intelligence, income, working hours, and various physical health domains can be responsible in explaining marital adjustment and quality of life (Eze-Uzuke & Ogini, 2025; Liu et al., 2015; Triches et al., 2025).

Predictors of marital adjustment

Age group was a significant negative predictor of marital adjustment among school teachers indicating that marital adjustment of married school teachers tends to decrease with increased age, however, the study included

only married teachers who were in their early and middle adulthood, hence these findings show the differences in marital adjustment between these two life stages rather than of whole life span. This shift in level of marital adjustment that might arise when one moves from early to middle adulthood might be due to the increment in responsibilities in middle adulthood stage of life when individuals often have more work pressure, family responsibilities, monetary concerns and also health issues. These challenges may cause more distress in marriage lowering the marital adjustment. This finding may be interpreted in the light of Erikson's psychosocial theory which says that people in their 30s or early adulthood are still developing intimacy with each other in marriage, so they may try harder to adjust to daily routines and decisions to match their partner which may lead to more agreement. But, in the middle adulthood, by their 40s and 50s, people are more focused in their work, family and community roles and responsibilities because of which they might have more stress leading to disagreements daily even when the relationship is healthy and strong (Erikson, 1963).

Also in the present study, duration of marriage emerged as a significant positive predictor of marital adjustment. Teachers who had been married for longer years had better marital adjustment compared with those who had been married for shorter duration. Many previous studies have consistently shown this and have explained that this might be because as the couples spend more time in marriage they may gradually start developing more understanding of each other and gain more experience in their marriage on how to communicate and resolve the problems and conflicts that arise in their marriage as they are matured enough emotionally (Allendorf & Ghimire, 2013; Jaisri & Joseph, 2013; Shah, 2018). Whereas, in newly married couples there might be lots of differences in opinion, way of behaving, liking on various things, etc. and they have to sacrifice some of the things for their partner which makes them more difficult to adjust. The study conducted by Benson and Elewa (2024) indicated that years of marriage were significant factors in marital adjustment, especially who had been married for 10 years or more displayed greater competence in handling life issues, implying that marital experience contributes to improved adjustment. Bharambe and Baviskar (2013), in their study, also showed that couples with more experience in marriage had better marital adjustment than that of with less marital experience. Also, another study by Rajput (2017) concluded that couples married for more than 15 years enjoy significantly greater marital adjustment. However, according to a study by Farhana et al. (2023), women who have been married for five years reported higher levels of marital satisfaction than women who have been married for fifteen years or more. According to the Farhana et al. (2023), this could be because new couples are more passionately attached, spend more time together to explore their new life, and have less responsibility for their families and children than women who have been married for 15 years or more. The result in present study with regards to age group and marriage duration as predictors of marital adjustment showed further need for study including other mediating variables such as family responsibilities, and number of children to get clearer picture.

Another main finding of the present study was that education did not appear as the significant predictor of marital adjustment. The result of the study is consistent with the study by Joshi and Kandpal (2022) which showed that educational level do not have significant impact on marital adjustment. Another study by Obanyedo (2025) indicated that educational background had a very low positive relationship with marital adjustment but was not statistically significant. Similarly, the study by Barongo et al., (2015) also showed that there is no statistically significant relationship between level of education and marital satisfaction. However, there are some other studies which indicated that there is a positive relationship between educational attainment and marital stability which means having higher educational attainment improves marital stability (Ojukwu et al., 2016; Siddiqui et al., 2023).

Type of marriage (love versus arranged) and family type (nuclear versus joint) were also not significant predictors of marital adjustment in the present study. The study with these variables as predictors were scarce but results on various previous studies showed mixed findings with some showing the type of marriage have no significant role in marital adjustment (Mir et al., 2016), while the study conducted by Yesiltepe and Celik (2023) done on married teachers which revealed that teachers who had love matches reported higher marital adjustment than those in arranged marriages. Literature on the basis of family type also showed mixed findings with some showing that nuclear family have better marital adjustment (Sabre, 2016; Tiwari & Bishta, 2012) while others showed that joint family have better marital adjustment due to better emotional intelligence and shared responsibilities among various members in joint family (Jarsaniya, 2021; Rashid, 2014).

Predictor of Quality of life

A multiple linear regression analysis was conducted to examine the predictive role of selected socio-demographic variables such as age, marriage duration, education, type of marriage, and family type, along with the three dimensions of marital adjustment: consensus, relationship satisfaction, and cohesion on quality of life. The results showed that only the relationship satisfaction appeared as a significant predictor of quality of life, whereas other factors, although were associated, were not statistically significant to predict quality of life.

The finding from the present study showed that the higher level of relationship satisfaction in marriage leads to the better quality of life of school teachers, indicating that teachers who were more satisfied in their marriage reported higher overall well-being. This result is strongly supported by the prior studies which had demonstrated that satisfaction within an intimate relationship is a major factor that determines overall subjective well-being of an individual (Diener & Seligmen, 2002; Proulx et al., 2007). The results of the present study are consistent with the previous empirical studies that had found marital adjustment as predictor of quality of life (Basharpoor & Sheykholeslami, 2015). Similarly, there are also several empirical researches that has been able to show that there is a significant correlation between marital adjustment and quality of life (Gharibi et al., 2015; Gameiro et al., 2011; Kayabasi & Yaman, 2020). Also the evidence from the regression analysis of recent empirical research by Rakhshani et al. (2024) supports the findings of the present study that relationship satisfaction explained a major amount of the differences in the quality of life showing its overall effect on overall well-being. Similarly, research by Yaman (2025) conducted on teachers has indicated that marital adjustment including relationship satisfaction positively influences life satisfaction and psychological well-being.

While relationship satisfaction emerged as a significant predictor, cohesion and consensus were not able to predict the quality of life in the present study but showed positive relationships with quality of life. These findings suggest that relational factors are more important determinant of quality of life rather than demographic factors.

Overall the findings of the present study highlight the role of some factors that influence the marital adjustment and quality of life of school teachers. Age group and marriage duration show major role in influencing the marital adjustment, while marital satisfaction plays a major role in determining the quality of life of school teachers. These findings emphasize the importance of promoting healthy relationships to increase overall well-being and quality of life of school teachers. The present study used limited demographic and psychological variables to study predictors of both marital adjustment and quality of life so further studies can be conducted with other variables such as income, number of children, perceived social support and so on to get broader picture in understanding the predictors of both constructs.

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