

Effectiveness of movie therapy on marital satisfaction

ABSTRACT

Background and Objective: Sexual satisfaction is one of the affective factors on family sustainability and its continuity, and it results in family's emotional health. Therefore, the study is designed to measure the effects of film therapy on couple's marital satisfaction.

Materials and Methods: This semi experimental study with case-control group is conducted with 58 individuals, 14 couples in case and 15 in the control group. Field study method applied. The participants completed the short version of the Enrich questionnaire with 48 questions, using self-completion method during 2 months. Virtual invitations, using the telegram application, were sent to 400 individuals for 6 months. 29 couples registered in this group, considering inclusion criteria the age of 55-18; married for at least 3 months; high school education and willing to participate in the study. Jobless couples and addicted or depressed couples were excluded. Using random sampling method, the participants were placed into two groups of case and control. Finally, the package included of six educational films, effective on improving marital satisfaction were posted to them.

Results: Data analysis showed that the mean total scores of general marriage satisfaction of the case groups increased from 146.42 ± 6.56 to 152.46 ± 11.3 . (control group from 149.2 ± 10.4 to 149.65 ± 10.1) after the intervention, and the dimension of marital relationship and economic management became significantly higher ($P \leq 0.05$).

Conclusion: The results of this study reveals the affective impact of the intervention on the total mean score of the sexual satisfaction of the couples after the intervention.

Paper Type: Research Article.

Keywords: sexual marriage satisfaction, movie therapy, Enrich questionnaire, intervention.

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Introduction

Marriage is one of the initial emotional and legal commitments and is one of the most important decisions of life. Despite the inappropriate consequences of marriages, many of couples face difficulties in establishing and maintaining effective and appropriate relationships with each other. Since interactions between couples have emotional, communicative and sexual consequences, it seems imperative to train the satisfying sexual and communicational skills (1).

The prerequisite of healthy sexual behavior is getting the right sex knowledge and having a proper attitude and acquiring age-appropriate behavioral skills. The importance of healthy sexual behavior is contemplative from a number of angles, and perhaps most importantly, sexual health has a significant role in maintaining, strengthening and reinforcing the family's foundation (2). Low level of satisfaction with the sexual life has been shown as one of the marital incompatibility factors in divorce applicants (3-5). The Individuals' imagination of themselves has an undeniable impact on thoughts, feelings, desires, values and goals of individuals and is the key to understanding human behavior. Since ineffective communicational beliefs are negatively correlated with satisfaction (6), the divorce rates have been reported in these individuals is higher.

Divorced couples are involved with the effects and consequences like economic and livelihood problems, temporary marriage or marriages out of social conveniences, frustration, and loss of life satisfaction, dealing with injuries (e.g., murder, suicide, addiction, prostitution, theft, isolation, disruption of social relationships and interactions, sexual prob-

lems and turning to sexual deviations) and moral corruption caused by the lack of custody of children, misery, loss of mental and physical health (7). If couples can increase the level of satisfaction in their marital life, they will protect their families from serious social harms and dangers (8).

Couples relationships improvement and prevention programs refer to any interventions in which relational maladaptive behaviors are reduced and good relational behaviors are created and thus prevented from interrupting interpersonal relationships [9]. Gottman states that "marriage does not fail when it conflicts, but marriage fail when there is no solution to the conflict" (10).

In general, research has shown that the use of behavioral therapy techniques such as training problem solving techniques and communication learning, has an effect on the divorce prevention and relationship improvement (11). Despite many efforts to improve family relationships, especially couples' relationship, in recent years, we are witnessing conflicts, divorces and many conflicts in families. The tremendous transformations in recent years that have occurred in the quality of couples relationships can be reflected the spread of technology, the continuous change in lifestyle and human relationships, the growing needs of individuals, and also reflects the need for skill-based learning to overcome problems (12).

Couples' unfamiliarity with styles for confronting the crisis can lead to outrage, aggression or depression, or lead them to avoidable behaviors such as betrayal, divorce and all kinds of family violence (13). Today, traditional and old methods of teaching and learning have gradually lost their effectiveness with the advent of new technologies and meth-

ods. Learners need to seek for new practices and methods to transfer knowledge and increase learning in order to keep pace with the rapid changes in their surrounding environment. The third wave civilization requires a powerful tool to increase the knowledge of community members that is timely, low-cost, fast and reliable (13).

Karla and Garrison reported that the use of video media such as movie screening has been very helpful in training audiences and patients (14-15). In the study of Safari et al., entitled "Comparing the effect of diet on awareness and nutrition attitudes of health professionals in terms of lecture and movie screening methods", it was concluded that both lecture and movie screening methods could equally be effective ways to raise the attitudes of women and men and awareness level. Meanwhile, the choice of appropriate training method is important (16).

One of the methods in the cognitive-behavioral therapy approach is education and treatment through the movie screening. Given the fact that movie is shown with exciting scenes and music, it is more attractive for couples and can provide more optimal and even more effective training in less time. The facilitator movie has several therapeutic methods, for example imagining, music, role play and expressing the different situations of life in a visual and auditory manner, representing different individuals' perspectives (17).

Movie therapy is used in the simple and sincere transference of scientific complex concepts to therapeutic groups, and also helps individuals to accurately analyze the anxious situations of life. Cinema therapy or movie therapy is a kind of complementary therapy such as art therapy, music therapy and dance therapy for physical and mental

problems. Movie therapy for those who want to learn can act as a facilitator and can raise their awareness. Cinema therapy can lead to psychological refinement or change through influencing individual with music, story and imagination (18).

Considering the contradiction between the results of various studies, the cultural differences and educational facilities of different countries and lack of clear educational method affecting couples' marital satisfaction, which may be due to the inability to use a proper method in education, it is imperative to present a suitable educational package and determine the most suitable tool for providing complete information in terms of couples' marital satisfaction. Therefore, the present study aimed to determine the effect of educational movie on couples' marital satisfaction.

Materials and Methods

This research was a semi-experimental research with interventional approach that was implemented within control and test groups. A short Enrich questionnaire was used for pre-test and post-test during two months. At the beginning, a telegram channel was created and information about this research as well as the Enrich questionnaire was provided. Then, the channel link for six months was called a virtual call in the general telegram groups dedicated to psychology and lifestyle issues, with about 400 people (roughly) invited to collaborate. 32 couples joined the telegram channel of the research and announced their readiness to participate in the research. General characteristics of 32 couples were asked and the couples were randomly assigned (blocked randomized method) into two test and control groups. Then, 6 educational videos were sent by mail to the control

group (which is used in improving sexual relationships and interactions between couples due to physician diagnose). They were then asked to view the videos and, as much as possible, follow the attachment instructions in the movie package.

The most important criteria for entering the study were couples aged 18 to 55 years old who had at least 3 months of their commencement, had at least a high school diploma, had a willingness to participate in the research and were not satisfied with their marital relationships. Couples who were unemployed, sick, addicted, depressed, or divorced were excluded from the study. Patients were volunteered and also explained to patients that their lack of participation in the study had no effect on their treatment and they could be excluded whenever they wish. The researchers committed that the results and individuals' information would not be reported to any organization or no statistics are reported individually. In this study, 3 couples were excluded from the research for personal reasons such as the lack of husband's cooperation or lack of interest. The research consisted of 14 couples in the intervention group and 15 couples in the control group (29 couples in total).

The data collection tools in this research is Enrich Marriage Questionnaire (short form). Fors and Olson have used this questionnaire to examine marital satisfaction and believe that this scale is sensitive to the changes made in the family. According to the random sampling in a national survey with 5039 couples, they showed that using this questionnaire can help to make a distinction between the happy and unhappy couples with accuracy of 85-95%. Each theme in this questionnaire is relevant to one of the most important areas. This questionnaire assesses nine areas of marital satisfaction in-

cluding personality issues, binary relationship, conflict resolution, financial management, leisure activities, sexual relationship, parenting, family and friends, and religious orientation. Furthermore, it is measured marital satisfaction based on a Likert scale (5-option) (I totally agree to totally disagree), it is considered that for each of them the score is from -2 to 2+ (19).

The validity of this questionnaire was obtained with Cronbach's alpha coefficient of 95% (20) and its reliability (94%) was determined through revision method within one-week (21). Anrich's questionnaire alpha coefficients in the report (Fors and Elson) for subscales of idealized distortion, marital satisfaction, personal satisfaction, marital relations, conflict resolution, financial management, leisure, sexual relations, children, family and friends, and egalitarianism were reported 81%, 90 %, 73%, 68%, 74%, 75%, 76%, 48%, 77%, 72% and 71%, respectively, while the validity of this questionnaire was calculated to be 93% (22).

Data were analyzed by using SPSS software version 24 and Excel 2010. Kolmogorov-Smirnov test and Fisher test as used to revise the normality of the quantitative scores, and Paired Sample T-Test was applied to evaluate the effect of intervention and also the final comparison of the results before and after the intervention, the. Moreover, in order to check the coherence of the underlying variables, the Chi-square and Two Sample T-Test were used to avoid confusion in the results of the study. The significance level in all tests was 0.05 and the statistical capacity was at least 0.80.

Findings

In this study, Independent and Dependent T-Test were used respectively to evaluate the effect of intervention and also the final com-

parison of the results before and after training. In addition, Chi-Square and Two-Sample T-Test were used for revising the coherence

of the underlying variables and for avoiding the misunderstandings of the study results, which are shown in Tables 1 and 2.

Table 1: Demographic information of the intervention and control groups

Variable		Group(n=29)	Mean	SD	P-value
Age	Women	Intervention (n=14)	37.00	9.12	0.949
		Control (n=15)	37.20	7.46	
	Men	Intervention (n=14)	41.62	10.95	0.716
		Control (n=15)	40.13	11.16	
Married age	Women	Intervention	20.71	10.41	0.216
		Control	24.60	4.62	
	Men	Intervention	24.42	11.12	0.379
		Control	27.26	3.86	
Average of working time	Women	Intervention	71.45	78.69	0.195
		Control	46.83	97.82	
	Men	Intervention	202.28	131.45	0.218
		Control	193.73	73.18	
The area of the couple's residence		Intervention	91.57	65.56	0.466
		Control	106.86	44.56	

Table 2: Demographic information of control and intervention groups

Variable			Frequency distribution	Relative frequency percentage	P-value	
Level of Education	Under Diploma and Diploma	Women	Intervention (n=14)	1	7.1	0.629
			Control (n=15)	1	6.7	
		Men	Intervention	3	21.4	0.1
			Control	4	26.7	
	Applied and Bachelor degree	Women	Intervention	7	50	0.629
			Control	5	33.3	
		Men	Intervention	5	35.7	0.1
			Control	4	26.7	
	Masters	Women	Intervention	5	35.7	0.629
			Control	6	40	
		Men	Intervention	3	21.4	0.1
			Control	5	33.3	
PhD	Women	Intervention	1	7.1	0.629	
		Control	3	20		
	Men	Intervention	3	21.4	0.1	
		Control	2	13.3		

Table 2: Demographic information of control and intervention groups

Variable				Frequency distribution	Relative frequency percentage	P-value
Races	Fars	Women	Intervention	11	78.6	0.436
			Control	14	93.3	
		Men	Intervention	9	64.3	0.363
			Control	13	86.7	
	Turk	Women	Intervention	2	14.3	0.436
			Control	1	6.7	
		Men	Intervention	3	21.4	0.363
			Control	1	6.7	
	Others	Women	Intervention	1	7.1	0.436
			Control	0	0	
		Men	Intervention	2	14.3	0.363
			Control	1	6.7	
Job	Women	Self-employee	Intervention	3	21.4	0.591
			Control	6	40	
		Government	Intervention	1	7.1	
			Control	2	13.3	
		Housewife	Intervention	5	35.7	
			Control	3	20	
	Medical Group	Intervention	5	35.7		
		Control	4	26.7		
	Men	Self-employee	Intervention	7	50	0.984
			Control	8	53.3	
		Government	Intervention	4	28.6	
			Control	4	26.7	
Medical Group		Intervention	3	21.4		
		Control	3	20		
Number of family members	2 people	Intervention	7	50	0.084	
		Control	7	46.7		
	3 people	Intervention	4	28.6		
		Control	8	53.3		
	4 people	Intervention	3	21.4		
		Control	0	0		

Table 3: Comparison of mean score of marital satisfaction and its nine dimensions in couples in two groups of intervention and control before and after educational intervention

Marital satisfaction score and its nine dimensions	Groups of study					
	Intervention group N=29			Control group N=28		
	Before (mean ± SD)	after (mean ± SD)	P-value T- pair	Before (mean ± SD)	after (mean ± SD)	P-value T- pair
Personal topics	15.17± 2.36	15.24 ±2.5	0.691	14.57±2.42	15.35 ±2.83	0.098
Marital relationship	3 ±3.63	13.41 ±3.31	0.037	13.32 ±2.98	15.14 ±8.23	0.215
Conflict Resolution	16 ±2.6	15.96±2.48	0.925	15.21 ±2.26	15.96 ±2.13	0.61
Financial Management	17.34 ±2.78	17.58 ±2.71	0.050	17.35 ±2.64	17.32 ±2.72	0.922
free time	16.06±2.49	15.96 ±2.44	0.682	15.71 ±1.95	17.21 ±7.61	0.312
sexual relations	14.51±1.97	14.65 ±2.14	0.526	13.92 ±1.98	14.24 ±1.89	0.491
Parenting	16.06 ±2.21	15.93 ±1.96	0.459	16.53 ±2.25	16.75 ±2.6	0.587
Relatives and friends	17.58 ±3.99	17.89 ±4.2	0.313	17.67±2.93	18.1 ±2.99	0.277
Religious orientation	17.06 ±2.72	17.31 ±2.53	0.270	16.67 ±1.9	17.03 ±1.79	0.232
Marital Satisfaction Overall Score	146.42±6.56	152.46±11.3	0.011*	149.2 ±10.4	149.65 ±10.1	0.551

Also, marital satisfaction revision and comparison of marital satisfaction mean score and its nine dimensional scores in couples were performed within two intervention and control groups before and after educational intervention. According to Table 3, nine dimensions of marital satisfaction after intervention in comparison with before intervention had a relative, but not significant, increase in the women's test group and also in their husbands group. But financial management dimension and general score of marital satisfaction in the test group had a significant change.

Discussion and Conclusion

The purpose of this study was investigated to revise the effectiveness of training on couples' marital satisfaction though using movie, with the assumption that training with movie would increase the overall level of marital satisfaction and, as a result, reduce family conflicts. The findings showed that the total score mean difference in marital satisfaction

after intervention was significant in the experimental group compared to the control group. Therefore, it can be concluded that the training using the movie has been effective in increasing the satisfaction of couples. Therefore, it is necessary to discuss the hypotheses of the research in order to have better understanding of subject.

According to the results of the research, the first hypothesis "movie therapy increases the couples' marital satisfaction" analyzed. Furthermore, the total score mean of marital satisfaction in the intervention group was significantly higher than before the intervention, which is the first assumption of the study. This result is in line with the study of Sepahvand (23), Pour Mohseni (24), Sheikhi (25), Akbari (26), Moghaddasi (27), Edalayi Shateri (28), Lit zinger (29), Oaliyaa (30) and Tehrani (31), which showed empowerment or enrichment programs in general and couples training can generally be effective in increasing female sexual satisfaction. The effect of

movie therapy on the improvement of the situation in other fields has also been reported. For example, in Bahraini et al., (32) training through movie has a positive and significant effect on improving students' attitudes towards addiction.

The second hypothesis of the study "Movie therapy is effective on improving interactions between couples based on each of the nine dimensions of Enrich in the intervention group". The use of movie as an educational method has been considered by various societies, and in addition to its recreational dimension, it has been considered as an educational resource that can enhance the knowledge, values and attitudes of viewers (33). It is also effective in stimulating emotions and analyzing it through emotions and awareness raising, in which knowledge transferring regarding social, human and cultural skills can be effective in better interpreting, perceiving and understanding of human societies.

Many experiences of using movie in order to educate concepts have been reported to a wide range of viewers from elementary school students to students of university (35). In the last century, students of health courses have continually used movie in training. The training through movie and serial, especially in the field of health, has been widely used in transmitting emotions, social and spiritual psychology (36).

Bhagarsaid that no difference was made in the acquisition of knowledge when the movie was used for learning or not. Moreover, he stated that in many previous studies, precise design was not available for measuring and validating the results (37). A large number of studies have not used the control group to validate their results (40-38), and many stud-

ies have suggested a larger sample or have a control group for validation (41-42).

Among other reasons, these reasons are also a justification for the invalidity of these studies, and it has been argued that shallow and inferior results can be a serious damage to research planning in both quantitative and qualitative studies. While some of these studies are published as original experimental studies, it should be noted that how to monitor the results of these studies, the information gathering technique, the ambiguity, the lack of a clear target and the lack of a specific method to measure the impact of the movie as an educational method, so that the validity and effectiveness of these results get down to the question. It is necessary to make a checklist for qualitative evaluation of the impact of using various cinematic movies (cinematic conversation, reflective observation, functional, and practical) or any other educational method that is used in the movie or serial. This information will be crucial for helping to make decisions about using the movie as an educational method in order to publish information (43). While another study suggests the use of movie for improving the knowledge is incorrect (44).

Since the results of this study indicated that despite the significant difference in some aspects of Enrich (marital relationship, financial management and overall marital satisfaction score) in the intervention group after the movie therapy, it was expected that the intervention could have a significant effect on better marital satisfaction in the intervention group than the control group. This study did not gain to the significant change between the two groups of cases and control. Therefore, it is necessary that the differences in the above mentioned studies with the present study in

the context of understanding the meaning of insignificance of this study with those studies are carefully discussed.

Given that many couples did not have enough time to attend in-person programs, in addition, it was not possible to set up meetings that the couples could attend due to the lack of male participation at meetings. Also, a part of the population lived in rural and far away areas, which did not have easy access to educational sessions, even having the time and willingness to attend in particular training classes for couples. Therefore, we decided to use appropriate movies to improve the quality of life and couples' marital satisfaction and the strength of families, but the most important limitation of the present study seems to be the selection of these movies due to cultural heterogeneity, the original language of the movie and the subtitles problems. Although it relatively effective in improving the nine dimensions of Enrich, but due to statistically insignificant relationship, it could not achieve much success. Therefore, in order to investigate further, the second hypothesis of the research is suggested. This study should be examined though replacing the Iranian movies with appropriate educational concepts in order to be able to use this relatively inexpensive, accessible and easy educational method for promoting knowledge and reforming attitude and practice of couples in a way to achieve marital satisfaction. It should also be noted that because of the cultural sensitivity regarding matrimonial matters, we have encountered many difficulties in collecting samples, and of course, due to the same cultural sensitivity in Iran, movie therapy can be an appropriate way to educate marital taboo concepts for couples.

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