

The Impact of Prepare-Enrich Program based on Distance Learning on Marital Satisfaction among Newly-wed Couples: The role of Demographic Factors

Nasrin Ghiasi, *Alireza Hidarnia, Mohamad Esmail Motlagh, Shamsaddin Niknami

Abstract--Modern methods have less been considered in couples' learning and their needs in practice. Thus, the present study aimed at determining the impact of marriage enrichment through distance learning in marital satisfaction of newly-wed couples with an emphasis on the role of demographic factors. The present study is experimental. The population were selected based on the inclusion and exclusion criteria through simple random sampling ($N=80$ couple) and were placed randomly into experimental ($N=40$ couple) and control ($N=40$ couple) group. The intervention was conducted as distance for 12 weeks. The data were collected by Enrich couple scale and demographic information questionnaire. Data analysis was performed by descriptive statistics, Independent t-test, ANCOVA, and MANCOVA. The results showed a significant difference between the two groups in terms of marital satisfaction after intervention ($P<0.05$). In addition, the effect of intervention was significant in terms of gender, ethnicity, age difference with spouse, duration of engagement, marriage type, and job ($P<0.05$) although it was not significant in terms of age, education, and economic status of couples ($P>0.05$). Distance intervention improved the level of marital satisfaction in couples but the effect of this intervention based on demographic factors was different. Thus, it seems that the intervening variables such as demographic factors should be always considered in designing the educational interventions.

Keywords--Marital satisfaction, marriage enrichment- distance learning, demographic factors, newly-wed couples

• INTRODUCTION

Marital satisfaction is the most important tool for evaluating a successful marriage (1) and is a status when couples often feel happy and satisfied with marriage and each other (2). In addition, marital satisfaction refers to the satisfaction of couples with the coordination and organization of their marital lives (3). Every family has a 6-phase cycle beginning from independent adults and leading to retirement as follows:

- Young and single adults
- Newly-wed couples
- Family with young children
- Family with teenagers

- Family with leaving-home children
- Family at the final stages of life(4)

If the couples cannot pass this cycle well, they may encounter with some problems such as marital dissatisfaction and finally divorce (5).

The studies showed that the first year of marriage is the most hazardous and chaotic time having the most talent for non-adjustment and divorce. Most marital conflicts and problems begin from the fourth month after marriage. Attachment and love become disagreement and fights over roles begin in the sixth to twelfth months of marriage (6). If this problem is not solved, most couples will encounter communication disturbances. Thus, the early phases of marriage, preventive interventions, and the approaches which are used for marriage enrichment should be considered (7).

Prepare-Enrich program (PEP) is one of the most successful marriage enrichment programs (8). The training skills of this program include communication, conflict resolution, financial management, leisure activities, affection and sexuality, family and friends, and spiritual beliefs (8, 9).

This program involves four main features of an effective preventive approach because it identifies the success factors of marriage, helps the couples to achieve the growth criteria, considers feedback, and practice necessary, and pays attention to communication skills and conflict resolution as important factors (10).

A large number of studies supported the positive values and effects of this program (12) showing that such a program can improve marital relationship, conflict resolution and marital intimacy and its aspects (11, 12 and 13).

However, learning is performed in person in almost all marriage enrichment programs emphasizing the simultaneous presence of both couples in training sessions (11). Based on different observations, men are not generally interested in participating in training classes. Thus, if a couple looks for solving their life problems and cannot attend these classes, the current procedure of implementing the counseling programs will not help them (13).

Thus, testing the new methods which can help couples in solving their problems and improving the marital relationship, regardless of time and place, should be emphasized. Thus, the researcher designed a learning package and implements it as distance for measuring its effect on marital satisfaction of Iranian newly-wed couples based on demographic factors. This study attempted to answer the following questions:

- *Does marriage enrichment based on distance learning will improve the marital satisfaction?*
- *Is the effect of marriage enrichment based on distance learning different in terms of couples' demographic factors?*

The researchers hope that the results of this study are a positive and new step for designing and implementing the marriage enrichment programs and health of families especially the newly-wed couples.

• **Methodology**

2.1. Design of the study

This study is experimental with pretest- posttest design.

2.2. Participants

The population included the couples who were married for six months and were living in Gonbade-e- Kavus. In order to select the samples, first the researchers referred to a pre-marriage counseling center in Gonbade-e- Kavus and prepared a list of couples who had been married for six months (pre-marriage counseling center is the only center of Gonbade-e-Kavus where couples, from different social and economic classes, refer to receive counseling and register their marriage). Thus, the researchers called 200 couples who volunteered for participating in the study and had the inclusion criteria. Then, 80 couples were selected by simple random method and placed randomly into experimental and control group.

Regarding the inclusion criteria, we can refer to first marriage, six months after marriage, having at least diploma degree, willingness of both couples to participate in the study, having Android phones and connection to Telegram.

In addition, some criteria such as unemployed husband, addiction to drugs or alcohol, suffering from any chronic physical and mental program, death of family members or accidents causing any disability in couples were regarded as the exclusion criteria.

2.3. Data collection method

The data were collected by using the following questionnaires:

Demographic information questionnaire including the information on gender, ethnicity, age, age difference with spouse, attitude of couples to financial status of family, duration of engagement, marriage type, education, and job.

ENRICH Couple Scales (ECS) which was developed by Olson in 1985 and updated in 2010. The ECS includes 35 items and 4 dimensions of marital satisfaction, couple communication, conflict resolution, and idealistic distortion. The questions are based on 5-item Likert scale (from totally agree, disagree, no idea, totally disagree). The scores from 1 to 5 were given to each option. The minimum total score of this questionnaire was 35 and the maximum total score was 175. The higher score means higher level of marital satisfaction (14).

The alpha coefficients for the questionnaire for marital satisfaction, communication, conflict resolution, and idealistic distortion were 0.86, 0.80, 0.84, 0.83, respectively, and they were equal to 0.86, 0.81, 0.90, and 0.92, respectively, based on the test-retest reliability (15). The researchers used the Persian translation of the scale. The alpha coefficients of the questionnaire equaled to 0.87, 0.78, 0.92, and 0.88, respectively.

2.4. Procedure.

At first, the pre-test was given to the subjects in both groups. In the next stage, the educational program was prepared by using the Prepare-Enrich program (Olson's program) and the results obtained from pretest analysis, primary needs assessment, and opinions of family experts were prepared. In addition, the cultural and religious factors of the research population were considered. Finally, an educational program containing 6 topics was prepared and presented to the intervention group for 12 consecutive weeks, (each topic/2 weeks). The control group received no training and stayed in the waiting queue.

Table 1: A summary of intervention topics and educational goals

Topic	Title	General objectives
First	The principles of establishing emotional relationships and the recognition of the wife	Teaching the methods to improve the relationship between couples by promoting self and spouse's awareness of personality, emotional, cognitive, intellectual, interests and tastes and understanding their and concerns
Second	Cognitive reconstruction	Increasing the couples' awareness of their communication problems as well as irrational beliefs, as well as doing the practical techniques at home
Third	Communication skills and intimacy	Teaching and delivering effective communication techniques, controlling anger, expressing rational desires and enhancing intimacy as well as doing the practical techniques at home
Fourth	Improve sexual relations Between couple	Expressing the cycle of sex, teaching effective methods of communication and correcting sexual myths and false sexual beliefs
Fifth	Conflict resolution and Problem Solving	Defining the concept of marital conflict and teaching conflict resolution methods as well as doing the practical techniques at home
Sixth	Home management	Parenthood Management, teaching how to communicate with your family and friends, teaching how to manage and plan leisure time, managing financial management as well as doing the practical techniques at home

2.5. Intervention

Before implementing the distance intervention, the couples of experimental group were invited to participate in a session for 80 minutes. In this session, the implementation of intervention, learning objectives, homework, and how to do practical techniques at home were explained to the couples and were asked to join the learning channel on Telegram for receiving the learning lessons. Then, the distance intervention was implemented for 12 weeks as follows:

- Before beginning any learning topic, a package including book, pamphlet, poster, film and animation DVDs, and a guidebook on practical techniques at home was sent to the couples by custom post. To ensure

about the reception of the packages by the couples, the Post Office's package delivery SMS was received.

- Four learning SMSs were sent to the couples every night at 8:30 to 9:00 p.m. The couples were asked to send an empty SMS to the server after receiving four messages in order to ensure the SMS delivery.
- Film, animation, and learning content were sent to the couples via Telegram channel every night at 9:00 to 10:00 p.m.
- Before beginning each new topic, a short review was made on previous topics via SMS or Telegram.
- At the end of each topic, the practical techniques were used by the couples at home based on the guidebook. Then, the homework was followed up by the researcher via SMS or call.

After finishing all intervention steps, both groups of control and experimental re-answered the Enrich couple scale and the data were collected at the post-intervention stage.

2.6. Data analysis

Descriptive statistics, Independent T -test, One-way analysis of covariance (ANCOVA), and Multivariate Analysis of Covariance (MANCOVA) at the significance level of $P < 0.05$ were used for data analysis.

• FINDINGS

The findings indicated no significant difference between the two groups in terms of demographic variables (Table 2). Additionally, the independent t-test showed that there was no significant difference in the mean of marital satisfaction between the two groups during the pre-intervention period (Table 3).

Based on the above-mentioned results, the changes observed in the experimental group were different from the initial differences due to the effect of educational intervention. Thus, the statistical tests were used to study the research questions. The results of ANCOVA showed a significant difference among the mean of marital satisfaction in experimental and control group in the post-intervention. In other words, distance intervention significantly increased the average marital satisfaction in the experimental group ($F=34.865$, $P < 0.001$) (Tables 4 & 5) (Fig 1).

In addition, the results showed that an increase in average marital satisfaction among women was considerably higher than that of men. The maximum effect of intervention was observed among the Fars couples, age of 25 and less, age difference less than three years, duration of engagement more than one year, couples with good financial status, the couples who were married regardless of their family disagreement, the couples with Master's degree and higher, and the self-employed couples (Table 6).

In addition, the results of MANCOVA confirmed the relationship between the effect of intervention in terms of gender, ethnicity, age difference with spouse, duration of engagement, marriage type, and job ($P < 0.05$). However, the relationship between the effect of intervention in terms of age, the attitude of couples to their financial status and education level was not confirmed ($P > 0.05$) (Table 7).

• DISCUSSION

The present study evaluated the Iranian newly-wed couples to determine the effect of marriage enrichment program through distance learning on marital satisfaction with an emphasis on the role of demographic factors. Forty samples couples in the experimental group received various trainings of the marriage enrichment program through distance learning and performed their practical techniques with their spouse at home.

The study results indicated that such learnings were effective leading to an increase in average marital satisfaction among couples.

Although the researcher could not find any study similar to the intervention method in the present study, the obtained results were consistent with a large number of studies conducted on the effect of marriage enrichment program on marital satisfaction (16,17,18,19), which similarly indicated that participation in marriage enrichment program can improve the level of marital satisfaction and its dimensions.

On the other hand, the positive results of the present study were consistent with different studies in the field of distance learning and use of cyberspace in various areas such as the effect of Telegram and SMS on reducing the negative thoughts of women in treating the diseases (20), the role of learning via SMS for controlling the diabetes (21), the impact of SMS warning system on commitment of patients with AIDS in the timely use of medicines (22), the effect of conference learning and multi-media learning program on quit smoking (23) because the results of all these studies indicated that distance interventions could be effective.

On the other hand, different studies showed that marital satisfaction is affected by many factors. Thus, the present study attempted to evaluate the effect of distance intervention on marital satisfaction in terms of demographic factors. The research findings confirmed the relationship between the effects of intervention on gender. In general, the effect of intervention on the women was more than that of the men because women may get damaged due to conflicts more than men. Thus, women probably attempted to solve the conflicts, followed our learning program more precisely, and used learning topics more.

Previous studies indicated that women attempt to solve the conflicts in the early period of marriage more than men (62% vs. 32%) and some studies identified and confirmed the significance of the effect of gender on marital satisfaction (24).

Some researchers believe that men and women have generally different attitudes on marriage and use different styles in conflict resolution (25). Thus, the effect of gender on marital satisfaction cannot be ignored. Based on the findings of a study, men have higher satisfaction than women and the experiences of women from marriage are more negative than those of men (26).

Dilavi and Bramen studied 492 couples and showed that men have a higher level of satisfaction than women (27). Similarly, Zarandi indicated that men have a higher level of satisfaction than women and attributed the higher satisfaction of men to their environmental-social diversity making them compensate their dissatisfaction (28).

The findings of the present study confirmed the effect of intervention on marital satisfaction in terms of ethnicity showing the highest effect of intervention among the Fars couples.

The present researchers believe that the result is probably due to the different culture and religion of couples. Although the samples of this study were all living in Gonbade-e-Kavus having some compulsory cultural similarities, every nation has its own specific culture and religion affecting its life quality and attitude.

Lehler believed that religion, ethnicity, and race are the main characteristics within marriage context and in each society the failure or success in marriage are affected by the specific and local factors of people in that society, because people in different cultures have various participants, needs, and expectations to marriage (29).

Paula reported that cultural differences play a very significant role in marital relationships and cultural tensions are related to instability in the life of couples and families (30). Wheeler et al. studied the relationship between cultural factors and quality of marriage among the American and Mexican couples. The results showed that culture plays a significant role in marital relationships (31).

In addition, the religious beliefs as a part of culture affect all aspects of life including the family and marital relationships and there is a relationship between religious values and positive consequences of marital life. Hussein Dokht et al. examined the relationship between spirituality with quality of life and marital satisfaction among 320 married men and women and indicated a positive relationship between spiritual intelligence and spirituality with marital satisfaction and quality (32).

The results of the present study did not confirm the effect of intervention in terms of age. In other words, the effect of intervention had no significant difference among different ages. The finding was in line with the findings of some previous studies. The results of a study among Iranian couples showed no significant relationship between age and marital satisfaction. The effect of age was confirmed when the person places in ideal education conditions and reaches enough maturity for accepting the responsibilities (33). However, some believed that those who marry late have more life duration while those who marry early show more likelihood of divorce and remarriage as well as less satisfaction. In fact, age has a positive relationship to adjustment and life stability (34).

The results of the present study confirmed the effect of intervention in terms of age difference while the maximum effect of intervention was observed among the couples with age difference less than three years. According to the present researchers, perhaps one of the reasons of the result is that the couples with less age difference are more coordinated intellectually and have more motivation in using the learning program of this study, especially when the practical homework and effect of learning was higher.

Some believe that the expectations and attitudes of people vary in different ages and those with different ages have also differences in their cultures and thoughts. Thus, high age difference will have broad cultural differences affecting the infrastructure of life and satisfaction (35). The maximum satisfaction for women is when they marry a man who is five-six years older while the maximum satisfaction for men happens when they are older 0-10 years

(36). Age difference to five years is suitable and high age difference will cause a profound social distance (37).

However, the study of Jaridi et al. showed that the higher age difference between the couples leads to more marital satisfaction. In addition, the satisfaction of those with 10-12-year age difference is more than that of the couples with age difference of 3-6 years (38). Banifatemi and Taheri indicated no significant relationship between the age difference of couples and marital satisfaction (39). It seems that these studies failed to support the results of the present study.

The results of the present study confirmed the relationship between the effect of intervention on duration of engagement. In fact, longer duration of engagement leads to higher effect of learning intervention on the couples' satisfaction may be because the couples with longer engagement understand the communication problems among themselves. Thus, they looked for solving their problems, paid attention to the learning program, and high satisfaction level.

Alder examined the relationship between marital satisfaction and duration of engagement and dyadic adjustment. In other words, as the duration of engagement was longer, the level of dyadic adjustment was lower (40). Such results largely confirmed the researchers' attitude about the results of the present study.

On the other hand, in another study among 952 American couples, a positive relationship was observed between the duration of engagement, an increase in satisfaction, and a reduction of divorce and non-adjustment (41). Perhaps, the results of this study are almost consistent with those of the present study indicating that the couples in the present study had the background of improving the satisfaction level.

The results of the present study failed to confirm the relationship between the effect of intervention in terms of couples' attitudes to the financial status of family. However, the results of other studies indicated that the economic status of family is positively related to marital satisfaction and higher income leads to higher satisfaction and those with financial problems experience lower marital satisfaction (42).

Dakin and Wampler believe that financial stresses have the highest contribution in marital dissatisfaction and the couples who are always fighting for financial problems consider marital relationship as a failure (43). According to Winslow, the couples with high income have a higher marital satisfaction and the people who consider themselves as poor have disturbed and excited behaviors and the negative interaction increases among the couples (44).

Munsch believes that economic poverty can cause problems like illness, and those who consider themselves poor are having a distracted attitude. Therefore, distress and negative interactive patterns affect the quality and stability of marital life (45)

The results of the present study confirmed the relationship between intervention in terms of marriage type and the maximum effect of intervention was observed in the couples with their families' disagreement on their marriage. The present researchers believe that those people may have attempted to reduce some of their life conflicts by

learning this intervention package and increase their life satisfaction due to the conditions governing their marriage. On the other hand, these couples may have reflected their satisfaction higher due to the sensitivity of the subject.

The study of the effect of modern and traditional marriage style on marital satisfaction indicated that marital satisfaction of those people who have acquainted with each other through families is more than those acquainted through friendship and the internet (46). The results of the present research failed to confirm these findings.

In another study, Faryabi found no significant relationship between marital satisfaction and marital adjustment with marriage type. However, the desire for divorce was significantly more in non-traditional marriages (47). In addition, some studies indicated that premarital friendship and relationships are not responsible for the uncertainties of common life after marriage, but wrong factors in choosing a spouse are responsible for this instability (48, 49).

Mazaheri et al. studied the relationship between mate selection styles and marital adjustment by considering four styles of mate-selection including previous acquaintance and marriage with family satisfaction, proposal and marriage with the oneself and family satisfaction, proposal and marriage forced by the family, and proposal and marriage with family dissatisfaction. Based on the results of this study, the level of marital satisfaction was higher in previous acquaintance and marriage with family satisfaction as well as proposal and marriage with the oneself and family satisfaction. However, although the couples with friendship and marriage with family dissatisfaction indicated high satisfaction in the early years of marriage, their marital satisfaction reduced in the next years (50).

The results of the present study indicated that the effect of intervention in terms of education level was not confirmed although the effect of intervention in couples with master's degree and higher was more. According to the researchers, the result was predictable because based on different observations while conducting the study, the level of education among the population and the culture governing their environment was not important factor in mate-selection. In most cases with a significant difference at the level of couples' education, it seems that there was no specific problem.

Alder evaluated the relationship between marital satisfaction, age, and education among 60 couples. The results indicated no significant relationship between education and marital satisfaction (40), which are in line with the results of the present study.

Considering that the level of education generally increases with age, and age is positively correlated with the satisfaction of marriage. Therefore, it seems reasonable that the level of education is positively related to satisfaction. Further, education can predict marital satisfaction (51).

Furthermore, some other studies concluded that couples with different educational levels will experience more dissatisfaction and increase the probability of divorce (52,53), which are incongruent with the results of the present study.

In addition, the results of the present study confirmed the effect of intervention on job basis, and the most effective intervention was found among couples with free occupation. According to the researchers, those people

having a free job probably had more free time due to the lack of involvement in governmental jobs and problems, and used the present curriculum more than others. Thus, training could play a major role among those having a free job.

Further, the results of some studies indicated that there is a mutual relationship between marital satisfaction and job satisfaction (54, 55, and 56). Nazari et al. believed that a part of an individual's life is spent in the workplace and another part with a spouse. In any case, in any of the marital or occupational environments, there is an unpleasant feeling because the emotions which are created do not immediately disappear while they easily transfer from one environment to another and change the individual's behavior and function (57).

Finally, in another study of marital satisfaction in Spain, Colón-de Martí et al. indicated that unemployment, job insecurity, and dissatisfaction with working conditions and workplaces reduce the level of tolerance among people to solve the problems and reduce stress in life. As a result, these people experience lower marital satisfaction and Compatibility (58). In general, the research confirmed that job satisfaction, especially for men, is positively correlated with marital satisfaction (55).

• CONCLUSION

The present study aimed to take steps to empower couples and increase their marital satisfaction. The positive results from this study can be related to the comprehensive intervention program or the positive aspects of distance interventional methods such as ease of use, availability, and time and cost savings. On the other hand, it seems that the present study is one of the leading studies in the use of modern methods, especially the use of cyberspace in the training and empowerment of couples due to different intervention methods.

Therefore, it is suggested to use the opportunities brought by integrating the modern technologies in education and eliminating time and place constraints for covering more couples seeking marital counseling and even couples with severe marital problems.

In addition, the results showed that the impact of intervention was different in terms of demographic factors. Therefore, more comprehensive studies are recommended in more extensive samples and other cultures in order to evaluate more precisely about the effect of distance intervention and factors affecting marital satisfaction, as well as generalization of results.

• STRENGTHS AND LIMITATIONS OF THE STUDY

The present study has highlighted the significance of designing an educational program and implementing it unknowingly based on new communication technologies for the first time in Iran. In addition, none of the couples refused to continue the program but they interacted with the researchers and followed up all the steps during the intervention. Finally, performing practical homework with a spouse was other strength of this intervention.

Some of the most important limitations are as follows:

Assigning the subjects to family life forming the attitude and private life of individuals cannot be controlled precisely.

This study was conducted in the urban community and the results cannot be generalized rural and other communities.

The lack of research background on marriage enrichment based on distance learning.

• **ETHICAL CONSIDERATIONS**

Before beginning the research procedure, the ethical code IR.TMU.REC.1394.38 was received from the Ethics Committee and the Health Research Center in Tarbiat Modares University, Tehran, Iran. First, some explanations on research objectives were given to the participants and all of them announced their satisfaction with participation in the study. All participants were ensured that all their information is kept confidential and they received an identification code for each one during the study. The participants could leave the study anytime. For keeping the privacy, the couples were put in two separate rooms to complete the questionnaire. A summary of the educational intervention was given to the control group, 10 days after the end of conducting the research.

• **CONFLICT OF INTERESTS**

The authors declare that they have no competing interests.

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Table 2: Demographic factors in Experimental and Control Group ^{a,b}

Variables	Couples Characteristic	Experimental	Control	Chi-square
Ethnicity ^a	Turkman	25 (31.2)	26 (32.5)	P= 0/942 ^{**}
	Persian	31 (38.8)	30 (37.5)	
	Others	24 (30.0)	24 (30.0)	
Age, y ^b	Year	27±(4.78)	27±(5.77)	Independent T-test P= 0/656 ^{**}
Age gap with spouse ^a	Less than 3 years	24 (30.0)	25 (31.2)	P= 0/997 ^{**}
	3 to 4 years	20 (25.0)	20 (25.0)	
	5 to 6 years	16 (20.0)	16 (20.0)	
	7 years or more	20 (25.0)	19 (23.8)	
Engagement Duration ^a	6 months or less	34 (42.5)	35 (43.8)	P= 0/921 ^{**}
	7 months to one year	30 (37.5)	31 (38.8)	
	More than 1 year	16 (20.0)	14 (17.5)	
Financial situation ^a	Weak	15 (18.8)	14 (17.5)	P= 0/905 ^{**}
	Medium	52 (65.0)	50 (62.5)	
	Good	12 (15.0)	14 (17.5)	
	Excellent	1 (1.2)	2 (2.5)	
Type of marriage ^a	Marriage with the consent of myself and my family	74 (92.5)	75 (93.8)	P= 0/943 ^{**}
	Forced marriage	1 (1.2)	1 (1.2)	
	Loving and marrying despite the family's opposition	5 (6.2)	4 (5.0)	
Education ^a	Diploma and more	47 (58.8)	46 (57.5)	P= 0/962 ^{**}
	Bachelor	26 (32.5)	26 (32.5)	
	Master's degree and higher	7 (8.8)	8 (10.0)	
Job ^a	Self-employment	26 (32.5)	26 (32.5)	P= 0/983 ^{**}
	Employee	15 (18.8)	14 (17.5)	
	Housewife	31 (38.8)	33 (41.2)	
	Laborer	8 (10.0)	7 (8.8)	

a Values are expressed as No. (%).

b Values are expressed as mean \pm SD.

**= P>0.05

Table 3: Comparing the mean of Marital Satisfaction in pre-intervention, in the two groups

Variable	Group	Stage	Mean	SD	Result
Marital satisfaction	Experimental	Pre-intervention	116.18	9.205	T = 0.568
	Control	Pre-intervention	115.20	12.298	Sig =0.571

**=P>0.05

Table 4: Mean and SDs of Marital Satisfaction during the pre-intervention and post-intervention in Experimental and Control group

Group Variable	Experimental group				Control group			
	Pre-intervention		Post-intervention		Pre-intervention		Post-intervention	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Marital Satisfaction	116.18	9.205	129.33	16.617	115.20	12.298	115.15	15.139

Table 5: The results of ANCOVA after Intervention, for study the Effect of Distance intervention on Marital Satisfaction

Source	Type III Sum of Squares	def.	Mean Square	F	Sig.	R ²
Marital satisfaction in pre- intervention	2176.837	1	2176.837	9.064	.003	.055
Group [*]	1221.176	1	8373.410	34.865	0.000 [*]	0.182

Analysis of variance analysis way ne0 =Abbreviations ANCOVA

0.05>P=*

Figure 1: The effect of intervention on marital satisfaction over time

Table 6: The dispersion indices of marital satisfaction in terms of demographic factors during the pre-intervention and post-intervention in the Experimental group

Variables	Couples Characteristic	Marital satisfaction in Pre- intervention		Marital satisfaction in Post- intervention	
		Mean	SD	Mean	SD
Sex	Female	116.98	7.420	138.55	12.397
	Male	115.38	10.736	120.10	15.201
Ethnicity	Turkman	117.65	10.040	122.27	16.530
	Persian	116.03	9.576	136.13	11.366
	Others	114.70	7.731	128.13	19.476
Age	25 years or less	114.89	9.806	130.97	15.058
	26 to 30 years old	117.45	8.971	129.00	20.340
	years 30Older than	116.69	8.412	126.31	12.322
Age gap with spouse	Less than 3 years	114.58	10.500	137.25	16.267
	3 to 4 years	115.05	5.246	131.90	10.949
	5 to 6 years	118.25	8.552	128.50	19.363
	7 years or more	117.55	11.109	117.90	13.696
Engagement Duration	6 months or less	114.76	8.894	125.47	15.592
	7 months to one year	116.30	9.841	127.47	16.228
	More than 1 year	118.94	8.505	141.00	14.976
Financial situation	Weak	116.53	9.935	126.67	21.536
	Medium	115.71	9.226	129.25	14.630
	Good	116.58	8.339	136.08	14.638
	Excellent	130.00	0	0.00132	0
Type of marriage	Marriage with the consent of myself and my family	116.11	9.393	129.66	16.424
	Forced marriage	123.00	0	86.00	0
	Loving and marrying despite the family's opposition	115.80	7.155	133.00	6.481
Education	Diploma and more	116.17	7.548	130.21	17.173
	Bachelor	117.19	12.218	125.15	14.976
	Master's degree and higher	112.43	5.996	138.86	15.889
Job	Self-employment	117.92	7.249	138.58	12.782
	Employee	115.53	9.672	126.80	18.529
	Housewife	115.55	10.733	126.68	13.676
	Laborer	114.12	8.306	114.25	20.548

The result of MANCOVA for studying the effect of distance learning on marital satisfaction in term of :**Table 7**

demographic factors

Source	Type III Sum of Squares	def.	Mean Square	F	Sig.	R ²
Marital Satisfaction-Sex	4209.350	1	4209.350	15.784	.000 [*]	.091
Marital Satisfaction- Ethnicity	3203.779	2	1601.889	5.828	.004 [*]	.070
Marital Satisfaction- Age	176.320	2	88.160	.300	.742 ^{**}	.004
Marital Satisfaction- Age gap with spouse	2450.828	3	816.943	2.902	.037 [*]	.053
Marital Satisfaction- Engagement Duration	3753.823	2	1876.912	6.918	.001 [*]	.081
Marital Satisfaction- Financial situation	963.085	2	321.028	1.103	.350 ^{**}	.021
Marital Satisfaction- Type of marriage	2480.118	2	1240.059	4.437	.013 [*]	.054
Marital Satisfaction- Education	709.483	2	354.742	1.220	.298 ^{**}	.015
Marital Satisfaction- Job	3190.547	2	1063.516	3.844	.011 [*]	.069

=* P0.05 >

**= P > 0.05

Abbreviations MANCOVA=, Multivariate Analysis of Covariance

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