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Journal of Family Relations Studies

Journal home page: <http://jhfs.uma.ac.ir/>



Research Paper

Comparing the effectiveness of marital life enrichment program based on Enrich model and Time model on marital satisfaction in couples applying for divorce



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Citation: ShokrZadeh, Z., Alijani, F., Amiri Majd, M. & Babakhani, V. (2024). [Comparing the effectiveness of marital life enrichment program based on Enrich model and Time model on marital satisfaction in couples applying for divorce (Persian)]. *Journal of Family Relations Studies*, 4 (14): 49-57. <https://doi.org/10.22098/jfrs.2023.12247.1100>

[10.22098/jfrs.2023.12247.1100](https://doi.org/10.22098/jfrs.2023.12247.1100)

ARTICLE INFO:

Received: 2023/01/30

Accepted: 2023/04/08

Available Online: 2024/08/18

Key words:

Marital satisfaction, Enrich model, Time model, Divorce applicants

ABSTRACT

Objective: The level of marital satisfaction of couples, along with other factors, can play a key role in their tendency towards divorce, so it is necessary to perform psychological interventions to increase marital satisfaction and prevent divorce. Based on this, the present research was conducted to compare the effectiveness of the marital life enrichment program based on the enrich model and the time model on marital satisfaction in couples applying for divorce.

Methods: The research method was a semi-experimental pre-test and post-test with a control group and a 3-month follow-up. The statistical population included couples applying for divorce who came from the Modares Family Counseling Center in the first six months of 2022 in Tehran city. 45 couples were selected by the purposeful sampling method and randomly replaced in two experimental groups and one control group (15 couples in each group). The measurement tool included Enriching and Nurturing Relationship Issues, Communicating and Happiness by Fowers and Olson, 2000. For data analysis, mixed variance analysis with repeated measurements and Bonferroni follow-up test were used in SPSS-25 software.

Results: The findings showed that the intervention based on the Enrich and Time model was effective in increasing couples' marital satisfaction, but this influence was not lasting. In addition, the results show no significant difference between the characteristics of Enrich and Time models on the marital satisfaction of couples.

Conclusion: According to the research results, it is suggested that couples and family counselors and psychologists use Enrich and Time to increase the satisfaction of couples with differences.

1. Introduction

The study of marital satisfaction and its determinants has always been of interest to researchers in the fields of psychology and social sciences (Piechota et al., 2022). Marital satisfaction is generally a process that occurs during the lives of couples because it requires the adaptation of tastes, the recognition of personality traits, the creation of behavioral rules, and the

formation of constructive communication patterns between husband and wife. Positive and negative dimensions define the relationship between husband and wife (Girma Shifaw, 2024; Jaafar & Mokhtar, 2022), and others consider it as matching the marital status with the expectations of husband and wife (Nadolu et al., 2020).

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The concept of marital satisfaction has different dimensions, such as sexual satisfaction, receiving support from a life partner, participating in the decision-making process, relationships with the spouse's family, social support, psychological well-being, and life satisfaction (Gharadaghi & Masoumi Ala, 2022). In addition, marital satisfaction depends on variables such as the duration of marriage, age, number of marriages, number of children, and economic, social, and occupational status (Olasupo, 2020)

Couples' marital satisfaction, along with other factors, may play a significant role in their tendency to divorce. Divorce is a phenomenon and a social problem that strongly affects people's lives due to its negative consequences (Bakhsipour et al., 2017; Hosseini et al., 2020).

The phenomenon of divorce is a complex event that can be analyzed from different psychological, social, and cultural aspects. In recent decades, the prevalence of divorce has increased worldwide (Sands et al., 2017). As a result of divorce, which has a variety of negative consequences, the mental health of the family is at risk (Sweeney, 2020). In recent decades, with the increasing prevalence of divorce, this phenomenon has become a fundamental social problem and is continuously increasing. The disintegration of the family foundation can have many negative consequences, such as psychological and emotional problems among family members, laying the groundwork for various crimes and misdemeanors, as well as the neglect and abuse of children. Despite this, Iran is not exempt from this problem. According to data provided by the country's civil registry, 255,000 marriages were performed, and 288,94,000 divorces were registered in the country in 1401 (up until the end of the autumn). In Tehran, on the mentioned date, 745,000 marriages and 17,650 divorces were registered (National Registry Organization, 2022). These statistics indicate that the phenomenon of divorce is a fundamental issue that needs much attention.

So far, many educational and therapeutic programs have been conducted to improve marital relations in married couples. However, intervention research has rarely been conducted on couples applying for divorce who are experiencing some form of pathology and marital problems. It is believed that one of the most widely used and effective programs for enriching couples' relationships has been the TIME plan, which Carlson & Dinkmeyer, 2002 introduced based on Adler's theory. The Time program helps couples acquire the skills necessary for a loving, supportive, and caring relationship. Couples in this program learn how to enrich their marriage to deal with conflicts

effectively. Couples on the mend do not necessarily have marital problems and may just want to strengthen their relationship. In the TIME program, encouragement is essential; through it, unconditional acceptance and a sense of worth grow in people (Crass, 2022). The goals of marriage enrichment programs include helping to increase awareness, encouraging increased empathy, intimacy, effective communication, conflict resolution skills, and a positive attitude. In the Time program training, couples learn ways to resolve conflicts, express apologies, strengthen the couple's relationship, and improve satisfaction (Carlson & Dinkmeyer, 2013). The results of Lotfi & Heydari's 2019 research on couples showed that the pattern of enriching marital relations based on the time pattern significantly increases the marital satisfaction of couples.

Another educational and therapeutic program that seems to be able to affect the enrichment of marital relationships is the enrichment program based on the Enrich model (Olson, 2000). The Enrich Marital Enrichment Program, which Olson first designed, focuses on six goals: discovering relationship strengths, strengthening communication skills, resolving couples' conflicts, discovering core family issues, transforming budgets and financial plans, and finally, transforming goals (Olson, 2000). This program emphasizes the recognition of beliefs about the causes of problems and helps people solve their problems by learning the necessary skills (Musavi et al., 2018; Sauerheber & Ponton, 2018). This program aims to create intimacy in different emotional, intellectual, psychological, religious, sexual, physical, communication, social, and recreational dimensions. People who receive this training can finally pay attention to their spouse's needs in addition to meeting their own needs and, in this way, achieve satisfaction in married life (Armin et al., 2021). Various studies have found that marital life enrichment programs improve interpersonal communication, marital compatibility, satisfaction, independence, and intimacy between couples (Maryam Alizadeh et al., 2016; Nazari et al., 2014).

The purpose of the Enrichment Program is to help enrich marital relationships and provide skills to improve relationships with people on the verge of marriage by increasing couples' awareness of the positive points of their relationship (Kiani et al., 2021). In general, this intervention program has an educational content, with the simultaneous presence of couples in the meetings and the aim of increasing their skills in the fields of mutual communication with each other, conflict resolution skills, managing financial issues, marital satisfaction, the activities of couples during

their free time, and the religious beliefs of each party. The relationship between children and parents, the relationship of family and friends, the real expectations of each couple from each other, sexual expectations, and the role of relatives in marital life are presented (Coyle, 2022).

Armin et al., 2021 showed in research that couple enrichment training based on the Enrich model was effective in increasing optimism, reducing marital boredom, and reducing attitudes toward cheating in cheating couples. Jomepour and Mahmoudipour, 2019 showed in their research that the life enrichment program can effectively increase empathy and responsibility skills and, as a result, reduce marital problems. Farzaneh et al., 2017, in their research on couples referred to welfare counseling centers, found that relationship enrichment training sessions based on the Enrich model can significantly increase marital commitment and its dimensions (personal, moral, and structural). The results of the research of Sepahvand et al., 2014 on couples showed that the model of enriching marital relations based on the Enrich model has a significant effect on increasing marital satisfaction and psychological well-being in couples. Families with strong marital systems are usually the most stable. Only by addressing this infrastructure can we hope to improve the living conditions of families. The health of a family depends on the strength and dynamics of the marriage subsystem. Thus, to maintain and improve couples' relationships and family functioning, it is necessary to conduct as much research as possible. Also, due to the increase in the number of marital conflicts, the increase in divorce applicants and the limited research on the prevention of divorce and concern about the complications of divorce and the occurrence of personal and family problems, it is necessary to conduct the present research. Therefore, the answer to this question is sought in the present study: Is there a difference between the effectiveness of the marital life enrichment program based on the enrich model and the time model on marital satisfaction in couples applying for divorce?

2. Materials and Methods

The current study was a semi-experimental type of pre-and post-test with a control group and a follow-up period of three months. In Tehran, the statistical population included couples who applied for divorce in the first six months of 2022 at the Modares Family Counseling Center in Tehran city. 45 couples were selected by purposive sampling and randomly replaced in two experimental groups and one control

group (15 couples in each group). The sample size was determined based on the size of the formulas for determining the sample size in the research studies of Cohen, 1988. At a confidence level of 0.50, the power of the test was 0.60 for each group of 15 couples.

The criteria for entering the research were: 1- age range of 20 to 40 years; 2- duration of marriage of 5 to 10 years; 3- simultaneous presence of husband and wife until the end of the sessions; 4- no history of previous divorce; 5- at least a diploma education; 6- not suffering from acute psychological disorders; 7- taking psychiatric drugs during the research; and 8- not participating in couples therapy and individual counseling. Three criteria ensure that an individual leaves the research study: 1- an absence of more than two training sessions; 2- a delay of more than 30 minutes in sessions (up to three sessions); and 3- not participating in exercises relating to treatment sessions.

Research instruments

Enriching and Nurturing Relationship Issues: Communicating and Happiness (Enrich): This questionnaire was developed by Fowers & Olson, 1993 to evaluate potentially problematic marriages and strengthen marital relationships. This test has two 115- and 125-question forms, which consist of 12 subtests. The main form tired the subjects due to the high number of questions. So, a short form of this questionnaire developed by Asadi et al., 2020, including 47 questions, was used in the present study. A 5-point Likert scale (strongly agree to strongly disagree) was used in this study. Each of the options is given from one to five points. Asadi et al., 2020, by calculating Cronbach's alpha coefficient, reported that the reliability of the questionnaire is equivalent to 0.95. In this study, the reliability of this questionnaire was calculated to be 0.86 by Cronbach's alpha method. This questionnaire has good construct validity and criteria. Sanai et al. 2009 reported that the correlation coefficient of this questionnaire with other marital satisfaction scales ranged from 0.41 to 0.60; these values indicate the validity of its construct. All the subscales of this questionnaire also distinguish satisfied and dissatisfied couples, and this feature indicates the validity of its criterion. A high score in this questionnaire indicates marital satisfaction and a low score indicates dissatisfaction with the marital relationship.

In order to carry out the research, after obtaining a letter of introduction from Abhar University to the Modares Counseling Center in the first district of Tehran and obtaining permission to carry out research in this center, the goals and process of carrying out the

research were explained to the director of the center. After the approval of the manager of Modares Counseling Center, a notice was prepared as a call to organize therapy sessions with the desired topics and registration conditions, and the volunteers to participate in the research were registered (72 people). After registration, the applicants who met the criteria for entering the research were identified (45 couples), and each of them answered the cognitive flexibility questionnaire to screen the sample group. Moreover, 60 couples were selected from couples where both men and women scored lower in the questionnaire and were randomly divided into three groups (experiment 1, experiment 2, and control).

After selecting the sample, the members of the experimental groups were given the interventions related to the marital relationship enrichment program based on Enrich's model. In contrast, the control group members were not given any intervention or treatment. From the first week of July to the last week of August 1401 at Modares Counseling Center in Tehran, the researcher carried out a marital relationship enrichment program based on the Enrich model before the meetings started and using the Enrich model enrichment protocol. Seven sessions (one session per week for 90–120 minutes) were offered to the subjects of the experimental group. The summary of Enrich model sessions is given in Table 1.

Table 1. Marital relationship enrichment program based on the Enrich model (Olson, 2000)

Session	Target	Content
1	Getting to know the members and explaining the rationale and objectives of the training sessions	Getting to know the participants and introducing them to each other; expressing the goals and basic frameworks of the work plan; getting the goals of the participants to participate in the meeting; summarizing and expressing the common goals of the groups; contracting and getting a commitment for regular participation and participation in group activities;
2	Cognitive reframing training	Examining the problem from the point of view of each couple, making couples aware of all kinds of irrational and spontaneous thoughts, and teaching the principles of the activating event Belief system: emotional and behavioral consequences of A-B-C; methods to deal with irrational beliefs; teaching the argument method to correct illogical beliefs
3	Teaching intimacy between couples	Defining intimacy and its dimensions; teaching how to establish intimacy; practicing intimacy practices; and providing feedback to help solutions be implemented
4	Training to improve sexual communication	Expressing the importance of sexual relations, expressing the cycle of sexual issues, identifying inhibiting factors for correct sexual relations, and diagnosing and treating false sexual myths
5	Examining conflict resolution methods	A conceptual definition of marital conflict; understanding the normality of conflict between couples; Extracting common ways of dealing with conflict among participants; Discussion and conclusions about common ways of dealing with conflict in each group, as well as conflict resolution processes; teaching the rules and proper way of resolving conflicts Conflict, practicing the correct method of conflict resolution, and receiving feedback and reactions from the participants
6	Conflict resolution through problem-solving training	The effect of self-attitude on how to solve a problem; identifying the process of solving a problem; outlining the steps of a problem-solving process; and identifying factors preventing problem solving
7	Home management training	Teaching how to deal with children; teaching how to deal with gender roles; teaching how to deal with problems and financial issues; teaching how to deal with primary families

Meetings were conducted at the Modares Counseling Center from September to September 1401 according to the schedule made by the researcher before the meeting and using the time protocol (adapted from Carlson & Dinkmeyer, 2002) by the researcher from

the first week of July to the last week of August 1401. It was presented to the subjects of the experimental group in 10 sessions (one session per week for 90–120 minutes) at the Modares Counseling Center in Tehran. Table 2 provides a summary of the meetings.

Table 2. Marital relationship enrichment program based on the Time model (adapted from Carlson & Dinkmeyer, 2002)

Session	Target	Content
1	Establishing communication and getting to know each other/importance of individual role/relationship generalities and goals	Introduction, establishing communication, familiarizing the participants with the principles and regulations, objectives of the meetings, taking commitment and attending the meetings, explaining the importance of a person's power to change and the power of a person's choice in married life
2	Reviewing the assignments of the previous session, examining the importance of encouragement in the relationship, and teaching encouragement	Encouraging in a marital relationship, characteristics of encouraging and explaining the right skills of encouraging, encouraging sessions

3	Reviewing the assignments from the previous session and understanding the relationship	Understanding the relationship, introduction of lifestyle components, types of lifestyle, explanation of relationship games, and characteristics of relationships without games
4	Reviewing the assignment of the previous session and examining the role of truth in its teaching relationship	The benefits of honesty; introducing the skills of being honest; expressing thoughts and feelings; the role of courage in honesty, risk-taking, and self-acceptance; the right way to express emotions and its effect on married life, introducing communication styles
5	Reviewing the assignment from the previous session and introducing communication and its components as the basis of an effective relationship	Explaining communication, factors affecting communication, and obstacles to communication between husband and wife
6	Reviewing the assignments from the previous session or teaching communication skills	Teaching verbal and non-verbal communication; effective communication and its characteristics; and marital meetings
7	Reviewing the assignments of the previous session, the importance of choosing the role of training related skills	Reviewing the skills learned so far, explaining the importance of choice in a marriage relationship, teaching the benefits of choice, understanding why you chose him or her as a spouse, and discussing past and present effects
8	Reviewing the assignments of the previous session, reviewing the teaching how to solve	Investigating marital disputes, effective dispute resolution processes, general advice on dispute resolution, and teaching how to deal with anger
9	Reviewing the assignments from the previous session and applying conflict resolution skills	Application of conflict resolution skills based on four stages of mutual respect, identifying the real problem, finding areas of agreement, and mutual participation in decisions.
10	Reviewing the assignments of the previous session, determining the vision for life	Teaching how to use self-help methods to continue a better married life, sign a marriage contract

3. Results

The distribution of the frequency of participants in the research according to the desired groups in Table 1-4 shows that the number of studied groups is the same (15 people in each group), the mean age of the enrich

group ($M=32.12\pm 2.32$), the time group $M=35.80\pm 2.12$ and control group $M=36.31\pm 2$). In the Enrich group, 26.67 percent had a diploma, 26.67 percent had a bachelor's degree, and 46.66 percent had a master's degree.

Table 3. Mean, standard deviation in marital satisfaction variable

Variable	Group	Pretest		Posttest		Follow up	
		Mean	SD	Mean	SD	Mean	SD
Marital Satisfaction	Enrich test	106.400	6.52	125.26	7.28	123.40	8.15
	Time test	105.00	6.95	121.73	7.45	122.46	7.38
	Control	103.93	8.31	102.40	5.22	100.66	6.12

The results of Table 3 show a difference between the average of the three groups in one measurement stage. The results of the Kolmogorov-Smirnov test for marital satisfaction ($Z = 2.13, P = 0.06$) indicate the normality of the data. The results of Levin's test ($F = 1.64, df = 2,42; P = 0.20$) indicate the homogeneity of

variances in the measurement stages. The results of Moheli's test ($W = 0.61, P = 0.005$) showed that the equality of variance/covariance matrices and the assumption of sphericity are not valid. Therefore, the Greenhouse-Geisser correction was used.

Table 4. The results of the analysis of variance with repeated measurements (within subjects and between groups) in the variable of marital satisfaction

Source	Sum of squares	Degrees of freedom	Average of squares	F	Significance level	Eta squared (η)	Test power
In-group effect							
Level	3551.57	1.44	2460.007	201.91	0.001	0.53	1
Level \times Group	2891.67	2.88	1001.46	82.19	0.001	0.48	0.99
Error	738.63	60.63	12.18				
Intergroup effect							
Width from the origin	1703759.67	1	1703759.67	8352.27	0.001	0.98	1
Group	7405.61	2	3702.80	95.52	0.001	0.42	1
Error	856.71	42	20.369				

The results of Table 4 show that the within-group effect of the marital satisfaction score in the pre-test, post-test, and follow-up stages is significant ($F = 0.001$ ($p, 201/191$); that is, the participants' scores in the

marital satisfaction variable increased from the pre-test to the follow-up stages. Since the within-group effect is significant, the Bonferroni post hoc test was used to determine the exact stage of the difference.

Table 5. Benferni's post hoc test results for pairwise comparison of the intragroup mean in the three stages of marital satisfaction in research groups

Variable	(j) (i)	Difference in mean	P
Enrich experimental group	Pre-test - post-test	-35.48	0.001
	Pre-test - follow-up	-35.12	0.001
	Post-test - follow-up	0.42	1
Time trial group	Pre-test - post-test	-30.24	0.001
	Pre-test - follow-up	-36.75	0.001
	Post-test - follow-up	-0.54	1
Control group	Pre-test - post-test	-1.36	0.72
	Pre-test - follow-up	-2.00	1
	Post-test - follow-up	0.78	1

The results of the Bonferroni test in Table 5 show that in the Enrich and Time groups, there was a significant difference between the pre-test and post-test stages, but there was no significant difference between the post-test and follow-up stages, which means that the

intervention based on the Enrich and Time model on satisfaction Marriage was effective, but this influence was not lasting. In the control group, marital satisfaction was insignificant in any measuring stage.

Table 6. The results of Bonferroni's post-hoc test for comparing the mean marital satisfaction between groups

Marital satisfaction	Group-I- i	Group-j	Difference in mean	S.E	P
Pre-test	Control	Enrich	-1.66	1.19	1
	Control	Time	-2.46	1.19	0.13
Post-test	Control	Enrich	-19.33	1.33	0.0001
	Control	Time	-22.86	1.33	0.0001
Follow-up	Control	Enrich	-21.80	1.35	0.0001
	Control	Time	-25.53	1.35	0.0001
Pre-test	Enrich	Time	-1.40	1.19	0.74
Post-test	Enrich	Time	-3.53	1.33	1
Follow-up	Enrich	Time	-3.73	1.35	1

As the results of Table 6 show, there is no significant difference in the variable of marital satisfaction between the enrichment experimental group and the time experimental group in the post-test and follow-up stages. ($P > 0.05$). In the post-test and follow-up phase, however, there is a difference between the Enrich model experimental group and the Time model experimental group compared to the control group ($P < 0.05$). In other words, both intervention methods improved the marital satisfaction of the sample studied.

4. Discussion and Conclusion

We conducted this study to compare the effectiveness of the marital enrichment program based on the Enrich and Time models on marital satisfaction among couples seeking divorce. The intervention based on the Enrich and Time model effectively improved marital satisfaction, but this influence did not last. Furthermore, the findings show no statistically significant difference in marital satisfaction between the Enrich and Time models. The reason for this result

may be the fact that both treatments emphasize enriching the relationship and are problem-avoiding. The reason for the non-permanence of the effects of the enrichment and timing methods may be due to the long-term follow-up (three months).

The effectiveness of the Enrich model on the marital satisfaction of couples is consistent with the results of research by Armin et al. 2021; Jomepour & Mahmoudipour, 2019; Farzaneh et al., 2017; and Sepahvand et al., 2014. In explaining this finding, it can be said that couple enrichment training based on the Enrich model has four basic psychotherapy approaches: psychodynamic, behavioral, humanistic, and interpersonal. It is also educational, with the simultaneous presence of couples in meetings to increase their skills in mutual communication with each other, conflict resolution skills, managing financial issues, marital satisfaction, activities of couples during their free time, religious beliefs of each party, children's relationships and parents, family and friend relationships, the real expectations of each couple from each other, sexual expectations, and the

role of relatives in married life being presented (Bowling & Hill, 2005). This approach teaches skills to satisfy the family's basic needs, such as love, kindness, belonging, trust, loyalty, security, and the joy of helping. In enrichment training courses, couples learn how to change their undesirable behaviors and communication styles over time with each other's help (Nazari et al., 2014). With this style, with time, life moves towards what is desirable for the parties, and as a result, couples become more optimistic about the future. The fact that couples know that life is moving towards positive changes increases their optimism and improves their attitude. More satisfaction is observed in optimistic people. Optimism is a lever that makes families continue to live with more satisfaction and fewer problems (Armin et al., 2021). Enrichment training tries to change the negative beliefs and judgments of the spouse's behavior and to avoid mind reading that leads to misunderstanding; Therefore, by correcting cognitive errors and misconceptions, a step is taken in the direction of reducing couples' marital dissatisfaction; Because misunderstandings and misconceptions pave the way for increasing marital dissatisfaction. Some people bring their expectations, beliefs, and imaginations related to their roles and those of their spouse in the marital bond. This causes many unrealistic expectations and leads to the spread of frustration, mistrust, and aggression. With a closer look at the interconnected skills that should be taught to couples in enrichment training, it can be said that one of these skills is the skill of empathy (Farzaneh et al., 2017). Empathy training can help foster love and communication. Provide a productive and healthy relationship and, as a result, reduce marital dissatisfaction. Enrichment training includes conflict resolution and problem-solving training. Relationship enrichment training affects the improvement of marital satisfaction and their level of intimacy and satisfaction with their lives, regardless of the participant's communication style with their spouse in the past or the degree of their incompatibility (Armin et al., 2021). In the current study, the above items were taught during 7 sessions, and therefore, the marital satisfaction of the participants is expected to increase. The effectiveness of the Time model on the marital satisfaction of couples, as shown by the research results of Babolhakami and Abassi, 2017; Miri et al., 2024; and Lotfi and Heydari, 2019 showed that the pattern of enriching marital relations based on the time pattern has a significant effect on increasing the marital satisfaction of couples. In explaining the effectiveness of marriage enrichment training based on the Time model, it can be stated that in the Time

program, couples are helped to achieve skills necessary for a relationship based on love, affection, support, and care. Couples in this program learn how to enrich their marriage to deal with conflicts effectively. Couples on the mend do not necessarily have marital problems and may just want to strengthen their relationship. In the Time program, encouragement is essential; through it, unconditional acceptance and a sense of worth develop in people (Dinkmeyer & Carlson, 1986). Traditionally, marriage enrichment programs' goals include helping to increase awareness, encouraging increased empathy, intimacy in effective communication, conflict resolution skills, and positive attitudes (Bowling & Hill, 2005). Couples learn ways to resolve relationship conflicts, express apologies, strengthen the relationship between husband and wife, and improve relationship satisfaction (Khojasteh Mehr et al., 2021). Regardless of the problems that couples have, the Time model teaches the necessary and effective skills for a desirable life in a way that helps couples search for factors of marital dissatisfaction, such as communication style, communication patterns, games, and unrealistic expectations in their relationship and manage their differences with the help of conflict resolution skills. To increase the intimacy and desirability of the relationship, implement the skills of empathy, listening, honesty, encouragement, and the exchange of feelings and intentions in the form of weekly exercises to achieve the desired results. Finally, it encourages couples to create a more satisfying and durable life by formulating a vision for their future with cooperation and agreement and applying the learned skills in their plan (Bowling & Hill, 2005; Tay, 2022). The couples became aware of how they affect their current relationship in the meetings. By teaching the correct way to express feelings and giving empathy and encouragement to the couple, they were helped to express their positive emotions and, in the case of experiencing negative emotions such as anger and sadness, to express them away from humiliation and insult. In this way, the basis for their intimacy and satisfaction will be provided. It was also attempted to assist them in reaching an agreement with one another rather than avoiding problems by using conflict resolution skills on important issues such as relationships with family and friends and religious issues (Carlson & Dinkmeyer, 2002). It gave couples a complete cognitive resource to use logic in stressful situations instead of following emotions and anxiety. As a result, they maintain more compatibility, intimacy, and satisfaction as a couple.

In general, the results of the present study showed that the marital life enrichment program based on the Enrich model and the Time model effectively measured marital satisfaction in couples applying for divorce. As a result, psychologists, counselors, and clinicians can use these treatments in psychological interventions related to the marital self-satisfaction of women filing for divorce. It should be noted that this research was conducted among women seeking divorce in Tehran, so generalizing the findings should be done with caution. A similar study with longer sessions should be conducted in other cities and cultures.

5. Ethical Considerations

Compliance with ethical guidelines

All ethical principles were considered in this article. The participants were informed about the objective of the research and its implementation phases. They were also assured about the confidentiality of their information and were allowed to leave the study whenever they wished. Moreover, if they desired, the research results would be available to them.

Funding

This research did not receive any grant from funding agencies in the public, commercial, or non-profit sectors.

Authors' contributions

All authors participated in the design, implementation and writing of all sections of the present study.

Conflicts of interest

The authors declared no conflict of interest.

Acknowledgement

The present study is a part of a dissertation on counseling in Abhar Branch, Islamic Azad University. The authors thank and appreciate all the couples who participated in the present study. Moreover, it should be noted that it was possible to conduct the study with their very sincere cooperation.

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