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Procedia - Social and Behavioral Sciences 84 (2013) 520 – 524

Procedia
 Social and Behavioral Sciences

3rd World Conference on Psychology, Counselling and Guidance (WCPCG-2012)
**Effectiveness of Marriage Education Before Marriage Change
 Irrational Beliefs Girls**

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Abstract

The goal of this research is to investigate the impact of pre-marriage education on changing marriage misbelieves among Mashhad female students. The approach taken for this research is semi-experimental and uses the method of pre-test and post-test with control group. The population is all 17-year-old students in the third region of Mashhad. For choosing a sample, people were chosen by cluster method and were put randomly in the group of control and experimental (30 in experimental group and 30 in the control group). In the research in hand, the statistical method of covariance analysis (AVCOVA) was used. The results showed pre-marriage education meaningfully improves misbelieves about marriage among girls ($P < 0.0001$). Equally, results showed pre-marriage education had no meaningful effect on general health of the girls.

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Selection and peer-review under responsibility of Prof. Dr. Huseyin Uzunboylu & Dr. Mukaddes Demirok, Near East University, Cyprus

Keywords: *effectiveness of training before marriage, irrational beliefs*

1. Introduction

Marriage is the process of loving, gaining corporal, sexual, psychic maturity, and following these, preparing economical, social, educational, occupational, familial and personal conditions of two opposite sexes (man and woman or girl and boy) in order to make a mutual life accompanying understanding, affection, vividness, productivity, and targetedness. The great prophet (pbu) says " To God, There is nothing in Islam more desirable than marriage "The aim of the research in hand is to investigate the impact of pre-marriage education on the girls' misbelieves. In the relation between two people intending to marry, they have started the relation with certain beliefs and expectations which affect their behavior in an either positive or negative way. However, most people have unrealistic expectations and misbelieves of the conjugal life. They expect their spouses to compensate for all the shortcomings of their lives before marriage (Mansfield, 2007). In fact, conjugal satisfaction will decrease in case the spouses' expectations are not based on realities and will lead to devastating results for the conjugal life (Mc Nutly, 2007).

In recent years, a lot of attention has been paid to the effects of stereotypes about sex role and its harmful consequences especially in women. However, there are lots of barriers which keep women from realizing their

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capabilities as members of human society. Today women are trained for living in a world, the expectations of which are different from those of the old world. Sharp and Ganeng (2004), inspecting the influence of methodical education on unrealistic and sentimental beliefs of the students, found out methodical education would meaningfully decrease sentimental beliefs of the students. Dual (1965), when investigating the effects of pre-marriage education courses, found out these courses can make remarkable changes in the students' views (quoted by Omidvar, Fatehi Zadeh & Ahmadi, 1388). Educations on preparation for marriage is a relatively new approach to avoid dissatisfaction and failure in conjugal life which is based on the idea that couples can learn how to have a successful and stable life; Therefore, pre-marriage education is therapeutic and precautionary (Khaleqi Nejad et al, 1387). Regarding the importance of people's beliefs and views on marriage, especially misbelieves of the girls in terms of selecting a spouse and their views on marriage, and also considering the fact that pre-marriage education is known as an effective way of changing misbelieves and skill training, Stanly et al (2006) realized that participating in pre-marriage educational programs will result in high levels of satisfaction and commitment in marriage and in return, low levels of conflicts and reduction in number of divorces. Carol and Doherty (2003, quoted by Omidvar et al, 1388) in a study on Pre-marriage education concluded that the average of conjugal life satisfaction for those who took part in pre-marriage education was 80% higher. Omidvar et al (1388) in a study on the effects of pre-marriage education on conjugal expectations of students on the verge of marriage realized that pre-marriage education meaningfully decreases the conjugal expectations of the students on the verge of marriage. Enzevae(1388) in a research on pre-marriage counseling has concluded that the average of conjugal satisfaction in couples attending pre-marriage counseling is more than that of couples not attending pre-marriage counseling.

2. Heading styles

Research approach: The approach is semi-experimental which uses pre-test and post-test with the control group.

Population: All 17-year-old students in third grade high schools of Mashhad who have gotten married. Sample: Includes 60 students, chosen randomly out of a list of 120 names. The sample being studied will be put randomly into two groups of experimental and control.

3. Method of performance

After picking sample and putting it into two groups of experiment and control, sessions of pre-marriage education for the subjects of experimental group will be held. The number of these sessions will be 17 and they will be held twice a week for 45 minutes. Before the beginning of education and after it's over, questionnaires will be provided to two groups, asking about the misbeliefs of marriage and general health. The headlines of presented subjects in the sessions are as follows:

Making a relation, the goal, significance and necessity of pre-marriage education, investigating the right and wrong reasons for getting married, characteristics and criteria for a successful marriage, sexual differences between men and women, the criteria of marriage in appropriate levels such as age and education...(16 cases), criteria of marriage in the level of differences and performing agreement and understanding test, getting familiar with misbeliefs and reaching rational beliefs, the concept of love and its different types. Aims, ways, restrictions and privileges of getting acquainted and the etiquettes of the proposal. Looking into the subjects of the proposal, engagement meeting and marriage. The aim and role of counseling in decision making and selecting a spouse. The role of parents' guidance and counseling in marriage. Skills of living. Bolstering the relationship between spouses. The theory of family and marriage. The role love in selecting the spouse and the theory of love. Discussing again the misbeliefs and closing session.

Research tools: The questionnaire of disbeliefs about marriage which is devised by the researcher on scale structure. First, the categories related to marriage misbeliefs are determined by regarding basic theories and

consulting the teachers of family education, then the preliminary form of the questionnaire will be made in five-point liker scale (I absolutely agree, I agree, I have no idea, I'm against it, I'm absolutely against it). This form will be performed on a preliminary group of 30 people and the final form will be prepared after psychometric analysis of the data. The questionnaire is made of 28 questions and is comprised of four subscales: General Health Quality (GHQ) questionnaires, anxiety symptoms, symptoms of disturbed social functions and depression symptoms.

4. Tables

Methods of analyzing data

Statistical analysis of data was done through the software of SPSS-19 and the covariance analysis (ANCOVA) was used for analyzing data.

Tables, 1- Descriptive figures of misbeliefs about marriage among girls

Standard deviation	Standard deviation	mean	number	test	group
6.48	35.48	267.7	30	Pre-test	experiment
7.66	41.96	202.5	30	Post-test	
6.41	35.09	265.1	30	Pre-test	control
7.26	39.75	271.27	30	Post-test	
4.52	35.01	266.4	60	Pre-test	total
6.88	53.33	236.88	60	Post-test	

Tables,2- Independent-Samples t test for comparing the means of two groups control and experiment

Sig	df	t	Sig	F Levene's	Standard deviation	mean	number	group
					35.48	267.7	30	test
0.517	58	0.65	0.42	0.66	35.9	265.1	30	control

5. Regarding the results of the above table levene's F is not meaningful; therefore the supposition of variances being the same is observed. Also, calculated t is not meaningful, that is, there is no meaningful difference between the pre-test means of misbelieves about marriage in two groups of control and experiment. The groups are counterparts.

Table3- Independent-Samples t test for comparing the means of general health in both groups in pre-test

Sig	df	t	Sig	F Levene	Standard deviation	mean	number	group
					7.83	28.03	30	test
0.949	58	0.065	0.774	0.084	7.11	29.93	30	control

Regrading the results in the above tables, levene's F is not meaningful; accordingly, the supposition of variances being the same is not observed. Equally, calculated it is not meaningful, that is, there is no meaningful difference between means of pre-test general health in two groups and groups are counterparts.

First hypothesis: Pre-marriage education course has a meaningful effect on the reduction of misbelieves about marriage among girls.

Tables 4. The table of covariance analysis of pre-marriage education impact on misbelieves about marriage

Sig	F	MS	df	SS	Variation resources
0.979	0.001	1.16	1	1.16	Pre-test impact
0.000	41.7	70854.85	1	70854.85	Group
		167798.18	57	96864.2	Error
			59	167798.18	Total

Covariance analysis indicates that the impact of pre-test is not meaningful, that is, performing pre-test had no impact on the scores of post-test scores. The covariance analysis relating to comparing two groups is meaningful in level 0.01 . Therefore, pre-marriage education is effective in reducing misbelives about marriage among girls. Second hypothesis: Pre-marriage education course is meaningful effective in increasing general health of the girls.

Tables-5. The table of covariance analysis of pre-marriage education impact on general health of the girls.

Sig	F	MS	df	SS	Variation resources
0.911	0.05	2.59	1	2.59	Pretest impact
0.163	1.197	102.73	1	102.73	group
		51.44	57	2931.99	Error
			59	3556.98	Total

The covariance analysis shows that the effect of pre-test is not meaningful, meaning that performance of pre-test didn't have any effect on Post-test scores. The F covariance analysis of comparing two groups is not meaningful; therefore, pre-marriage education doesn't have any meaningful effects on the girls' general health. Considering the results in the table above, the mean score of disbeliefs about marriage in pre-test of the two control and experimental groups was almost the same and there is not such a remarkable difference. However, the mean score of girls in the experimental group evidently reduced after the experiment, decreasing by 65 scores. This shows the decrease of misbelieves about marriage caused by pre-marriage education but in control group an increase of 6 scores can be seen. According to the results, pre-marriage education has been able to change disbeliefs of the girls and teach them appropriate communicative, cognitive and problem solving skills. The members of the experimental group, acquiring taught skills and being aware of their necessity in conjugal life, learnt that married life is a vivid, bilateral and growing relation and gaining success in that needs the two sides efforts. These results agree with the findings of Sanaee (1997), Omidvar et al (1999), Mc Nutly (2007), Moler and Culine (1988), Khamseh (2003), Edalati et al (1999), Giblinge, Sprinkle & Shihan (2003), and Najarpoorian, Bahrami and Etemadi (1998).

Acknowledgements

I will thank from Professor Armin because he helped me in this case.

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