The Effect of Interpersonal Skills Training on couples' Marital Satisfaction and Self-Esteem in Razan

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ABSTRACT

This study aimed to investigate and compare interpersonal communication skills impact on the couples' marital satisfaction and self-esteem. Statistical subjects included all couples who wanted to get the interpersonal communication skills in Razan in 2013-2014. The Sample consisted of 20 couples (10 couples in experimental group, 10 couples in control group) who were selected by randomly sampling. After the first drop, seven couples in experimental group and seven couples in the control group attended until the end of the study. Information collection tools were questionnaires such as Einrich's marital satisfaction and Eysenck's self-esteem. Descriptive and inferential statistics (ANCOVA) were used to analyze the data. Meanwhile, all these calculations were performed using the software SPPS and the results showed that an interpersonal communication skill training affects marital satisfaction and self-esteem.

Keywords : Interpersonal Communication Skills, Marital Satisfaction, Self-Esteem

I. INTRODUCTION

We spend much of our life in our relationships with others. In the serum or we think we must have more effective communication. Language is the most important communication tool, but smile is the first social interpersonal communication tool that is expressed between the second weeks to eighth. (Zoey, 2010). The root of many couples' marital problems lies in couples' thinking type about each other in their relationships, interpersonal conflicts within families at the level of knowledge, attitudes, values and abilities, etc. is an acceptable reason for a lot of these chaos. (Khojasteh mehr et al., 2012). While some marriages cause promotion and self-esteem in couples, it can also lead to many disasters between husband and wife against each other. Creating and maintaining cordial relations and satisfying emotional and psychological needs during the marriage is art and skill, in addition to the normal experiences of mental health, which needs to have reasonable attitudes, communication skills, life skills and doing his/her duties. (Etemadi; Navabi nejad; Ahmadi, 2006). A good relationship can lead to marital satisfaction which is defined as a sense of satisfaction and delight experienced by the couple at each time that considers all aspects of their marriage (Qaiemi, 2002), therefore, the couple needs to communicate effectively to continue the marriage and satisfied life (Qaiemi, 2002;sharestani, 2012). Also, verbal communication skills increase self-esteem and self-reliance (sharafi, 2009). Self-esteem has been defined such a need for self-respect, in other words, self-esteem means confirming the need for achievement or need to create a positive impression about self and others and others know him/her as worthy of respect. Lack of effective communication causes contradictory between family members and hits its unity and integrity and its intensity leads to dissension and aggression and militancy, finally, low self-esteem and the collapse of the family. The family is disturbed because of the conflict, dissension and controversy between husband and wife and displaces devastating effects on the life of children and families and appears as rebel strongly against the social rules in the coming years (Karami; Zakee; Alikhani; Khoddadi, 2012). Communication skills are abilities that help us behave correct and wisely in various situations, so that we communicate with the others adaptively as well as we can solve problems without using violence to come forward to enjoy accessing the success of our emotional life. Communication skills training prepares

individual to overcome the tensions and difficulties ahead the person that asked by person and society and those kinds of cognitive, emotional abilities, practical community that are needed feeling of satisfaction in daily life and normal and regular for success so that people act in the social and family life more effectively.

II. METHODS AND MATERIAL

The research method was a quasi-experimental in terms of the methodology with experimental and control groups with pre-test and post-test with control group. The population in this study consists of all couples who volunteered to participate in workshops on communication skills in 2014-2015 in Razan. Sampling method is random replacing and in accordance with recall that Department of Social Welfare sends to relevant agencies in Razan, holds interpersonal communication skills workshop and eager volunteers are invited to participate in this workshop. The study population consisted of volunteer couples in Razan. Sample consisted of 20 couples (including loss) whose 10 couples are in the experimental group and 10 couples in the control group who were randomly replaced. The criteria that research participants must obtain as follows: 1. couples were married up to 10 years. 2- They must seek to possess communication skills. 3- They must have a similar economic situation. The experimental group participated eight sessions to obtain communication skills under the Department of Social Welfare in Razan and the control group did not receive any training. Given that the questionnaire is used to collect information in the statistic sample, data collection method was applied. This research is a series of applied research.

Research Tools

To measure each of the dependent variables of this study, following standardized questionnaire were used.
- Couple's satisfaction questionnaire by Enrich
- Eysenk's self-esteem questionnaire

Workshop on communication skills

The workshops included eight theoretical and practical training sessions in accordance with training package communication skills training workshops of welfare center (the teaching-learning course researcher, at the counseling and psychotherapy center named Green Path under the supervision of workshop teacher, Mr. Salimi far, and in Razan's Social Welfare center under the supervision of Mr. Hatami and Mr. Soltani, earned a degree under Social Welfare of Islamic Republic of Iran).

Couples satisfaction questionnaire by Enrich

Enrich inventory is selected to search for marital satisfaction. This questionnaire is used as a valid research tool in numerous researches and clinical work. Forez and Olson have used the questionnaire to assess marital satisfaction and believe that the scale is sensitive to the changes that arise in family. Forez and Olson (1989), using a random sampling in national survey, showed 5039 couples that using this questionnaire could distinct with an accuracy of 85% -95% between happy and unhappy couples. The subject of this questionnaire is associated with one of the important aspects. Assessment of these areas within a marital relationship can describe the potential problems of couples or can specify their areas of strength and improvement. This tool can also be used as a diagnostic tool for couples to seek marital counseling and seeking to strengthen their marital relationship. This scale consists of four subscales 35 points that can be used as a research tool such as satisfaction, communication and conflict resolution. Enrich's couple inventory scale is an overall measurement about marital relationship includes idealistic distortion, marital satisfaction, personality issues, communication, conflict resolution, financial management, leisure activities, sex, children, parenting, family and friends, egalitarian roles of women and man, religious tendency, solidarity of married couples and martial changes. This questionnaire subscales are as follows:Idealistic distortion, marital satisfaction, communication and conflict resolution

Validity and reliability

This questionnaire was translated by the researcher and co-workers with written permission from Pr. David Olson, and then translation was sent to three professors who were familiar with Persian culture and language that their English courses were delivered to Dr. David Olson and has been corrected Farsi translation was

revised after the correction and then translated into English and after comparison of English translation with the original one and bug fixes, Persian translation was amended and re-amended final revised translation re-translated to English. And finally, to realize understanding the questionnaire by readers, questionnaire was tentatively conducted on 6 subjects and questions were revised that were not understandable, after the final editing and approval of fellow professors, the Farsi and English translation with work processes were sent to Dr. Olson for final approval to run for translators in Iran questionnaire was issued by Dr. Olson. Enrich's couple inventory questionnaire was conducted on 25,501 married couple by David Olson and Amy Olson in 2000. Alpha coefficient of questionnaire for subscales such as marital satisfaction, communication, conflict resolution, and ideal distortion was 86%, 80%, 84%, 83%, respectively, and test-retest reliability for each subscale was 86%, 81%, 90 %, 92%, respectively, and alpha coefficient of questionnaire in comfortable study (2010) with 365 couples (730 individuals) was obtained 68% (78% is alpha by eliminating question 24), 78%, 62%, 77%, respectively.

Confidence Questionnaire of Eysenk

This questionnaire was made to measure self-esteem by Eysenk. This questionnaire has 30 questions, and aims to assess self-esteem. To obtain a rating, questionnaire should be rated as follows. In the case of questions 1, 2, 5, 9, 10, 11, 16, 22, 23, 29, 30, Yes will receive 1 point and No options will receive zero points. In the case of questions 3, 4, 6, 7, 8, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, option No rated 1and Yes option should be received zero point. In the cases that a question mark option (?) is selected, score half (5/0) of the points will received. To obtain an overall score of questionnaire, add Points for every single question. These points will have a range of 0 to 30. Higher scores will indicate higher self-esteem in the respondent and vice versa. In this chapter, the collected data from questionnaires were statistically analyzed. The data

obtained from questionnaires implementation, were collected, coded and entered into the computer and were analyzed using SPSS software in two parts: descriptive and inferential statistics. In this chapter, first, in the form of descriptive statistics such as frequency tables, graphs and statistical indicators such as mean and standard deviation, we describe the results and then we will test research hypotheses by inferential statistics (analysis of covariance, multivariate and univariate).

III. RESULT AND DISCUSSION

The findings related to educational hypotheses

Marital Satisfaction

As it can be seen in the chart above, the average test scores of marital satisfaction in the control and experimental groups have no significant differences. Average test scores in the experimental group and the control group pretest are 71.53 and 86.53, respectively. Mean scores of marital satisfaction in post-test in both control and experimental groups has significant difference. Average scores on the post-test of control group is 14.53, but 71.65 in the experimental group. The results are shown in Figure 3-1 as well.
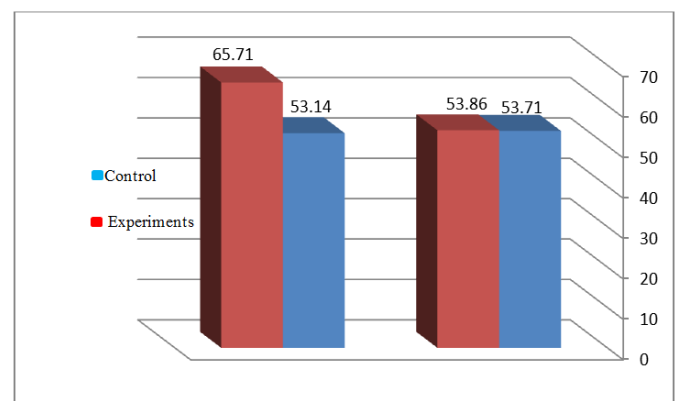
Figure 3-1: marital satisfaction scores on pre-test and post-test of experimental and control groups

Table 3-1: Mean and standard deviation of marital satisfaction scores at pre-test and post-test of experimental and control

Groups Tests	Control group			Experimental group		
	Number of subjects	Mean	SD	Number of subjects	Mean	SD
Pre-test	14	53.71	12.59	14	53.86	13.76
Post-test	14	53.14	12.83	14	65.71	14.83

Table 3-2: Mean and standard deviation scores at pre-test and post-test of control and experimental groups

Groups / tests	Control group			Experimental group		
	Number of subjects	mean	SD	number of subjects	Mean	SD
Pretest	14	18.07	4.96	14	18.07	4.34
Post-test	14	18.7	5.18	14	23.2	4.88

As it can be seen from the above table, self-esteem scores in pre-test and pre-test of control group is 18.07 and experimental group is 18.07. Self-esteem score in post-test of control group is 18.07 and for experimental group is 21.23.
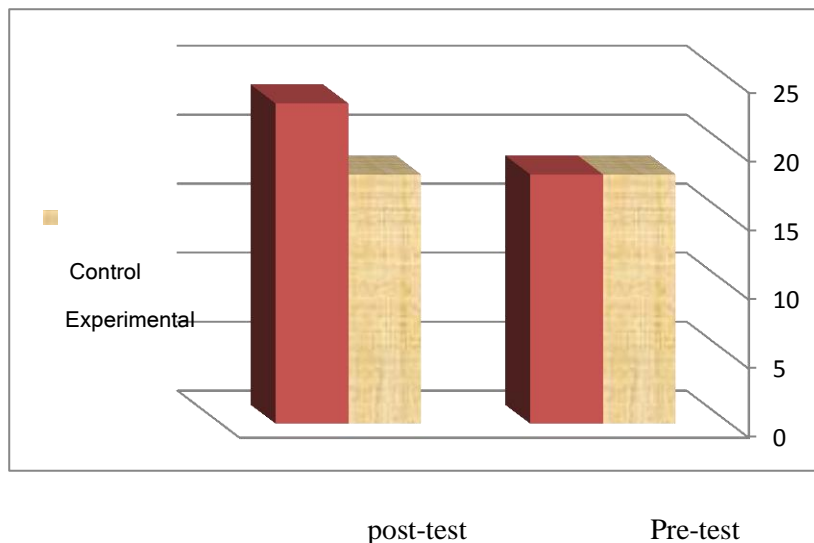
Figure 3-2: mean scores self-esteem in pre-test and post-test in the control and experimental groups

1-1 inferential statistics

HO1: Training interpersonal communication skills increases marital satisfaction and self-esteem in couples in Razan.

Multivariate regression analysis is used to investigate the effect of interpersonal communication skills training on marital satisfaction and self-esteem of. Before performing this analysis, the assumptions of multivariate regression analysis should be examined:

A. The assumption of homogeneity of covariance matrix

Table 3-3: box test to study the homogeneity of the covariance matrix

Box statistics	F value	df 1	df 2	Sig.
1.008	0.308	3	1217	0.82

As it can be seen from the above table, the box statistics is equal to 1.008. F value obtained for this statistic is 0.308. Significant level of F value calculated with degree of freedom 3, 1217 is higher than 0.05 ($P<0.05$). So homogeneity assumption of the covariance matrix will be accepted.

B. The assumption of homogeneity of variances

Levene test was used to consider this assumption that results are shown in the table below:

Table 3-4: Results of Levene's test (homogeneity of variances)

Dependent variables	F value	df 1	df 2	Sig.
Martial satisfaction	0.49	1	26	0.48
Self-esteem	0.01	1	26	0.90

According to the above table, Levene test was performed to homogeneity of variance that significant differences were not observed. Because the significance level of F value is higher than 0.05 (P> 0.05) in all cases. So the assumption of homogeneity of variances will be accepted.

The results of covariance multivariate analysis on scores of pre-test by controlling post-test scores

Table 3-5: Wilks's Lambda test

Effects	Value	F value	Assumption's df	Error of df	Sig.
Pylayy effect	0.22	3.61	2	25	0.04
Wilks's lambeda effect	0.77	3.61	2	25	0.04
Hoteling effect	0.28	3.61	2	25	0.04
The biggest root	0.28	3.61	2	25	0.04

According to the above table, it can be seen that the value of F obtained in Wilks Lambda effect is 3.61 that the significant level of the value with the degrees of freedom 2 and 25 is less than 0.05 (P<0.05), therefore, the experimental and control groups are significantly different, at least, in one of the variables of marital satisfaction and self-esteem. To find out which of the variables have a significant impact on teaching communication skills as well as comparing the impact, F test results are given in the multivariate regression analysis.

Table 3-6: F-test and Chi Eta in the multivariate regression analysis on post-test scores to control the pre-test scores

Impact source	Variables	Sum of squares	Df	Mean of squares	F value	Sig.	Partial Eta Squared
Communication skills training	Martial satisfaction	1106.28	1 &26	1106.28	5.75	0.02	0.18
	Self-esteem	185.14	1 & 26	185.14	7.30	0.01	0.21

According to the above table can be seen in marital satisfaction, obtained F value is 5.75 that significance level of this value with the degree of freedom 1 and 26 is higher than 0.05 (p=0.02, $F_{(1 \& 26)} = 5.75$), so it can be said that the difference in marital satisfaction mean scores in the pre-test of control and experimental groups was significant, as communication skills training significantly increased marital satisfaction in couples in Razan. According to Chi Eta, the significance of such effects is 18%. In self-esteem part can be seen that the amount of obtained F is 7.30 that significance level of this value is less than 0.05 with degrees of freedom 1 and 26 (p=0.01, $F_{(1 \& 26)}= 7.30$). So, we can say that the difference in self-esteem pre-test scores of control and experimental groups was significant, so that communication skills training significantly enhance self-esteem of couples in Razan. According to Chi Eta, significance of such effects is 21%.

<u>HO2: Interpersonal communication skills training increase couples' self-esteem in Razan</u>

Multivariate analysis of covariance was used to examine the hypothesis. Before carrying out the analysis, the assumptions of one variable -covariance analysis are considered:

A. Assuming a linear relationship between pre-test and post-test of self-esteem in control and experimental groups
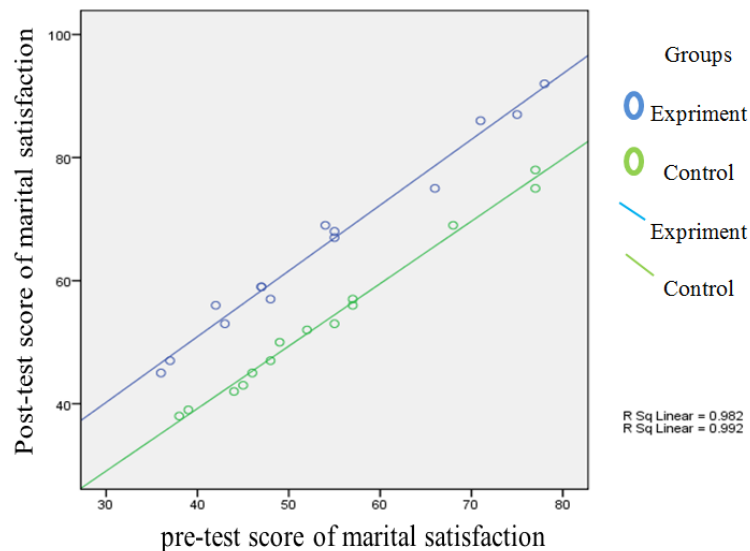
Figure 3-3: the regression line of pre-test and post-test scores of self-esteem

According to the chart above, you can see that the relationship between pre-test and post-test scores of self-esteem is linear in control and experimental groups. Thus, assuming a linear relationship between pre-test and post-test scores in both control and experimental groups is confirmed.

B. The assumption of homogeneity of variances

Levene test was used to examine the assumption that results are shown in the table below:

Table 3-7: Results of Levene test (homogeneity of variances)

Dependent variable	F value	df 1	df 2	Sig.
Self-esteem	2.70	1	26	0.11

According to the table above, Leven test was conducted to determine homogeneity of variances that significant difference was not observed. Because the significance level of F values are higher than 0.05 in all cases ($P<0.05$).

So, the homogeneity assumption of variances is approved.

C. The assumption of homogeneity of regression slopes

This assumption means being identical correlation of pre-test and post-test scores of self-esteem in the experimental and control groups. This means that a significant difference does not exist in their relationship in the two mentioned groups.

Table 3-8: ANOVA for the assumption of homogeneity of regression slopes

Effects	Sum of squares	Df	Average square	F	Sig.
Group * self-esteem	0.059	1	0.059	0.022	0.88
Error	65.31	24	2.72		
Total	12776	28	-		

According to the above table, it can be seen that the value of F is obtained significantly higher than 0.05 (p=0.88, F $_{(1,\ 26)}$ = 0.022). Therefore, the regression slopes of pre-test and post-test of self-esteem scores in the experimental and control groups did not differ significantly and assumption of homogeneity of regression slopes is confirmed. A multivariate analysis of covariance

Table 3-9: Results of covariance analysis to determine the effect of communication skills training to increase self-esteem

Effects	Sum of squares	Df	Average square	F	Sig.	Partial Eta squared
Group effect (communication skills training)	185.14	1	185.14	70.80	0.001	0.73
Error	63.37	25	2.61			
Total	12776	28	-			

As it can be observed in group effect in above table, obtained F is 70.80 that the significance level is less than 0.05 with degrees of freedom 1 and 25 (p=0.001, $F_{(1,25)}$=70.80). So, it can be said that the difference in self-esteem scores in both control and experimental groups is statistically significant, so that communication skills training significantly enhances couple's self-esteem in Razan. According to Chi Eta, significance of such effects is 73% (Chi Eta= 0.73). The research second hypothesis is confirmed.

HO3: Interpersonal communication skills training increased couple's marital satisfaction in Razan.

Multivariate analysis of covariance was used to examine the hypothesis. Before carrying out the analysis, pre-assumptions of covariance multivariate analysis are considered:
A. Assuming a linear relationship between pre-test and post-test scores of marital satisfaction in control and experimental groups
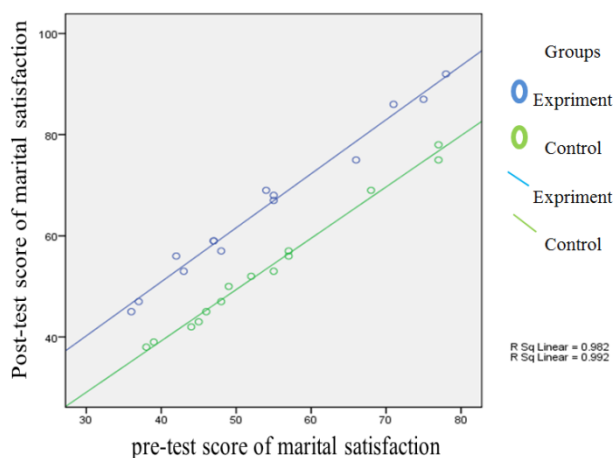
Figure 3-4: the regression line of pre-test and post-test scores of marital satisfaction

Looking at the chart above, you can see that the relationship between pre-test and post-test scores of marital satisfaction in control and experimental groups is linear. Thus, assuming a linear relationship between pre-test and post-test in both control and experimental groups is confirmed.

B. The homogeneity assumption of variances

Levene test was used to examine the assumption that results are shown in the table below:

Table 3-10: Levene's test results (variances homogeneity)

Dependent variable	F	df 1	df 2	Sig.
Marital satisfaction	2.99	1	26	0.09

According to the table above, Leven test was conducted to determine homogeneity of variances that significant differences were not observed. Because the significance level of F values is higher than 0.05 in all cases (P> 0.05). So, the homogeneity assumption of variances is approved.

C. The homogeneity assumption of regression slopes

Table 3-11: ANOVA for homogeneity assumption of regression slopes

Effects	Sum of squares	Df	Average square	F	Sig.
Group * marital satisfaction	3.17	1	3.17	1.13	0.29
Error	67.26	24	2.80		
Total	104998	28	-		

According to the above table, it can be seen that the value of F obtained significantly is higher than 0.05 (p=0.63, $F_{(1,24)}$ =0.23), so the regression slopes of pre-test and post-test scores of marital satisfaction did not differ significantly in both experimental and control groups and homogeneity assumption of regression slopes is confirmed.

A. multivariate analysis of covariance

Table 3-12: Results of covariance analysis to determine the effect of communication skills training on marital satisfaction

Effects	Sum of squares	Df	Average square	F	Sig.	Partial Eta squared
Group effect (communication skills training)	1080.16	1	1080.16	383.33	0.000	0.93
Error	70.44	25	2.81			
Total	104998	28	-			

Marital satisfaction is significant in both control and experimental groups, so that communication skills training significantly increased marital satisfaction. According to Chi Eta, significance of such effects is 93% (Chi Eta=0.93). The third research hypothesis is confirmed.

2-1: As it can be observed in group effect part, F is 383.33 that significance level of this amount is less than

0.05 with degrees of freedom 1 and 25 (p= 0.000, $F_{(1,25)}$= 383.33), so it can be said to explain the difference between the average scores of hypotheses:

HO1: interpersonal communication skills training increase self-esteem and marital satisfaction of couples in Razan.

As it was observed with respect to the amount of F obtained, differences in marital satisfaction and self-esteem scores was significant in post-test of control and experimental groups, so that communication skills training significantly increased marital satisfaction and self-esteem in couples. This result is consistent with the results of Atarodi et al. (2009),canard et al.(2009), Latifi et al.(2011), Khosravi et al. (2011), Monjezi (2012), Poor Liavli et al. (2014), Yalsin et al. (2009), (Kotrella; Deer; Steelzer, 2010), Hawkins et al. (2015), mahmoudi (2013), maslow (1989).

Generally, it can be said in explaining this result that training relational model based on dialogue is effective on life satisfaction in couples and communication among family members could be attributed as one of the most important interpersonal and key aspects to understand adaptability, mental health, anxiety and depression relieve by increasing the level of happiness and satisfaction in the family. Therefore, teaching communication skills can change patterns of inappropriate behavior and effective methods can replace them. Because a relationship disrupts environmental- social stressors for a person's vulnerability to disorders. Many scientists put emphasis on vague and dysfunctional family relationships because they believe that such communications promote the risk of psychological trauma and even low self-esteem. And many family therapists believe that the most important intervention that can be done to improve relations is teach them that they should recognize the communication patterns communication failures and apply them to improve their relationship.

HO2: interpersonal communication skills training increase couple's self-esteem in Razan.

As was observed with respect to obtained F, it can be said that the difference between self-esteem scores in both control and experimental groups is statistically

significant, so that communication skills training significantly increase self-esteem in couples. This result is consistent with the results of Latifi et al. (2011), Shirali (2009), Dehghan (2008), Bob Lavir et al. (2010). It can be explained that communication skills is the reason for raising self-esteem in the couples and the environment has an influential role in the formation of self-esteem. Self-esteem is the result of exchange of reward behaviors from interpersonal skills. According to Ellis, the importance of self-esteem is due to its close relationship with the adaptive growth and function of personality. And this could be also affected by communication skills. So how to communicate properly can be considered useful and important in the development of this feeling.

HO 3: interpersonal communication skills training increased couple's marital satisfaction is Razan.

As was observed with respect to F obtained, it can be said that the difference in marital satisfaction scores in both control and experimental groups is statistically significant, so that communication skills training significantly enhances the marital satisfaction. This result is consistent with the results of Atarodi et al. (2009), Jafari (2010), Poor Mohseni Kalvari (2011), Khosravi et al. (2011), Shahrestani et al. (2012), Monjezi (2012), Yalsin and Karahan (2009), Kotrela, Deer and Steelzar (2010), Stanley et al. (2012), Hawkins et al. (2015), gottman (1999).

To explain these results, it can be said that mastering life skills, especially interpersonal communication skills, makes one exactly knows oneself, can understand his spouse and build effective relationships with him/her, identify negative emotions and daily stress and bring them under control and solve their problems in effective ways and take appropriate decisions as a result. Also, communications skills make the person reject stereotyped thinking and do not accept information without processing. Moreover, improving interpersonal communication can have a large share in resolving interpersonal conflicts that lead to marital satisfaction. In fact, in many cases, what increases marital satisfaction and reduces disputes are kindness, honesty, friendliness, smooth tongue, faithfulness, friendly and family trips, avoiding withdrawal and ... that all are taught in training interpersonal communication skills.

IV. SUGGESTIONS

✓ It is suggested that, due to the importance of communication skills in life and especially in self-esteem and marital satisfaction of couples, the authorities should plan classes as required pre-marriage courses for couples.

✓ It is recommended that the relevant organizations (health centers, welfare, etc.) proceed to design and print educational books and pamphlets about communication skills.

✓ Given the importance of communication skills, it is suggested, before couples divorce, communication skills should be taught in counseling sessions in the relevant centers.

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