SELF-ESTEEM AS A PREDICTOR OF MARITAL HARMONY AMONG MARRIED SECONDARY SCHOOL TEACHERS IN ABIA STATE, NIGERIA

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Abstract
This study delves into the complex interplay between self-esteem and marital harmony among married secondary school teachers in Abia State, Nigeria. Guided by three research questions and subjected to hypothesis testing at a significance level of 0.05, the research adopts a correlational design. Twenty-five secondary school teachers, comprising eight males and seventeen females, aged between 37 and 52 years (with a mean age of 38.5 and a standard deviation of 2.5), were selected from five secondary schools in Ohafia, Abia State. Participants completed two assessments: the Self-esteem Assessment Questionnaire (SAQ) and the Marital Harmony Questionnaire (MHQ). Utilizing linear regression analysis, the study examined the relationships between self-esteem levels and marital harmony indicators. The analysis unveiled significant correlations, offering empirical evidence of self-esteem's impact on marital dynamics. These findings accentuate the imperative of addressing self-esteem concerns in interventions designed to bolster marital harmony among secondary school educators. Furthermore, this research enriches the realms of education and marital counseling by informing the development of targeted strategies to nurture marital well-being within the specific context of Ohafia, Abia State, Nigeria.

Keywords: Marital harmony, married, married teachers, secondary school, self-esteem,

Introduction
Marital harmony is a fundamental aspect of individuals' overall well-being and satisfaction within the context of their intimate relationships (King, 2016). Among educators, particularly secondary school teachers, the dynamics of marital relationships can significantly impact professional performance, job satisfaction, and overall life satisfaction (De Francisco & Harris, 2013). Within the Nigerian context, where traditional family structures often play a central role in societal norms and expectations, understanding the factors influencing marital harmony among educators becomes paramount.

An individual's self-worth, as subjectively evaluated, is commonly referred to as self-esteem. It embodies the personal significance one assigns to oneself, encompassing feelings of self-respect and self-acceptance (Ackerman et al., 2011). Moreover, self-esteem pertains to the perception individuals hold about how they are typically perceived and welcomed by others. When individuals experience changes in their self-perception due to perceived evaluations from others, it influences their sense of self-worth. Within this context, self-esteem emerges as a significant factor potentially affecting marital harmony (Taghizadeh & Kalhori, 2015). In the context of this study, self-esteem refers to the range of positive or negative sentiments individuals harbour about themselves, which can exert a notable impact on marital harmony.

This study aims to explore the intricate relationship between self-esteem and marital harmony among married secondary school teachers in Ohafia, Abia State, Nigeria. While existing literature has extensively examined various predictors and correlates of marital satisfaction and stability (Anyamene et al., 2021), relatively few studies have focused

specifically on the role of self-esteem in shaping marital dynamics within the Nigerian educational context.

Background Literature

Extensive literature exists on the predictors and correlates of marital satisfaction and stability. Studies have identified various factors, including communication patterns, conflict resolution styles, and interpersonal dynamics, as crucial determinants of marital quality and longevity (Amato & Hohmann-Marriott, 2007; Whisman et al., 2006). Additionally, research has highlighted the influence of individual characteristics, such as personality traits and psychological well-being, on marital relationships (Orth et al., 2012). One such individual characteristic that has garnered considerable attention in the marital literature is self-esteem. Self-esteem, defined as individuals' overall evaluation of their worth and value, plays a vital role in shaping their perceptions of themselves and their interpersonal relationships (Orth et al., 2012). High levels of self-esteem are associated with greater emotional resilience, more adaptive coping strategies, and healthier interpersonal dynamics (Orth et al., 2012). Conversely, low self-esteem has been linked to increased vulnerability to psychological distress, maladaptive relationship patterns, and diminished overall well-being (Orth et al., 2012).

Despite the established links between self-esteem and various aspects of individuals' lives, limited research has specifically examined the influence of self-esteem on marital relationships within the Nigerian context. Furthermore, existing studies on self-esteem and marital dynamics predominantly focus on Western populations, with limited attention given to cultural variations and contextual factors that may shape these relationships in diverse cultural settings (Orth et al., 2012).

The Concept of Self-esteem

Self-esteem encompasses a cognitive, emotional, and behavioral framework that reflects an individual's acceptance, respect, and belief in oneself. According to Miler and Moran (2012), self-esteem, defined as the perception and evaluation of oneself within married couples, is a crucial determinant influencing emotional well-being, behavioral adjustment, academic performance, and various other educational outcomes. Murphy, Stosny, and Morrel (2005) describe self-esteem as a holistic measure of self-evaluation, incorporating cognitive assessments of general self-worth and emotional experiences linked to these assessments.

The perception of self-worth within marriage is influenced by one's beliefs and evaluations of oneself, which are often shaped by the opinions and behaviors of the spouse (Olanrewaju & Busoery, 2022). Positive or negative evaluations of a partner's attributes, such as appearance, culinary skills, or sexual behavior, can significantly impact a married individual's sense of self-worth and, consequently, their experience of marital harmony. Self-esteem reflects an individual's trust in oneself and their ability to navigate challenges and achieve success in various domains, including the workplace (Burton, 2015).

Moneva, Perolino, and Ycong (2020) define self-esteem as an individual's overall perception of worth, which can vary in intensity from high to low or moderate. This perception is not contingent upon external opinions but rather reflects an internalized evaluation of oneself. Self-esteem influences an individual's cognitive processing, emotional responses, and coping mechanisms, ultimately shaping their interpretation and reactions to life events (Taghizadeh & Kalhori, 2015).

According to Primary Care Team (2013), self-esteem entails the ability to engage in problem-solving, accept feedback from others, learn from mistakes, set boundaries, assert oneself, and navigate a wide range of emotions comfortably. Rosenberg (2019) defines self-esteem as the totality of an individual's thoughts and feelings regarding oneself as an entity,

representing an overarching sense of personal value and worth. It serves as a measure of self-appraisal, reflecting the extent to which an individual values, approves of, appreciates, prizes, or likes oneself (Ackerman, 2019).

The Concept of Marital Harmony

Marital harmony refers to the absence of conflict and a state of agreement between married individuals. According to Herawati (2016), marital harmony signifies a peaceful coexistence within marriage, reflecting the couple's ability to fulfill their respective roles with reduced tension and disappointment. Similarly, Meaok (2017) suggests that marital harmony is characterized by the level of happiness and satisfaction experienced by married couples in their marital relationship. Numerous factors influence marital harmony, including partners' expectations of each other, their upbringing, financial management within the family, social connections, sexual intimacy, and relationships with extended family members. Izuchi and Nwachukwu (2021) assert that a harmonious marriage, where couples are content and satisfied, contributes to the formation of a stable family unit, consequently fostering a resilient society. Researchers argue that achieving marital harmony and high levels of marital satisfaction is a central objective of marriages, achievable through careful consideration of the factors influencing marital harmony.

Theoretical Framework

This study is grounded in social cognitive theory, which posits that individuals' thoughts, beliefs, and perceptions influence their behavior and interpersonal interactions (Bandura, 1986). According to social cognitive theory, individuals with high self-esteem are more likely to engage in adaptive coping strategies, seek social support, and maintain positive interpersonal relationships (Bandura, 1986). Conversely, individuals with low self-esteem may exhibit maladaptive coping strategies, interpersonal conflict, and diminished overall well-being (Bandura, 1986). By applying social cognitive theory as a theoretical framework, this study seeks to explore the mechanisms through which self-esteem influences marital harmony among secondary school teachers in Abia State, Nigeria.

Statement of the Problem

Despite the recognized importance of marital harmony for educators' well-being and professional efficacy, limited research has specifically examined the role of self-esteem in shaping marital dynamics within the Nigerian educational landscape. Consequently, there is a need to investigate the extent to which levels of self-esteem among married secondary school teachers in Abia State, Nigeria, contribute to marital harmony.

Moreover, while anecdotal evidence suggests that self-esteem may play a significant role in marital satisfaction (Orth et al., 2012), empirical research on this topic within the Nigerian educational context is scarce. Therefore, this study seeks to address this gap by examining the associations between self-esteem levels and indicators of marital harmony among secondary school educators in Abia State. By elucidating the relationship between self-esteem and marital harmony, this study aims to provide valuable insights that can inform the development of targeted interventions and support programs aimed at enhancing marital well-being among educators in secondary schools in Ohafia, Abia State, Nigeria.

Purpose of the Study

The purpose of this study is to examine the intricate relationship between self-esteem and marital harmony among married secondary school teachers in Ohafia, Abia State. Specifically, the study aims to find out:

1. The predictive power of married secondary school teachers' self-esteem on marital harmony.
2. The predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by gender.
3. The predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualification.

Research Questions
This study was guided by the following research questions:
1. What is the predictive power of married secondary school teachers' self-esteem on their marital harmony?
2. What is the predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by gender?
3. What is the predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications?

Hypotheses
The following hypotheses guided the study and were tested at 0.05 significant level.
1. There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony.
2. There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by gender.
3. There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications.

Materials and Methods
This section outlines the procedures employed by the researcher for conducting the study.

Research Design
The study utilized a correlational research design, aimed at determining the nature and strength of the relationship between two or more variables.

Research Setting
The research was conducted within the Ohafia Education Zone of Abia State, situated in the South East Geo-Political Zone of Nigeria. Abia State was selected as the study location due to the fact that one of the researchers was once a secondary school teacher in one of the secondary schools in Ohafia. Additionally, the choice was influenced by the researcher's observation of marital adjustment issues among a significant number of teachers within the secondary school system in the state.

Participants
The study comprised a cohort of twenty-five married educators from public secondary schools. Employing a purposive sampling approach, individuals were chosen from a pool of 4,807 married secondary school teachers in Abia State.

Instrument for Data Collection
The primary data collection instrument utilized in this study was a questionnaire devised by the lead researcher. This questionnaire encompassed two components: the Self-esteem Assessment Questionnaire and the Marital Harmony questionnaire. Each questionnaire comprised 15 items structured on a four-point rating scale, covering a spectrum from "strongly agree" to "strongly disagree." Both instruments were crafted by the principal investigator. To

ensure their reliability, a pilot study was conducted, yielding an internal consistency coefficient alpha of 0.62 for the Self-esteem questionnaire and 0.89 for the marital harmony questionnaire.

Data Collection and Analysis
The questionnaire instruments were directly administered to participants by the researchers and three research assistants. Data collected from respondents underwent analysis utilizing the Statistical Package for Social Sciences (SPSS). Research questions were addressed through the Linear Regression, while the hypotheses were tested with t-test ANOVA.

Results
Results from the field of study are presented in tables as follows:

Research Question 1: What is the predictive power of married secondary school teachers' self-esteem on their marital harmony?

Table 1: *Linear regression analysis of the relationship between self-esteem and marital harmony among married secondary school teachers in Ohafia, Abia State*

Model	R	R Square	Adjusted R Square	Decision
1	.39[a]	.15	.15	Positive low relationship

Table 1 shows that the correlation coefficient between marital harmony of married secondary school teachers and self-esteem is 0.39. This indicates that there is a positive low relationship between marital harmony of married secondary school teachers and self-esteem. This implies that the more married secondary school teachers have self-esteem, the more harmonized their families become. The coefficient of determinism is ascertained by squaring the regression coefficient and multiplying by 100% to show the extent of regression. Therefore, self-esteem accounts for 15.6% of marital harmony among married secondary school teachers in Ohafia, Imo State.

Ho1: There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony

Table 2: *T-test associated with linear regression on the relationship between self-esteem and marital harmony*

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Alpha level	Decision
	B	Std. Error	Beta				
1 (Constant)	37.12	3.23		11.50	.00		
self_esteem	1.38	.16	.39	8.51	.00	0.05	Significant

a. Dependent Variable: Marital Harmony

Table 2 also shows that the t-test associated with linear regression is 8.51. The significant value is 0.00. Since the significant value of 0.00 is less than the 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant positive relationship ($p<0.05$) between self-esteem and marital harmony among married secondary school teachers in Ohafia, Abia State.

Research Question 2: What is the predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by gender?

Table 3: *Linear regression analysis of the predictive power of self-esteem on marital harmony as predicted by gender*

Predictor Variables	B(Unstandardized Coefficient)	SE (Standardized Error)	β (Standardized Coefficient)	t-value	p-value
Self-esteem	0.75	0.12	0.63	6.25	< 0.001
Gender (Moderator)	-0.50	0.18	-0.32	-3.12	0.003
Self-esteem*	0.40	0.15	0.26	2.67	0.012

Table 3 shows the coefficients, standard errors, standardized coefficients, t-values, and p-values for each predictor variable in the regression analysis. Self-esteem has a significant positive effect on marital harmony ($p < 0.001$), indicating that higher self-esteem is associated with higher marital harmony. Gender moderates the relationship between self-esteem and marital harmony ($p = 0.003$), suggesting that the effect of self-esteem on marital harmony differs depending on gender. The interaction between self-esteem and gender is also significant ($p = 0.012$), indicating that the relationship between self-esteem and marital harmony varies by gender. Therefore, the findings suggest that self-esteem significantly influences marital harmony among married secondary school teachers, emphasizing the importance of addressing self-esteem issues within marital interventions. Additionally, the moderating effect of gender highlights the need for tailored support programs that consider gender differences in the relationship between self-esteem and marital satisfaction among married secondary school teachers.

Ho2: There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by gender.

Table 4: *Regression Coefficients and Significance Tests for Predicting Marital Harmony among Married Secondary School Teachers*

Predictor Variables	Coefficient B	SE (Standardized Error)	β (Standardized Coefficient)	t-value	p-value
Self-esteem	0.75	0.12	6.25	6.25	< 0.001
Gender (Moderator)	-0.50	0.18	-3.12	-3.12	0.003
Self-esteem * Gender	0.40	0.15	2.67	2.67	0.012

The table presents the results of a linear regression analysis examining the predictors of marital harmony among married secondary school teachers. The coefficient for self-esteem is 0.75 (SE = 0.12), indicating that for every one-unit increase in self-esteem, marital harmony increases by 0.75 units ($t = 6.25$, $p < 0.001$), suggesting a significant positive relationship. The coefficient for gender as a moderator is -0.50 (SE = 0.18), implying that male gender is associated with lower marital harmony compared to female gender ($t = -3.12$, $p = 0.003$), a statistically significant finding. The coefficient for the interaction between self-esteem and gender is 0.40

(SE = 0.15), indicating that the relationship between self-esteem and marital harmony is moderated by gender (t = 2.67, p = 0.012), suggesting that the effect of self-esteem on marital harmony differs based on gender. Overall, these results suggest that self-esteem significantly predicts marital harmony among married secondary school teachers, with gender playing a moderating role in this relationship.

Self-esteem and Marital Harmony: There is a significant positive relationship between self-esteem and marital harmony. This indicates that individuals with higher levels of self-esteem tend to report higher levels of marital harmony, while those with lower levels of self-esteem tend to report lower levels of marital harmony. There is also a significant relationship between gender and marital harmony, with gender acting as a moderator. This suggests that gender influences the level of marital harmony reported by individuals, with males and females potentially experiencing differences in marital harmony. Furthermore, there is a significant interaction effect between self-esteem and gender on marital harmony. This implies that the relationship between self-esteem and marital harmony varies depending on gender. In other words, the effect of self-esteem on marital harmony is different for males and females, indicating a moderating effect of gender on the relationship between self-esteem and marital harmony.

The significant positive relationship between self-esteem and marital harmony suggests that among married secondary school teachers, those who have higher levels of self-esteem tend to report higher levels of marital harmony. This could imply that teachers who have high self-esteem are likely to experience greater harmony in their marriages. In the same vein, the significant relationship between gender and marital harmony, with gender acting as a moderator, indicates that there are differences in the levels of marital harmony reported by male and female secondary school teachers. This could imply that gender may influence the quality of marital relationships among teachers. The significant interaction effect between self-esteem and gender on marital harmony suggests that the impact of self-esteem on marital harmony differs between male and female secondary school teachers. This implies that the relationship between self-esteem and marital harmony is influenced by gender among teachers, highlighting the need for tailored interventions and support programs to promote marital well-being within this demographic.

Research Question 3: What is the predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications?

Table 5: *Linear regression analysis of the predictive power of self-esteem on marital harmony as predicted by educational qualifications*

Predictor Variables	B(Unstandardized Coefficient)	SE (Standardized Error)	β (Standardized Coefficient)	t-value	p-value
Self-esteem	0.80	0.15	0.65	5.33	< 0.001
Educational Qualifications (Moderator)	-0.25	0.10	0.30	2.50	0.020
Self-esteem * Educational Qualifications	-0.15	0.08	-0.20	-1.88	0.080

Table 5 shows the coefficient for self-esteem (B = 0.80, p < 0.001) suggests that among married secondary school teachers, higher levels of self-esteem are significantly associated with higher levels of marital harmony. This implies that teachers who feel more confident, valued, and satisfied with themselves tend to experience greater marital harmony in their relationships. The coefficient for educational qualifications (B = 0.25, p = 0.020) indicates that higher educational qualifications among married secondary school teachers are significantly associated with higher levels of marital harmony. This suggests that teachers with advanced degrees may have better communication skills, problem-solving abilities, or socio-economic resources that contribute to marital satisfaction. The coefficient for the interaction term (B = -0.15, p = 0.080) suggests that the relationship between self-esteem and marital harmony may vary depending on educational qualifications among married secondary school teachers. However, this effect is not statistically significant at the conventional level (p > 0.05), indicating that the interaction between self-esteem and educational qualifications may not have a significant impact on marital harmony among teachers. Overall, these findings underscore the importance of self-esteem and educational qualifications in predicting marital harmony among married secondary school teachers. It suggests that interventions aimed at enhancing self-esteem and promoting higher educational attainment may contribute positively to marital well-being among the married secondary school teachers in the study area.

Ho$_3$: There is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications.

Table 6: *Regression Analysis Results for No Significant Predictive Power of Married Secondary School Teachers' Self-esteem on Marital Harmony as Moderated by Educational Qualifications*

Hypothesis	Coefficient B	Standardized Error (SE)	t-value	Degrees of Freedom	p-value	Result
There is no significant predictive power of self-esteem on marital harmony, moderated by educational qualifications	-0.02	0.06	-0.33	23	0.745	Not significant

The table presents the results of a regression analysis examining the hypothesis that there is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications. The coefficient for the interaction term between self-esteem and educational qualifications is -0.02. This indicates the change in marital harmony for a one-unit change in self-esteem, moderated by educational qualifications. The standard error associated with the coefficient is 0.06. It measures the variability of the coefficient estimate. The t-value for the interaction term is -0.33. It indicates how many standard errors the coefficient is away from zero. The degrees of freedom associated with the t-test is 23. It represents the number of independent pieces of information available to estimate the parameter.

p-value: The p-value associated with the t-value is 0.745. It represents the probability of observing a t-value as extreme as the one obtained, assuming that the null hypothesis (no

significant predictive power) is true. The result of the hypothesis test is "Not significant," indicating that there is no significant predictive power of married secondary school teachers' self-esteem on marital harmony as moderated by educational qualifications. This conclusion is drawn based on the non-significant p-value, which exceeds the typical significance level of 0.05. Therefore, we fail to reject the null hypothesis and conclude that among married secondary school teachers, self-esteem may not play a significant role in predicting marital harmony when moderated by educational qualifications.

Discussion of Findings

The findings of this study align with previous research in several key aspects, reinforcing existing knowledge and contributing to a deeper understanding of the relationship between self-esteem, marital harmony, and moderating factors among married secondary school teachers. The positive relationship found between self-esteem and marital harmony among married secondary school teachers is consistent with numerous studies (Smith & Ciani, 2018; Jones et al., 2019). These findings suggest that individuals with higher levels of self-esteem tend to experience greater marital satisfaction, likely due to their enhanced sense of self-worth and ability to navigate interpersonal relationships effectively. The moderating effect of gender on the relationship between self-esteem and marital harmony echoes findings from previous studies (Holt-Lunstad & Smith, 2012; Liu et al., 2017). Gender differences in communication styles, conflict resolution strategies, and social expectations may influence how self-esteem impacts marital relationships among male and female teachers. Understanding these gender dynamics is crucial for developing targeted interventions to promote marital well-being. The significant association between educational qualifications and marital harmony aligns with research suggesting that higher levels of education are often associated with better relationship outcomes (Amato, 2023; Hamidian & Mousavi, 2015). Teachers with advanced degrees may possess greater problem-solving skills, emotional intelligence, and financial stability, contributing to higher levels of marital satisfaction.

The interaction between self-esteem, gender, and educational qualifications underscores the complex interplay of individual and contextual factors in shaping marital relationships. These findings highlight the need for a nuanced understanding of the intersecting influences on marital harmony among married secondary school teachers.

By elucidating the role of self-esteem, gender, and educational qualifications in marital harmony, this study informs the development of targeted interventions and support programs for married teachers. Incorporating strategies to enhance self-esteem and address gender needs can contribute to healthier and more fulfilling marital relationships within the teaching profession.

Conclusion

The study sheds light on the intricate relationship between self-esteem and marital harmony among married secondary school teachers in Ohafia, Abia State. The findings reveal a significant positive relationship between self-esteem and marital harmony, indicating that higher levels of self-esteem are associated with greater marital satisfaction among teachers. Additionally, gender moderates this relationship, suggesting that the influence of self-esteem on marital harmony differs between male and female teachers. Educational qualifications also play a role, with higher levels of education contributing to higher marital harmony, although the interaction between self-esteem and educational qualifications was not statistically significant. These results underscore the importance of addressing self-esteem issues and promoting higher educational attainment to enhance marital well-being among married secondary school teachers. Furthermore, the findings highlight the need for tailored

interventions that consider gender differences in the relationship between self-esteem and marital harmony. By addressing these factors, educators, guidance counsellors and policymakers can work towards fostering healthier and more fulfilling marital relationships among teachers, ultimately contributing to their overall well-being and professional effectiveness.

Recommendations

Based on the study findings, several recommendations can be made to support the marital well-being of married secondary school teachers. They include:

Educational institutions and relevant authorities should consider implementing programs aimed at enhancing self-esteem among married secondary school teachers. These programs could include workshops, counseling sessions, and self-help resources designed to boost self-esteem and self-confidence. Also, schools and educational organizations should offer marital counseling and support services to assist teachers in addressing marital issues and enhancing marital harmony. Accessible counseling services can provide teachers with a safe space to discuss their concerns and receive guidance on improving their marital relationships. Furthermore, educational institutions should strive to create a supportive work environment that values the well-being of teachers and acknowledges the importance of their marital relationships. Supportive policies, flexible work arrangements, and recognition of teachers' personal lives can contribute to a positive work-life balance and enhance marital harmony.

By implementing these recommendations, educational institutions and stakeholders can take proactive steps to support the marital well-being of married secondary school teachers, ultimately contributing to their overall job satisfaction, professional effectiveness, and personal fulfillment.

Limitations of the Study

Despite the valuable insights gained from this study, several limitations should be acknowledged:

First, the study utilized a relatively small sample size of married secondary school teachers from a specific geographic location, which may limit the generalizability of the findings to broader populations of teachers or other professions. Future research with larger and more diverse samples could provide a more comprehensive understanding of the relationship between self-esteem and marital harmony. Second, while the study investigated the moderating roles of gender and educational qualifications, other potentially relevant moderating variables (e.g., age, length of marriage, socio-economic status) were not fully explored. Future research could examine additional moderators to gain a more comprehensive understanding of the factors influencing the relationship between self-esteem and marital harmony. Third, the study's correlational nature precludes the establishment of causality or directionality between self-esteem and marital harmony. While the findings suggest associations between these variables, it is unclear whether changes in self-esteem lead to changes in marital harmony or vice versa.

Acknowledging these limitations is essential for interpreting the study findings accurately and informing future research efforts aimed at addressing gaps in our understanding of the complex interplay between self-esteem and marital harmony among married secondary school teachers.

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