

Developing and Evaluating the Marriage Education Program: The Example of the Turkish Cypriot Community

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Abstract

In this study, the marriage education needs of individuals living in Northern Cyprus were determined, a marriage education program (EEP) was developed in line with the identified needs, and the effectiveness of the program was evaluated. In the study, a single-group quasi-experimental design was used in the implementation and evaluation of the program. The developed program was implemented as in-service training for the employees of the Nicosia Turkish Municipality. Participants of the trainings are 20 volunteers. Qualitative and quantitative methods were used to evaluate the effectiveness of the EEP. Qualitative data were analyzed with the "Coding Comparison Query" method available in the NVivo R1 program. Independent sample t-test was used to determine the attitudes and beliefs of the participants about marriage before and after the EEP. The findings of the research are as follows; EEP significantly improved the marriage attitudes and beliefs of married individuals. The qualitative and quantitative data obtained from the subjects supported each other. It has been concluded that EEP is effective. Considering the findings obtained from this study, EEP in Northern Cyprus can be organized by the Ministry of National Education and Culture (MEKB) for parents in schools in the context of adult education. EEP within formal education can be given by MEKB in the form of courses in accordance with the development levels of the students. In addition, EEP can be given to citizens by municipalities and non-governmental organizations as public education.

Keywords: Marriage, Marriage Relationship, Marriage Education Program (Curriculum) Development.

1. Introduction*

Divorces in Northern Cyprus have been increasing over the years. The rapid increase in divorce in the country and the fact that it has become a social problem reveals that the sensitivity of the society on this issue should be increased. The family is the foundation of society. The breakdown of the family can negatively affect the society.

Protecting the family is possible primarily by creating and maintaining a healthy family structure. Growing up in a healthy environment enables both them and the society to become stronger. Treatment and counseling activities are aimed at

preventing divorces and solving problems. In preventive and improving activities aimed at helping the family to be formed and maintained in a healthy way before it is established, the main purpose is to prevent situations that cause divorce. Education plays an important role in these activities. The philosophy underlying the educational programs is related to the concept of health. The concept of health here, in line with the definition of the World Health Organization, describes the state of physical, mental and social well-being (social health), not the absence of disease or infirmity. Social health is closely related to the family environment because the family forms the basis of social health (Güran, 1983). Based on this situation, the problem sentence of the research is "What is the effectiveness of the Marriage Education Program?" poses a question.

According to the TRNC Courts Annual Report for 2020, the total number of marriages in 2020 is 951, while the total number of divorces is 841. Divorce rate according to marriages is 88.4%. Worldwide, marriage is becoming less and less popular, and divorces are on the rise. Every year, organizations such as the United Nations announce global divorce rates. According to the data, divorces have increased by 252% in the global context since 1960. The world's highest divorce rate (87%) is in Luxembourg (<https://ungo.com.tr/2020/12/ulkelere-gore-bosanma-oranlari/>). Considering these statistics, if the TRNC could enter the world statistics as a recognized country, it would be the country with the highest divorce rate in the world. The healthiest way to prevent divorce is through marriage education (Sürerbiçer, 2008; Öztürk et al., 2014; Yusof et al., 2017; Ponzetti, 2016; DeMaria, 2005; Duncan et al., 1996; Martin et al., 2003; Silliman et al., 1992; Silliman and Schumm, 2004; Canel, 2012).

The researches available in the literature on marriage education programs and cited below show that marriage education programs increase individuals' marriage-related behaviors at a positive level Zaren et al., 2022; Aslan and Nazli, 2021; Javadivala et.al., 2019; Alipour et. take, 2020). In addition, it shows that negative affective behaviors such as anxiety and depression related to marriage decrease as a result of the programs related to eligibility. In addition, it shows that individuals believe that they will have a healthier and happier marriage life if they are given marriage education (Salman et. al., 2022).

In the study of Zarean et al. (2022), a training program was developed to improve individuals' self-healing, psychological well-being and marital satisfaction. It has been concluded that self-healing training improves psychological well-being and marital satisfaction.

The aim of Aslan and Nazli's (2021) study is to examine the effect of the Premarital Psycho-education Program on the levels of dysfunctional beliefs about marriage. In the study, data were collected with the Marriage Relationship Beliefs Scale (EİİÖ), Session Evaluation Form and Psycho-education Evaluation Form developed by the researcher. As a result of the research, it was observed that there was a significant difference between the pretest and posttest scores of the individuals in the experimental group. The qualitative findings obtained in the study show that there are positive changes in the feelings, thoughts and behaviors of the participants in the experimental group towards marriage.

The aim of Javadivala et al. (2019)'s study is to evaluate the effects of a relationship development education and counseling (REEC) program on improving marital intimacy of middle-aged couples. Outcomes were measured using

measures of marital intimacy, sexual motivation, and sexual function. Data were collected at three points over time. In all analyses, the experimental group outperformed the control group on all outcome measures. Results in the experimental group showed statistically significant differences in all variables after 12 weeks compared with before the intervention. Upon completion of the experiment, it was concluded that a REEC program positively affected marital intimacy, sexual function, and sexual motivation in middle-aged couples.

In the study of Alipour et al. (2020), it was shown that decreased marital satisfaction and increased risk of depression and anxiety are mutually related. Therefore, this study was conducted to evaluate the effect of bifocal communication skills training on marital satisfaction and psychological symptoms in pregnant women. The results showed that marital satisfaction levels increased after the intervention compared to the pre-intervention period, while depression and anxiety levels decreased significantly in the experimental group. Significant differences were found in marital satisfaction, depression, and anxiety scores in the experimental and control groups at one-month and three-month intervals after the intervention. The results showed that a communication skills training program based on a bifocal approach and emphasizing the needs of pregnant women during pregnancy can improve marital satisfaction and psychological health of pregnant women.

There is a wide variety of programs on "Relationship and Marriage Education" in the United States (Ponzetti, 2016). Relationship and Marriage Education Programs can be found in mental health centers, hospitals, public aid offices, churches or universities, etc. are made available to the public, such as Training venues vary according to their programme, learning format and target audience. Marriage education programs generally include communication, conflict resolution skills and family economics (DeMaria, 2005). Marriage Education programs address many groups for individuals, couples and families (Ponzetti, 2016).

This research was conducted to develop a marriage education program as a result of marriage education needs analysis in order to prevent divorces and help marriages become healthier in the TRNC, which is one of the leading divorce rates in the world. No research has been found in the TRNC regarding the needs of marriage education or the marriage education program. It is thought that the study designed for this purpose will help the family institution to be healthier, individuals to be happier and more peaceful in the family, thus serve a healthier society structure, help psychological counselors and experts working in the field, and contribute to the formation of projects such as Marriage and Family School.

The purpose of this research is to develop EEP. For this purpose, the program development process was followed. The identified EEP draft has been developed. The developed program was implemented and its effectiveness was evaluated. "What is the effectiveness of the Marriage Education Program?" The question is the aim of the research. For this purpose, answers to the following questions were sought in the study.

1. Is there a significant difference between the subjects' İnönü Marriage Attitude Scale (İETÖ) pretest scores and posttest attitude scores?
2. Is there a significant difference between the pretest scores and posttest attitude scores of the subjects on the Marriage Relationship Beliefs Scale (EİİÖ)?

3. What are the opinions of the participants about the effectiveness of the EEP?

2. Method

2.1. Model

In this research, an EEP was developed in line with the marriage education needs of individuals living in Northern Cyprus. Semi-experimental design was used in the implementation and evaluation stages of the developed program. Like the experimental design, the semi-experimental design is for the same purpose (Ekiz, 2003; Karasar, 2014). In the quasi-experimental design, pretest and posttest are applied on a single group before and after the experiment. The difference between the pretest and posttest results is evaluated in order to evaluate the change due to the education applied. For this reason, it was thought that it would be more appropriate to use a single-group quasi-experimental design in the study (Gay et al., 2005; Karasar, 2014). In the research, a single-group, quasi-experimental design with pre-test-post-test applied was used.

2.2. Working Group

A single group of 20 people was formed for the application program. In this study, easily accessible sampling variety, which is one of the purposeful sampling methods, was used. Nicosia Municipality employees who participated in the trainings participated voluntarily. In order to measure the effect of the intervention, data were collected from the group members twice, with the same scales, before and after the training. Accordingly, the effects of the independent variable on the group are examined by comparing the scores obtained as a result of the pretest and posttest (Kincal, 2020). In this model, the independent variable is EEP developed by the researchers, and the dependent variables are attitudes, beliefs and opinions about marriage (Büyüköztürk, 2016).

2.3. Data Collection Agents

In order to test the effectiveness of the EEP, the İnönü Marriage Attitude Scale (İETÖ) developed by Bayoğlu and Atlı (2014) and the Marriage Relationship Beliefs Scale (EİİÖ) developed by Kızıl and Nazlı (2018) were used as data collection tools.

In addition, a semi-structured interview form was prepared by the researchers as a qualitative data collection tool. A total of 15 questions were determined in order to evaluate their views on communication, infidelity, readiness for marriage and choosing the right spouse, coping with stress, violence in marriage, economy and sexuality, which were explained in marriage education. The 15 questions determined were sent to 2 clinical psychologists, family therapists and program development specialists for their opinions, and the final form consisted of 10 questions in total.

2.4. Analysis of Data

In order to evaluate the effectiveness of the EEP, the interviews made through the semi-structured interview form were listened to and transcribed using the Microsoft Word program. A separate transcript was prepared for the interviews with 20 participants. A data set was obtained from these. The answers given by the participants were coded according to the word-for-word and Nvivo coding strategies for each question (Charmaz, 2006). The coding process was done separately and systematically for each interview transcript. Among the codes obtained from the interview transcripts, those with similar characteristics were grouped to reach the themes. In qualitative content analysis, the stages of coding the data, organizing and defining the data according to codes and themes, and interpreting the findings follow each other (Yıldırım and Şimşek 2011). During the data analysis, the audio recordings were listened again and the necessary controls were made when deemed necessary and needed. In order to avoid possible inconsistencies, all three researchers listened to all the recordings together and grouped them in this way. In the formation of all codes and themes, three different coders, two of whom are researchers in the field of marriage counseling and one of whom is an assessment and evaluation expert experienced in the qualitative research process, worked separately and the codes were created. Different codes were evaluated among the coders and a consensus was achieved. The codes obtained were calculated according to the formula developed by Miles and Huberman (1994), and the agreement between coders was found to be 94%. According to Miles and Huberman's formula, it can be said that the analyzes made in studies with a consensus percentage of 80 and above are consistent. The data set obtained in the second stage was analyzed with the help of "Coding Comparison Query" available in NVivo R1 program. Reliability was calculated with the percentage of agreement between the codes and themes obtained by the researchers by coding separately and the coder, and Cohen's Kappa coefficient.

In the quantitative dimension of the evaluation of EEP, the researchers first determined the hypothesis tests that will be used to compare the pretest and posttest scores of the İnönü Marriage Attitude Scale (İETÖ) and the Marriage Relationship Beliefs Scale (EİİÖ), Kolmogorov-Smirnov, Shapiro Wilk test. The skewness/kurtosis coefficients of the results ($p > .005$) were examined and it was determined that they fit the normal distribution. For this reason, the t-test for paired samples was used to compare the pretest and posttest scores of the participants and was analyzed at the .05 significance level.

Ethical Process and Procedure

Before the research, an application was made to the Near East University Scientific Research Ethics Committee and ethical permission was obtained. The Ethics Committee Permission was approved by the ethics committee on 04.11.2021 as the project numbered NEU/EB/2021/738. In this section, first the needs analysis, then the ethical process and procedure with the marriage education program are explained.

Before the marriage training program was implemented, each of the participants who worked in Nicosia Municipality and who wanted to participate voluntarily were interviewed face-to-face, and a letter stating the purpose of the study was given, and those who volunteered to participate in the training were asked to read the consent form and sign their consent. It was stated that care would be taken to share revealing information to them, and a code would be given to each participant to ensure anonymity. The participants were given codes as K1, K2, K3, etc.. Then, the participants were met at the determined day and time, they were interviewed one by one, and the pre-tests of the scales to be used in the study

were applied.

The Process of Implementation of the Marriage Education Program

The research is an EEP consisting of 10 sessions. Lesson times are 90 minutes. The program is a program to improve the marital relationship. The trainings were held between July and August 2022. A total of 20 participants, 15 women and 5 men, attended the sessions. All of the participants are married. Pretest applications were made before the sessions started. Semi-structured interview questions, İnönü Marriage Attitude Scale (İETÖ), Marriage Relationship Beliefs Scale (EİİÖ) were used as pretests. In the posttest application, the same data collection tools were applied again after the sessions were over and the differences between the results were evaluated.

3. Findings

In this section, following the order of the sub-problems of the research, qualitative and quantitative data were analyzed and the findings were explained.

1. Findings Related to Sub-Problem

In Table 1 below, the results of the analysis performed to determine whether the pretest and posttest scores of the İETÖ are in accordance with the normal distribution are presented.

Table 1. The normality test results of the subjects' İETÖ pre-test and post-test scores						
		Kolmogorov-Smirnov (a)			Skewness	Kurtosis
		Statistic	df	Sig.		
İnönü Evlilik Tutum Ölçeği	Pre-Test	0,179	20	0,094	-0,87	1,84
	Final-Test	0,092	20	0,200	0,09	-0,16

As can be seen in Table 1, the compliance with the normal distribution of the pretest and posttest scores of the İETÖ Kolmogorov-Smirnov, Shapiro Wilk test results ($p > .005$) and the skewness/kurtosis coefficients were examined and it was determined that they showed a normal distribution.

Findings related to the first sub-problem of the study, "Is there a significant difference between the subjects' pre-test scores on İETÖ and their posttest attitude scores?"

In Table 2 below, the independent sample t-test results of the comparison of the participants' İETÖ pre-test and post-test scores are given.

Table 2. Comparison of the subjects' İETÖ pre-test and post-test scores

Scale	Measurement	n	\bar{x}	s	t	p
İnönü Evlilik Tutum Ölçeği	Pre-Test	20	45,95	6,64	-11,139	0,000*
	Final-Test	20	65,90	3,57		

*p<0,05

As can be seen in Table 2, the differences between the participants' FETS pre-test and post-test scores were found to be statistically significant ($p<0.05$). It was determined that the scores of the participants in the İETÖ post-test were significantly higher than the pre-test. The fact that the posttest results of İETÖ are significantly high indicates that the participants developed a positive attitude towards marriage as a result of the trainings.

2. Findings Related to Sub-Problem

Findings related to the second sub-problem of the study, "Is there a significant difference between the subjects' marital relationship beliefs scale (EİİÖ) pretest scores and posttest attitude scores?"

In Table 3 below, the results of the analysis carried out to determine whether the pretest and posttest scores of the EİİÖ are in accordance with the normal distribution are presented.

Table 3. Normality test results of the subjects' EİİÖ pre-test and post-test scores

		Kolmogorov-Smirnov (a)			Skewness	Kurtosis
		Statistic	df	Sig.		
Evlilik İlişkisi İnançları Ölçeği	Pre-Test	0,186	20	0,067	-0,91	0,38
	Final-Test	0,132	20	0,200	-0,02	-1,07

As can be seen in Table 3 above, the compatibility of the pretest and posttest scores of the EİİÖ to the normal distribution, Kolmogorov-Smirnov, Shapiro Wilk test results ($p>.005$) and the skewness/kurtosis coefficients were examined and it was determined that they were in accordance with the normal distribution.

In Table 4 below, the independent sample t-test results of the comparison of the participants' EİİÖ pre-test and post-test scores are given.

Table 4. Comparison of the subjects' EPIS pre-test and post-test scores

Scale	Measurement	n	x	s	t	p
Dependency on root family	Pre-Test	20	22,20	2,63	10,534	0,000*
	Final-Test	20	13,40	1,98		
I we balance	Pre-Test	20	13,60	1,57	11,036	0,000*
	Final-Test	20	8,60	1,85		
Sexual life	Pre-Test	20	10,60	1,64	6,525	0,000*
	Final-Test	20	6,90	1,55		
Emotion management	Pre-Test	20	11,00	1,62	10,582	0,000*
Marriage Relationship	Final-Test	20	7,05	1,23		
Beliefs Scale	Pre-Test	20	57,40	6,58	12,106	0,000*
	Final-Test	20	35,95	4,21		

* $p < 0,05$

As can be seen in Table 4 above, the difference between the participants' EİİÖ pre-test and post-test scores was found to be statistically significant ($p < 0.05$). It was determined that the post-test scores of the participants from the EİİÖ were lower than the pre-test. Examining the sub-dimensions in the EİİÖ it is seen that there is a decrease in the pretest and test scores of dependency on the root family, I-we balance, sexual life and emotion management. The fact that the posttest results in the EİİÖ were significantly lower indicates that the participants' negative beliefs about marriage have changed. In the light of these findings, it was concluded that EEP was effective.

3. Findings Related to Sub-Problem

The third sub-problem, "What are the opinions of the participants about the effectiveness of the marriage education program?" related findings.

The themes and sub-themes for the research model that emerged as a result of the analysis of the data set obtained from the participants are explained below.

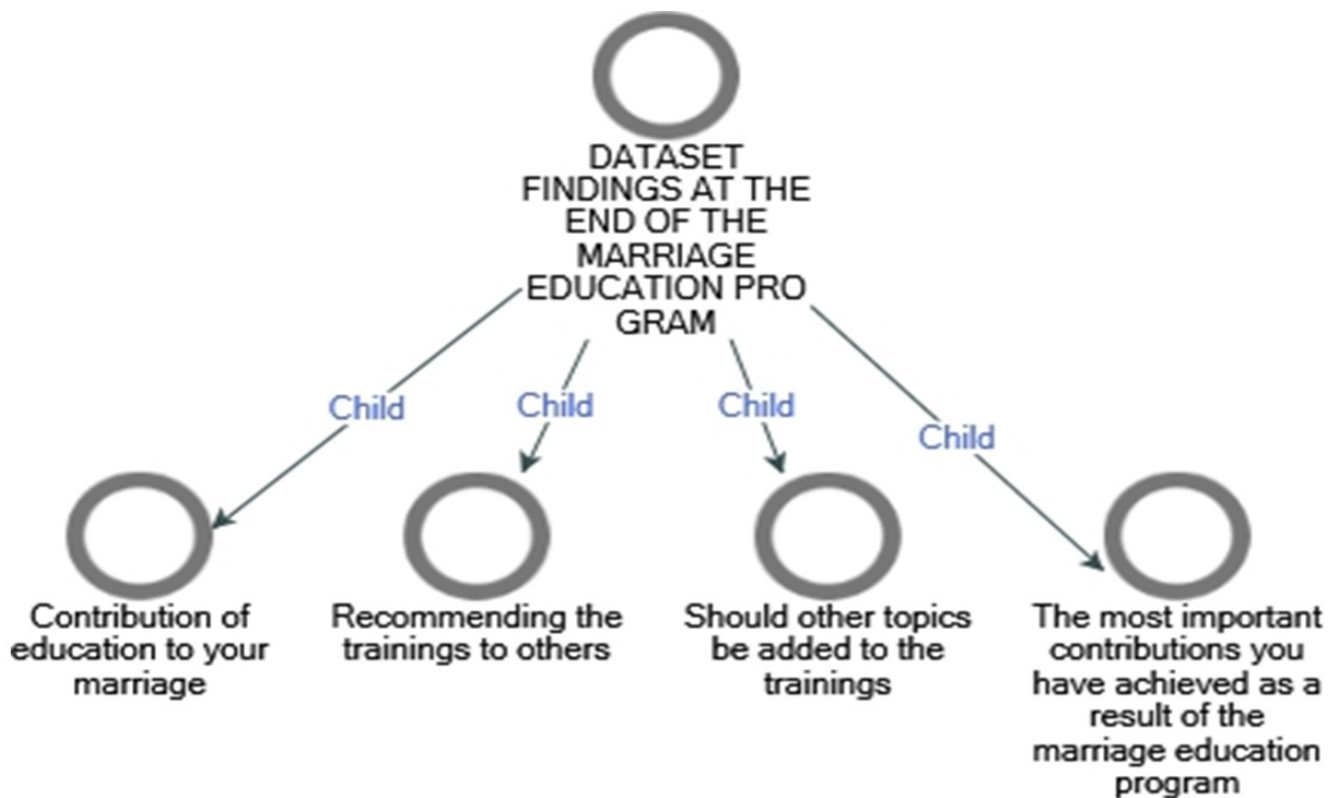


Figure 1. Theme and Sub-Theme Distribution Map (Maps Project) Nvivo R1 Data for Views on the Research Model Resulting from the Analysis of Data in Qualitative Research

According to the participants' views in the qualitative research, the problem sentence named "evaluation of the participant's views on the training given at the end of the marriage training program" and the Themes and Sub-Themes specified in the Research Model in Figure 1. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

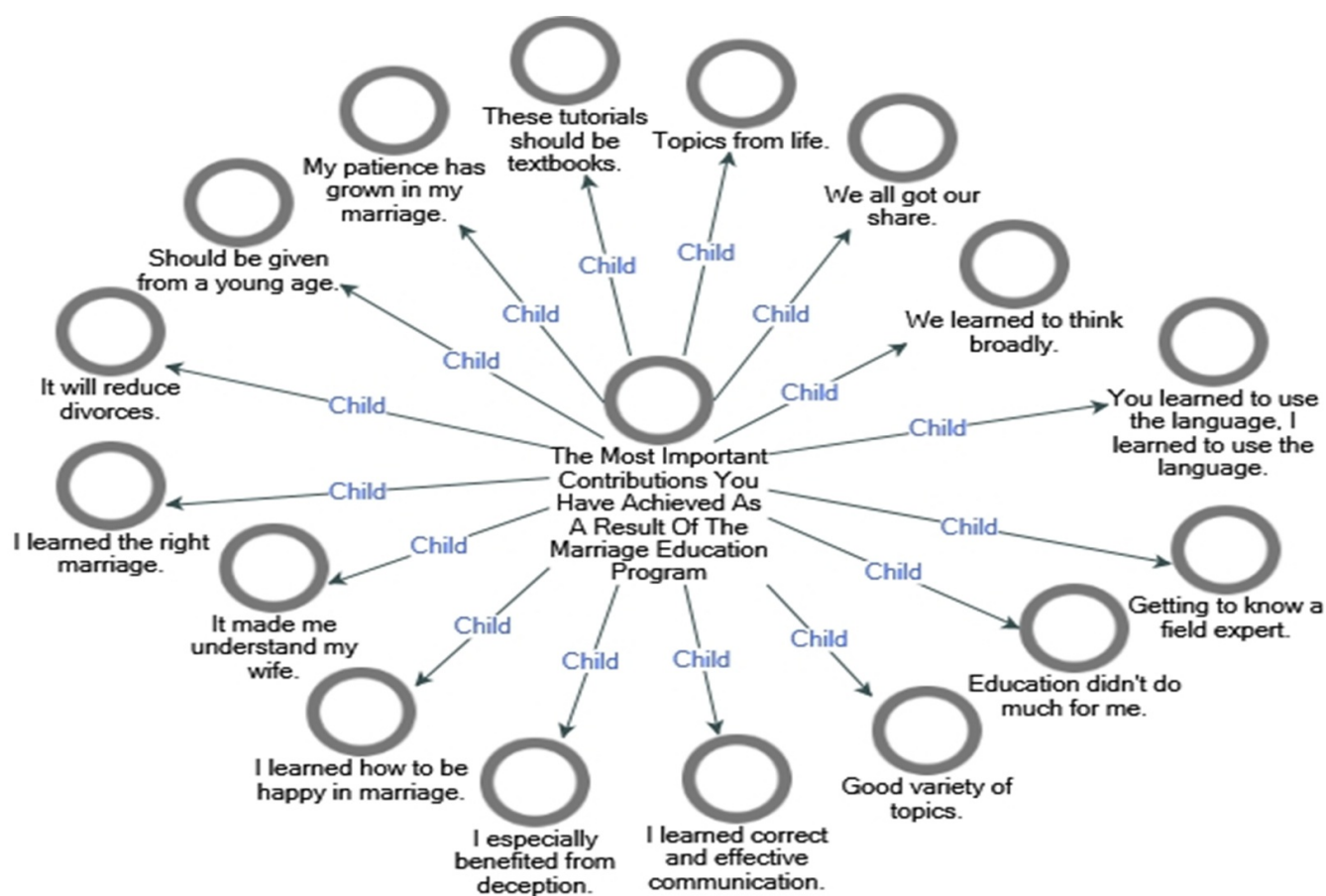


Figure 2. Theme and Sub-Themes Distribution Map (Maps Project) Nvivo R1 Data for the views on the Most Important Contributions You Have Made as a Result of the Marriage Education Program

Table 5. The Most Important Contributions You Have Achieved As A Result Of The Marriage Education Program

THEME	F
Topics from life.	5
We all got our share.	3
Getting to know a field expert.	2
We learned to think broadly.	7
I learned correct and effective communication.	9
Good variety of topics.	1
You learned to use the language, I learned to use the language.	1
It will reduce divorces.	3
I learned the right marriage.	1
My patience has grown in my marriage.	1
These tutorials should be textbooks.	2
Should be given from a young age.	1
It made me understand my wife.	3
I learned how to be happy in marriage.	1
I especially benefited from deception.	1
Education didn't do much for me.	1

As seen in Figure 2 and Table 5, when we analyze the answers in depth according to the opinions of the individuals, in summary, the majority of the participants; It can be said that there are opinions in the direction of 'I learned correct and effective communication' and 'I learned to think broadly'.

The detailed answers of some of the participants who stated that they found the marriage education program effective or not effective after the Marriage Education Program are presented below:

"What are the important contributions of this program to you?" Some of the detailed answers to the question

"... First of all, let me say that you have a magnificent light. It has been a very good education for us, where we all have a share in life. It is good that you have come, we have received this training, we are glad that we are with you."K1

"... I think getting to know a valuable person like you was the most important contribution. You opened our horizons. You have led us to think much broader like this. For example, I was always aware of some things like this, but I became more aware of you. Thank you very much. Good luck to you."K3

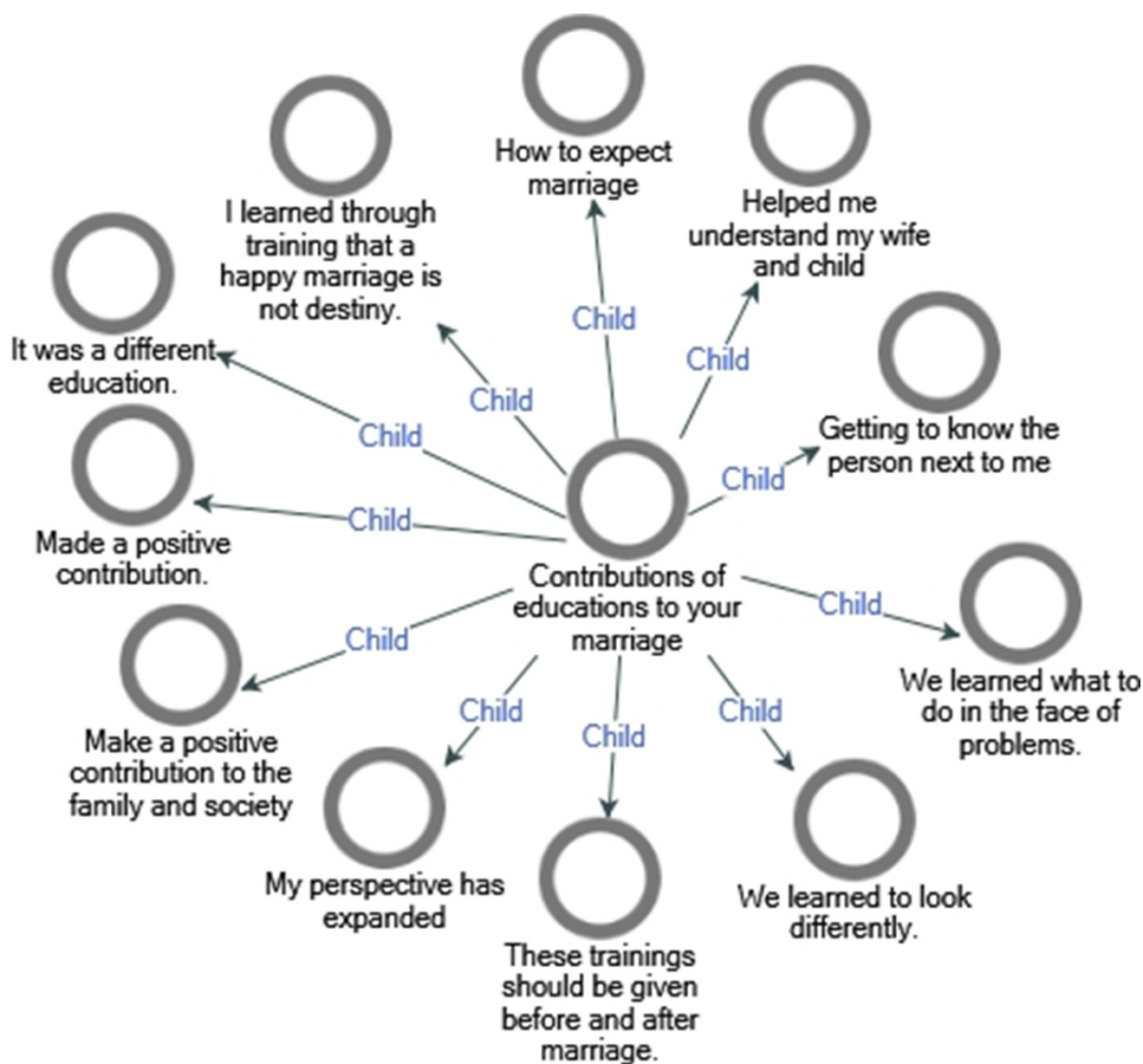


Figure 3. Theme and Sub-Themes Distribution Map (Maps Project) Nvivo R1 Data for opinions about the contributions of the trainings to your marriage

Table 6. Contributions of educations to your marriage

THEME	F
We learned what to do in the face of problems.	4
Made a positive contribution.	17
How to expect marriage	3
Getting to know the person next to me	1
My perspective has expanded	5
We learned to look differently.	7
Helped me understand my wife and child	5
These trainings should be given before and after marriage.	2
Make a positive contribution to the family and society	2
I learned through training that a happy marriage is not destiny.	1
It was a different education.	2

As seen in Figure 3 and Table 6, when we analyzed the answers given by the researchers according to the opinions of the individuals in depth, it can be said that the EEP contributed positively to the participants, we learned to look at the cases differently, it helped me understand my wife and child, and my perspective expanded.

"Do you think the trainings received will contribute positively to your marriage?" Some of the detailed answers to the question:

"... It will make a very positive contribution. It made me understand my wife and child. It made me understand the problems by looking at them differently" K5

"... It will definitely make a positive contribution. You have given us the opportunity to understand our spouses. Now I can see my wife's behavior differently. And I can understand it" K6

4. Discussion

The developed Marriage Education Program was applied to a group of 20 married people. After the applied program, it was observed that the subjects developed a positive attitude towards marriage, while there was a decrease in their negative beliefs about marriage. The reason for this is "basic elements of family communication", "cheating in marriage", "choice of the right spouse and expectations from the spouse", "violence and anger control in the family", "constructivist approach" given to married individuals based on the Philosophy of Progression and Constructivist Approach of the Marriage Education Program prepared. It is thought that it is a result of the participants being informed and raising awareness, together with the issues of economic problems, compatibility with the spouse, and "healthy sexual life in marriage". In the light of the findings obtained from the research, answers were given to the questions sought in the sub-objectives of the research. It was found to be effective according to the data obtained from the pretest-posttest findings of

the Marriage Education Program that was developed and evaluated. The findings obtained in the study are also consistent with the studies conducted in the literature (Dargahi et al., 2017; Chitsazzadeh & Sanai, 2017; Aslan & Nazlı, 2021; Tahan et al., 2020; Atan & Discovery, 2019, Canel, 2007).

In this study, it was concluded that the EEP developed and applied positively improves the marriage attitudes and beliefs of married individuals. It was determined that the participants' İETÖ post-test scores increased significantly compared to their pre-test scores.

It was also examined whether there was a statistically significant difference between the EİİÖ pretest and posttest scores, and it was determined that EEP significantly reduced the participants' negative beliefs about marriage. Accordingly, while the participants developed a positive attitude towards marriage in the training in which the EEP was applied, a decrease was found in their negative beliefs about marriage. According to the participants' opinions, it was determined that EEP was effective in a positive way. In the study, it was determined that the qualitative and quantitative data support each other. The reason for this is "basic elements of family communication", "cheating in marriage", "choice of the right spouse and expectations from the spouse", "violence and anger control in the family", "economic problems", which are given to married individuals based on the philosophy of progressivism and the constructivist approach of the EEP. It is thought that the participants should be informed and gain awareness, together with the topics of "harmony, harmony with the spouse", "healthy sexual life in marriage".

This finding obtained from the research is in line with the findings of Dargahi et al. (2017). In particular, Dargahi et al. (2017) provided Marriage and Relationship Training to save Karaj municipality employees from high job stress and low quality of marital relationship. As a result, it was determined that marriage and relationship education significantly reduced work stress. This study was also conducted with Nicosia Turkish Municipality employees and the similarity of the results is in line with the findings of Dargahi et al. (2017). In the study of Chitsazzadeh and Sanai (2017), they evaluated the effect of the Practical Practice of Close Relationship Skills in couples program on couples' marital commitment. The results showed that the applied marriage program had a positive effect on marital commitment and the results are in line with the findings of this study.

Aslan and Nazlı (2021) examined the effect of Premarital Psycho-education Program on the level of dysfunctional beliefs about marriage. The scale used in this study is the EİİÖ, which is used to measure the effectiveness of EEP. As a result of the research, it was observed that there was a significant difference between the pretest and posttest scores of the individuals in the experimental group. The findings of Aslan and Nazlı (2021) show parallelism with the findings of this study.

The qualitative findings obtained in the study show that there are positive changes in the feelings, thoughts and behaviors of the participants in the experimental group towards marriage.

In the study of Tahan et al. (2020), the effectiveness of a psycho-education program on the sexual function and marital satisfaction of Iranian couples is evaluated. In the experimental group, a significant difference was found between the pre-test and post-test, between the amount of sexual function and marital satisfaction. Results showed that Psycho-

educational Group Therapy improved sexual performance and improved marital satisfaction. The findings support the findings of this study. After the necessity of sexual education was seen in the findings in the needs analysis stage of the research, the subject of healthy sexual life in marriage was included in the program.

As a result of the application, it was determined that the results of the marriage attitude of the married individuals who participated in the research increased at a positive level in the answers they gave to the İETÖ. There were positive differences in the opinions of married individuals who participated in the research before and after the EEP about their marriage. Findings obtained from interviews with married individuals after the experiment revealed that there were changes in the attitudes, behavior and perceptions of marriage. They stated that they understood their spouses better. The participants stated that they were happy with the education, that it had a positive effect on their married life, and that they understood their spouses better.

In their study, Atan and Discovery (2019) evaluated the effect of the Family Communication Skills Psycho-education Program on the marital satisfaction of the spouses. As a result of the research results and trainings, it was seen that the marital satisfaction of the participants in the experimental group increased. It was found that there was no difference in the control group. The findings of the study show parallelism with the findings of this study.

As a result, it can be said that EEP improves the attitudes of married individuals about marriage in a positive way, reduces their negative beliefs about marriage in a positive way, and in detailed interviews, the program is found to be effective by the participants. In the light of the results obtained from the research, the following suggestions can be made; It is recommended to implement these marriage education programs developed to prevent divorces and increase healthier marriages. The results to be obtained by conducting both qualitative and quantitative research on the same subject with different participants can be compared with the results of this research. In addition, the results to be achieved can be compared with the results of this research by including the spouses in the marriage education programs to be prepared and by increasing the number of samples.

The results obtained from the qualitative data of the research are; It is found that after the marriage education program applied, there are positive changes in the understanding and understanding of married individuals in their communication with their spouses, and their perceptions of marriage and being a spouse are positively affected.

In summary, in this study, the needs were determined in accordance with the educational program development steps, a marriage education program was developed in line with these needs and the effectiveness of the program was evaluated. In the light of these data, it was concluded that the marriage education program developed was effective.

The following suggestions were made for practice: The EEP, which was developed in the KTC, can be arranged by the MEKB for parents and teachers in schools in the context of adult education. Subjects such as self-knowledge, choosing a spouse, being a spouse, being a parent, and expectations from marriage can be implemented by MEKB for students in formal education by programming them in accordance with the age of the children. EEP can be given in the form of public education by municipalities and non-governmental organizations in the context of public education. EEP and other EEPs to be developed can be implemented and disseminated by family and marriage counselors and psychologists.

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