ASSESSMENT OF THE EFFECT OF RELATIONSHIP EDUCATION TRAINING ON MARITAL SATISFACTION AMONG YOUNG DUAL-CAREER COUPLES IN AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA

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MARCH, 2019

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY DEGREE (Ph.D.) IN HOME ECONOMICS

MARCH, 2019

DECLARATION

I declare that the work in this Thesis titled Assessment of the Effect of Relationship Education Training on Marital Satisfaction among Young dual-career couples in Ahmadu Bello University. Zaria-Nigeria has been performed by me in the Department of Home Economics. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at this or any other Institution.

Mohammed Lawal UMORU **Date**

CERTIFICATION

This Thesis titled "ASSESSMENT OF THE EFFECT OF RELATIONSHIP EDUCATION TRAINING ON MARITAL SATISFACTION AMONG YOUNG DUAL-CAREER COUPLES IN AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA" written by Mohammed Lawal UMORU meets the regulations governing the award of Degree of Doctor of Philosophy (Ph.D.) Home Economics of Ahmadu Bello University, Zaria, and is approved for its' contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to the researcher's beloved late father Mallam Umoru Emeje.

ACKNOWLEDGEMENT

The researcher wants to express profound gratitude and appreciation to his supervisors, Prof. E. Ike, Prof. A. Z. Mohammed and Prof. E. F. Adeniyi for their tremendous guidance, advice, constructive criticism, suggestions without which this work would not have been completed. The researcher sincerely remain very grateful for the time they had taken to go through this work from the beginning to the end despite their engagements. The researcher also wants to extend his gratitude to the Head of Department, Prof. E. E. Adamu for her contributions and advice for making this work a successful one. The researcher is forever grateful to Prof. P. E. Onuigbo and the Departmental PG coordinator, Dr. M. A. Abubakar for their excellent input and encouragement throughout the period of this study.

The researcher wish to thank and appreciateProf. T.O Ojo, Prof. S. L. Ajayi, and Dr. M. F. Ahuwan, for their unquantifiable support, excellent encouragement and purposeful direction towards the completion of this work. The researcher is grateful to Dr. S. S. Amoor, Dr. R.T Umar, Dr. S. Ibrahim, Mal. S. Abubakar, Mrs. B, A. Salauddin and Mrs. R. S.Aliyu for their moral and academic support that made this thesis work significantly less stressful. The researcher's appreciation goes to the non-academic staff of the Home Economics Department such as Mal. B. Abdulreheem, Mal. A. Mohammed, Mrs. R.C. Nweabe, Mr. M. Ogenyi, Mrs. E. Assat and Mr. Jatau, E, whose support encouraged me towards the successful completion of this study. The researcher wish to acknowledge the support of the Principal,Ahmadu Bello University Demonstration Secondary School, Zaria, Mal. M. A. Aliyu, and the Vice Principal Mal. G. Bawa, for providing the venue where the research was conducted. In addition, the researcher would like to appreciate the support of the Chief Security Officer, Ahmadu Bello University, Zaria,Col. Jibrin K. Tukur and his staff.

The researcher's special thanks go to his parents, Mal. Umoru Emeje and Hajia Halima N, Umoru. The researcher wish to appreciate his brothers, Usman, Arc. Tairu, Abuh, Yahaya, Nuhu, Isah, Habib Umoru; and his sisters, Mrs. Amina Sule and Habibetu Umoru for their support. The researcher's hearty appreciation goes to his darling wife, Mrs. Rekiyetu Mohammed who has shown an unfailing support throughout this study; to the researcher's beloved children: Miss Fatima, Hauwa, Ummu-Salma and Hamida Mohammed for their patience and understanding. The researcher also wish to thank his colleagues Mal. Jibrila Ademu, Dr. A. M. Sarkifada, Mrs. P. Adedokun, Mrs. T. Victor, Mrs.Ojotola A. O, Mr. V. Agburu, Mr. M. Aende and Mr. O. Olamide for their support. The researcher sincere appreciation goes to all his friends for their assistance and co-operation during the period of this research. The researcher is grateful to all the couples who participated in the conduct of the Relationship Education Training. Finally, the researcher appreciates the Vice Chancellor, Management staff, Academic staff, the Head and the entire staff in the Department of Vocational Education, Modibbo Adama University of Technology, Yola, and all those who showed their concern for the successful completion of this work. Above all, the researcher give thanks to Almighty Allah (SWT) for giving him the opportunity and resources to successfully complete this work

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OPERATIONAL DEFINITION OF TERMS

The following terms are defined in the context in which they are applied in this study:

Marital Satisfaction: The degree of good feelings or satisfaction couples receive in marriage.

Marital Satisfaction Components: They are determinants or indices of marital satisfaction. These include:

i. Communication
ii. Sexual relationship
iii. Financial management
iv. Conflict resolution and
v. Parenting.

Relationship Education: Is a training programme that equips participants with skills that help couples increase their chances of having healthy, stable and satisfying companionship.

Skills: These are coping capabilities and strategies that provide compatibility and positive attitude to marital satisfaction. Skills in this context refer to coping capabilities couples learn to use in each of the components of marital satisfaction for successful and joyful marriage life that enhance marital satisfaction. These include:

i. Communication skills
ii. Sexual relationship skills
iii. Financial management skills
iv. Conflict resolution skills and
v. Parenting skills

Young Dual-Career Couples: Refers to both couples who are married and involved in paid employment, and are in marriage between 1-10 years

ABSTRACT

The study assessed the Effect of Relationship Education Training on Marital Satisfaction among Young Dual-career Couples in Ahmadu Bello University, Zaria-Nigeria. Six (6) objectives guided the study. Six (6) research questions are answered. Six (6) hypotheses are tested. The population of this study was three hundred and seventy (370) that is one hundred and eighty five (185) dual –career couples of Ahmadu Bello University, Zaria.Seventy four (74) respondents(thirty seven (37) couples) with low marital satisfaction were purposively selected from the population. The Study adopted a Quasi-experimental design involving pre-test post-test design. All the Seventy four respondents were exposed to five weeks Relationship Education Training. ENRICH Marital Satisfaction Scale (EMS; Fowlers & Olson, 1993) was adapted and modified to suit the objectives of the study. The instrument was named Marital Satisfaction Enrichment Questionnaire tagged "MSEQ" which was used as an instrument for data collection. The instrument had reliability coefficients of 0.89 indicating high reliability. Mean and the standard deviation were used to answer all the six research questions. Paired sample t-test was used to test all null hypotheses 1-5 while Analysis of Covariance (ANCOVA) was used to test hypothesis 6 at 0.05 level of significance. The findings of the study revealed that communication skill training had significant effect on marital satisfaction [t (73, 0.05) = 4.469, p = 0.001, p<0.05], sexual relationship skill training had significant effect on marital satisfaction [t (73, 0.05) =1.651, p = 0.042, p<0.05], financial management skill training had significant effect on marital satisfaction [t (73, 0.05) = 4.480, p = 0.001, p<0.05], conflict resolution skill training has no significant effect on marital satisfaction [t(73, 0.05) = 0.928, p = 0.375, p>0.05], parenting skill training has no significant effect on couples' parenting [t(73, 0.05) = 2.365, p = 0.075, p>0.05]. The result further reveals that significant effect difference exists among the components

or indices of all the marital satisfaction [$F_{(369, 4)} = 52.77$, $p = 000$ $p<0.05$] and that relationship education skills training had improved Young Dual-career couples' marital satisfaction. From the findings, it is recommended among others that Ahmadu Bello University authority should be encouraged to establish relationship training unit in the University Counselling Centre to train dual-career couples on skills that will enhance their marital relationship and satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The emotional and mental health of the population depends on family health and family health depends on the health and continuity of relationship between husband and wife (Mohsen, 2015). No society can claim to be healthy unless it has healthy families. Marriage and marital relationship is the start of forming a family (Nasehi, Raeis, Jafari & Rahmani, 2004; Tahmasebi, Moghadasi, Alavi & Moradi, 2005). Marriage is described as a normative, personal life event in adulthood and involves the habitation of husband and wife with different characteristics and needs (Sevinc & Garip, 2010). In general, people get married for specific purposes such as finding meaning in life and living for a better quality of marital life. A good marriage guarantees a peaceful and joyful atmosphere for the attainment of a better marital satisfaction. It is the desire of every married couple in a marital relationship to attain a happy and satisfying marriage, however, according to Joseph and Inbanathan (2016), recent trends of improved opportunities of education for women and their subsequent entry into formal career have altered the traditional roles of couples in the marital relationship. This gave rise to the dual-career couple, which is a situation where both spouses are in paid employment.

Employment according to Bett, Kiptiony, and Sirera (2017), offers new sources of satisfaction among career couples and at the same time presents new types of problems that threaten marital satisfaction. Young dual-career couples in balancing career and marriage need to possess basic skills for the enhancement of happiness and satisfaction in marriage. It is worth noting that continuation of marriage depends on spouse sense of satisfaction with each other

Kantarkousheh & Hassan, 2010; Lucas, Parkhill, Wendorf, Imamoglu, Weisfeld, Weisfeld, 2008). Taking on the highly contending spheres of both marriage and work is causing problems among couples (Ochsner, 2012) and this may lead to low marital satisfaction (Barakat & Keikhosravani, 2014). This is more evident mostly among the young working couples that interface between marriage and work.

The interface between work and marital relationships is noticeable, especially for dual career couples, owing to the high expectations that each of these domains entails (Lewis & Cooper, 1987). In achieving a balance, negotiation and adjustment might be a key to enhance marital satisfaction. Effective negotiation and adjustment among couples require special marital skills to handle various marital satisfaction components. The positive role marital satisfaction plays in the stability of marriage is high (Fatehizadeh & Ahmadi, 2006). In the support of this statement, ten categories that were identified to predict strong and satisfying marriage according to Oslon (2018) are ranked in order of communication, flexibility, closeness, personality issues, conflict resolution, sexual relationship, leisure activities, family (parenting), financial management and spiritual beliefs. Very few studies have focused on how to provide skills in achieving satisfaction in marriage mostly in Nigeria. Such skills involve marital communication skills, sexual relationship skills, financial management skills, conflict resolution and parenting skills.

Marital satisfaction is simply the degree of contentment couples receive in marital relationship. According to some previous researches, marital satisfaction refers to a subjective and global evaluation of the relationship (Daiuto, Baucom, Epstein & Dutton, 1998; Marcaurelle, Belanger & Marchand, 2003). It is a situation in which, couples have the satisfaction and feel happy living together (Shakerian, 2010). Measurement of marital satisfaction among couples is

key to existence of a long lasting marriage. This is achievable through couple's e effort of self-regulation through love and care especially among young couples. This love and care requires intentional effort. One way to make this effort is through marriage enrichment programmes that teach couples the skills they need to make their marriages strong, satisfying, and enduring. The efforts of couple to achieve marital satisfaction are key in the development of the marital relationship. Despite all these assertions, marital issues as regards meeting satisfactory expectations of couples are on the increase most especially among the working couples (Scott, Howard & Natalie, 2012).

Indeed, working couples marital satisfaction is influenced by many factors, for example, safe and pleasurable sexual relationship is mentioned to be one of the most important factor noticed in the researches (Rahmani, Alahgholi & Merghati Khuee, 2009). The research findings indicate that sexual affairs are ranked first in a married life and sexual satisfaction can bring about a favorable and satisfying marriage (Alahveriani, Rajaie, Shakeri & Lohrasbi, 2010). Other factors that influence marital satisfaction include individual factors like attachment security, marital interactions like the husband's contribution to household labor or intimacy goal, and the influence of external stress. Williams and Lawler (2003) stressed that communication and parenting variables were strong predictors of marital satisfaction. The other factors influencing marital satisfaction concerns issues of race, class, gender differences, financial management and conflict resolution. This study focused on factors such as communication, sexual relationship, financial management, conflict resolution and parenting variables which are part of the indices that enhance marital satisfaction. Therefore, the study focused on the couple's communication skills, sexual relationship skills, financial management skills, parenting skills and conflict resolution skills for the enhancement of marital satisfaction.

Satisfaction in marriage is mostly anchored on couples meeting each other's communication expectations. Effective communication between married couples is the ultimate bond of companionship in marriage (Harris, 2014) and this requires a special skill. Poor communication style leads to anger and crises in marriage. One of the biggest issues in a marriage is to believe that the act of talking to one's partner is communication. Experience has shown that most young couples fall into common errors in communication; as complaint is not communication, criticism is not communication and emotional blackmail is not communication. Poor communication can lead to marital problems during the early years of marriage. Learning skills to express oneself with assertiveness based on one's feelings, accepting the views and needs of one partner rather than complaining or criticising might be the best way to attain marital satisfaction.

The sexual satisfaction has emerged as another significant factor associated with marital satisfaction that requires special skills. According to Sassler (2010) and Pinto and Neto (2012), a happy and satisfying marriage lies in the couple's ability to meet each other's sexual needs satisfactorily. Sexual satisfaction, including the frequency of sex and sexual activities, sexual interest and satisfaction of one's spouse has a great deal to do with marital satisfaction. Indeed sex according to Ayub (2010) is important to marital satisfaction. This is so as sexual inactivity may be a sign that there are other problems within the marriage. Acquiring skills for meeting sexual relationship satisfaction is an important part of keeping a relationship strong and loving, as sex can be a way of showing affection and marital satisfaction.

Another component of marital satisfaction is finance. A good financial management skill affects not only financial satisfaction, but also marital satisfaction and quality of marital relationship (Dion, 2013). Satisfaction with one's financial status can enhance marital

satisfaction. Conversely, financial difficulties and dissatisfaction with one's financial status according to Copur and Eker (2014) can lead to marital conflict and divorce. The way and manner a working couple manages their financial issues through better financial management skills have been shown to be a major factor contributing to satisfaction with one's marriage (Copur & Eker, 2014). Pinto and Neto (2012) have shown that imprudent financial behaviour among dual-career couple can lead to unkindness, decreased couple communication and diminished marital satisfaction. Perceptions of how well one's spouse handles money according to Copur and Eker (2014), also play a role in shaping the quality and stability of marital life. When individuals feel that, their spouse does not handle money well, they report lower levels of marital satisfaction (Britt et.al, 2008). Lack of skills to handle financial issues among couples may actually create low marital satisfaction (Copur & Eker, 2014).

Furthermore, low marital satisfaction is associated with poor conflict resolution mechanism and marital satisfaction is achievable when a couple resolves their marital problems amicably through effective conflict resolution mechanism. It is the responsibility of couples to provide this resolution mechanism at all time for better marital relationship and satisfaction. Marshall (2014) has shown that conflict is natural, but how healthy couples learn to resolve conflicts and its negative feelings through appropriate conflict resolution skills determine marital satisfaction and good parenting.

Satisfaction with ones parenting style and the ability of a couple to provide healthy parenting practices to promote children's well-being and marital satisfaction requires special parenting skills (Petch, Halford, Creedy & Gamble, 2012; Harris, 2014). Husbands and wives are happier when they use special skills to share child-rearing duties, however, sharing this responsibility does not necessarily mean that couple divides parenting practices equally.

Nevertheless, giving support to each other in this practice is a determining factor for love in marriage and marital satisfaction (Galovan, Holmes, Schramm & Lee, 2013). The bonds between fathers and their children also contribute to couples' marital satisfaction. Also, Galovan, et al. (2013) states that when wives feel their husbands are close to their children, both spouses report better marriages. This shows that the father-child bond is particularly important for wives. It is important for couples to realise that transitioning into parenthood is a stress period that requires an adjustment, most especially among dual career couples. To counteract the stress, Galovan, et al, (2013) recommends that dual-career couples should make each other a priority in discharging their parenting fulfillment in such a way that promotes marital satisfaction.

In promoting marital satisfaction, the study of Mercury (2016) has shown that many marital problems are rooted in couples' inability for solving problems. It is important to state that human needs a form of education that provide skills for coping with dissatisfied situations. This is more important in marriages, as training that helps the couple to have skills that improve their marital life is a way of solving marital problems. Fahami, pahlarazandeh and Asadi (2015) identified the most common concepts to demonstrate the amount of happiness and stability in marriage lies in the ability of spouses to possess adequate knowledge and skills to handle marital issues. More so, in the last two decades, husband and wife in working careers have become the common couple's relationship pattern in Nigeria and mostly within Nigeria University communities. It is an environment where young couples pursuing a career along with marriage. This category of couple deserves marital skills to handle the demands of these two domains to better their marital satisfaction. Acquiring these skills to better marital satisfaction can be attained through relationship education.

Relationship education training according to Dion and Hershey (2010), and Tabat (2015) is the training that provide skills to strengthen marriages most especially among the young couple. Young couples with their inexperience in marriage brings about challenges to marital satisfaction. Such challenges are that of resolving marital conflict, sexual fulfillment, good communication, mutual commitment, child bearing and rearing leads to decline in marital satisfaction. A decline in marital satisfaction among working couples in the institutions of learning affect not just the spouses themselves but also the students. This challenges require special skills. These skills are expected to strengthening marriage. It is based on inadequate relationship skills for sustaining and strengthen a healthy marriage for the attainment of marital satisfaction, is the compelling gap the researcher seeks to be filled by providing relationship education training to young dual-career couples with aim of assessing the effect of the relationship skills training on marital satisfaction among dual-career couples in Ahmadu Bello University Zaria.

1.2. Statement of the Problem

Marital and demands of work often create conflict among employed couples. The conflict between the needs of couple and demands imposed by work in turn leads to adjustment and adaptation problems in marriage (Beegan, Mugthar & Wani, 2017). This problems in most cases make the husband suffer the absence of the wife due to work, and wife bears burden of work stress both at work and at home. Prolong maladjustment leads to decline in marital satisfaction and brings about marital distress, separation and ends up in divorce. Finding harmony in between one's career and marriage roles requires adjustment among the couples. A well-adjusted career couple will have higher quality marriage life which leads to satisfaction and peace of mind in marriage. Spousal support becomes necessary as it improves marital adjustment and reduce

home/work conflict (Rinku, 2013). In solving maladjustment problems that brings about low marital satisfaction among young dual-career couples, proper relationship skills training plays a vital role for the successful marital adjustment and adaptation for a satisfying marriage.

Many couples have been and are still seriously at war with themselves simply because of the failure to acquire skills to enable them arrive at marital satisfaction, majorly that of communication, sexual relationship, finances, conflict resolution and parenting. The inability of most couples to arrest, manage or resolve these issues between them contributes to low marital satisfaction. The effect of low satisfaction in the marital relationship is anger and crises, which is one of the reasons for broken homes today. The problem of decline in marital satisfaction among young couples is not limited to Nigeria alone. For instance, statistics released by Statistics Canada. (2014) revealed that Canada had a marriage rate of 4.4 (per 1,000 people) and a divorce rate of 2.11 % which indicated thatnearly one-half of all marriages failed. Similarly, United States data showed that about 50 percent of marriages end in divorce. In Zimbabwe, divorce occurs in about two out of every five marriages.

The situation could be worse in Nigeria as growing numbers of expert observe that high divorce rate is due to a number of social changes such as women education and employment. For instance, in contemporary Nigeria, divorce is increasing with certain types of lifestyles and movements that have satiated the society such as increasing spousal irresponsibility and career woman ideology. According to Ezugwu (2013), the high rate of divorce in the country has become a source of worry to some Nigerians. Ezugwu (2013) stated that two-year statistics collected by Real news revealed that Customary Court, Ojo, Lagos, reported 67and 71 applications filed for divorce in 2011 and 2012 respectively out which the court granted 62 (approximately 45%) dissolution. Yakubu (2019) observed that divorce rates seem to be on the

rise, mostly among young couples in the Northern towns of Kano, Zaria, Katsina and Bauchi with reasons of decline marital satisfaction. Furthermore, evidence from the customary court in Zaria metropolis indicates a high rate of divorce most especially among young couples between the ages of 1-10 years in marriage. This suggests marital dissatisfaction.

Researcher's experience and information from the University Counselling Unit, indicates that, most young working couples complained of marital related problems of unresolved conflicts. The Researcher's further interactions with a number of young working couples within the University shows that there are difficulties in meeting certain marital expectations of their spouses due to stress from work, which mostly leads to poor handling of communication issues. Poor communication in most cases provoke other marriage-related challenges, such as challenges of resolving conflict, sexual fulfillment, finances, mutual commitment, child bearing and rearing.The resultant effects of threat to marital satisfaction is anger and crises which may eventually lead to broken homes, separation and eventually divorce. The negative effects of decline in marital satisfaction of dual career couple is not just on the marriage but also on the students, children, home, University community and the country.

The decline in marital satisfaction among young couples is an indication that every couple needs relationship education training in order to stay healthy in a marriage. In recognition of this, Atunse (2018) suggested the need for young couples with low marital satisfaction to go for marriage enrichment programmes that provides relationship skills, as a way to curb the increasing rate of broken homes so as to preserve the sanctity of marriage and build happier and satisfied home. The need to provide enlightenment through appropriate relationship skills training for marital stability and satisfaction necessitated this study. Going by information and literature the researcher had used, not much had been done to encourage the University to

establish a Relationship Education Training Centre in the Counselling Unit to assist in training career couples in dealing with marital related issues.

It is in view of the observed information and problems of low marital satisfaction among dual-career couples that made this study assessed the effects of relationship education training on marital satisfaction among young Dual-career couples in Ahmadu Bello University Community, Zaria. This study, therefore, seeks to know whether couples who participated in relationship education training differ in marital satisfaction before and after the training.

1.3 Objectives of the Study

The main objective of the study is to assess the effect of relationship education training on marital satisfaction among young dual-career couples in Ahmadu Bello University community, Zaria- Nigeria. Specifically, the study seeks to assess the:

1. effect of communication skill training on marital satisfaction among young dual-career couples in Ahmadu Bello University community, Zaria.
2. effect of sexual skill training on marital satisfaction among dual-career young couples in Ahmadu Bello University community, Zaria.
3. effect of financial management skill training on marital management among young dual-career couples in Ahmadu Bello University community, Zaria.
4. effect of conflict resolution skill training on marital satisfaction among young dual-career couples in Ahmadu Bello University community, Zaria.
5. effect of parenting skill training on marital satisfaction among young dual-career couples in Ahmadu Bello University community, Zaria
6. mean effect difference between the Components of marital satisfaction among young dual-career couples general marital satisfaction among young dual-career couples.

1.4 Research Questions

The following Research Questions guided the study:

1. What is the effect of communication skills training on marital satisfaction among young dual-career couples?
2. What is the effect of sexual skills training on marital satisfaction among young dual-career couples?
3. What is the effect of financial management skills training on marital satisfaction young among dual-career couples?
4. What is the effect of conflict resolution skills training on marital satisfaction among young dual-career couples?
5. What is the effect of parenting skills training on marital satisfaction among young dual-career couples?
6. What is the mean effect difference between the Components of marital satisfaction among young dual-career couples?

1.5 Research Hypotheses

The following null Hypotheses are formulated and to be tested at 0.05 levels of significance.

HO_1: There is no significant effect of communication skills training on the young dual career-couple's marital satisfaction.

HO_2: There is no significant effect of sexual relationship skills training on the young dual career-couple's marital satisfaction.

HO_3: There is no significant effect of financial management skills training on the young dual career-couple's marital satisfaction.

.HO_4: There is no significant effect of conflict resolution skills training on the young dual career-couple's marital satisfaction.

HO_5: There is no significant effect of parenting skills training on young dual career-couple's marital satisfaction.

HO_6: There is no significant mean effect difference between the Components of marital satisfaction among young dual-career couples.

1.6 Significance of the Study

The results of this study are expected to be of significance to the young dual couples and intending couples; married couples, Home Economists and marriage counselors; Curriculum developers, Government and Non-Governmental agencies in the following ways:

It is expected that the knowledge dual career couples gained during the training would help in enhancing their skills in improving their marital satisfaction. In addition, intending couples might equally use the findings as a guide for marital preparations.

The study would to be beneficial to married couples, as the findings may help them to adjust their marital responsibilities.

The study would to be useful to Home Economics professional and marriage counselors in terms of using the document and its findings as a guiding material in teaching students in marriage-related issues and topics. It can also serve as working tools for organising regular talk shows on Television and Radio programmes, seminars and workshops on various marital issues such as communication, financial, conflict resolution, sexual relationship and parenting.

Curriculum developers are expected to benefit from the findings of this study as it may serve as a source of the document to bring about suitable topics and programmes on marriage-related issues in relation to pressure from work on marital relationships. In addition, curriculum

developer can use the findings to develop an indigenous relationship education training manual that is more suitable to our cultural realities.

The outcome of this study would to serve as document to assists University authority Government and Non-Governmental agencies handling marital issues, and most especially the ministry of women affairs and other related bodies.

1.7 Basic Assumptions of the Study

This study was specifically carried out on the assumption that:

1. Dual career couple who attend relationship education training may have better communication skills for their marital satisfaction
2. Dual career couple who attend relationship education training may have better sexual relationship skills for their marital satisfaction after the training.
3. Couples may use skills acquired during the training to map out a workable plan for their finances to avoid misunderstanding that can lead to the end of their marriage
4. The couple may use conflict resolution skills acquired during the training to resolve their marital issues amicable through effective Conflict resolution mechanism for better satisfaction in marriage
5. Couples may see a change in their marital satisfaction, which is the major determinant of long-lasting marriages after the training.

1.8 Delimitation of the Study

This study was delimited to the Effect of Relationship Education Training on Marital Satisfaction among young Dual-Career Young Couples in Ahmadu Bello University Community, Zaria- Nigeria. This is because there are young couples where both spouses are involved in the parallel task of gainful employment, at the same time bear the responsibility of

providing marital satisfaction. It was also delimited to working young couples, between one to ten (1-10) years in marriage. Experiences and study have shown that young couples face many challenges during these years of marriage and these can affect their satisfaction. This group of persons were in a better position to give accurate information on marital satisfaction based on their experiences as working young couples. The study was further delimited to key skills components of marital satisfaction such as communication skills, sexual relationship skills, finance management skills, conflict resolution skills and parenting skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature to the study. It is arranged under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.2.1 Concept of Relationship Education Training

2.2.2 Dual Career Couple

2.2.3 Need for Relationship Education for Dual Career Couples

2.2.4 Marital Expectations in Marriage

2.2.5 Marital Satisfaction

2.3 Components of Marital Satisfaction among Dual Career Couple

2.3.1 Communication and Marital Satisfaction

2.3.2 Sexual Relationship and Marital Satisfaction

2.3.3 Financial Management and Marital Satisfaction

2.3.4 Conflict Resolution and Marital Satisfaction

2.3.5 Parenting styles and Marital Satisfaction

2.4 Relationship Education Training Skills and Marital Satisfaction

2.5 Review of Related Empirical Studies

2.6 Summary of the Reviewed Literature

2.1 Theoretical Framework

Despite optimistic beginnings, young working couples on average experience decline in marital satisfaction across the early years of marriage due to some challenges of career and

marital relationship (Lavner, Karne & Bradbury, 2014). Understanding and application of this theory to relationship education is critical to any study that involve marital relationships (Higginbotham, Henderson, & Adler-Baeder, 2007). This is necessary when taking a multi-dimensional approach to human behaviour most especially, satisfaction in marriages (Fine & Fincham, 2013) and involvement of couples to work and marriage (Hatami - Varzaneh,Esmaeily,Farahbakhsh & Borjali, 2016).

Halford, Sanders, and Behrens (1994) propounded theRelationship Self-Regulated Theory after a thorough analysis of the study of social cognitive theory of self-regulation behavior of Bandura (1991). The work brought together behavioral and cognitive components in which Bandura concluded that, "Humans are able to control their behavior through a process known as self-regulation. In giving the usage of this theory, Halford, Sanders, and Behrens (1994) applied self-regulation theory to couple relationships and proposed the term Couple Relationship Self-Regulation Theory. This theory states that the key attributes of couple interaction is the extent to which partners put effort to sustain and strengthen their relationship.

Relationship is strengthened when couples work on marital satisfaction indices. Working to improve a relationship has been reported by several studies through relation enrichment programmes (Halford, Sanders & Behrens, 1994; Mayer, Larson Busby, Harper, 2012). In considering the effect of relationship education training on marital satisfaction among dual career couples, it has become necessary to understand the theoretical perspectives of Relationship Self-Regulation Theory. Applying Relationship Self-Regulation Theory to couples relationship, Halford, Sanders, and Behrens, (1994) proposed that this theory involves appraisal, goal setting and change implementation of couple behavior. Appraisal in this study involves describing couple present behavior as regard level of marital satisfaction. Goal setting involves

defining specific and actionable goal for change in one's behavior. Based on the appraising of relationship functioning which in this study is marital satisfaction. Change implementation involves taking active steps to achieve relationship goals that will bring about self-change to help sustain the relationship satisfaction of both partners.

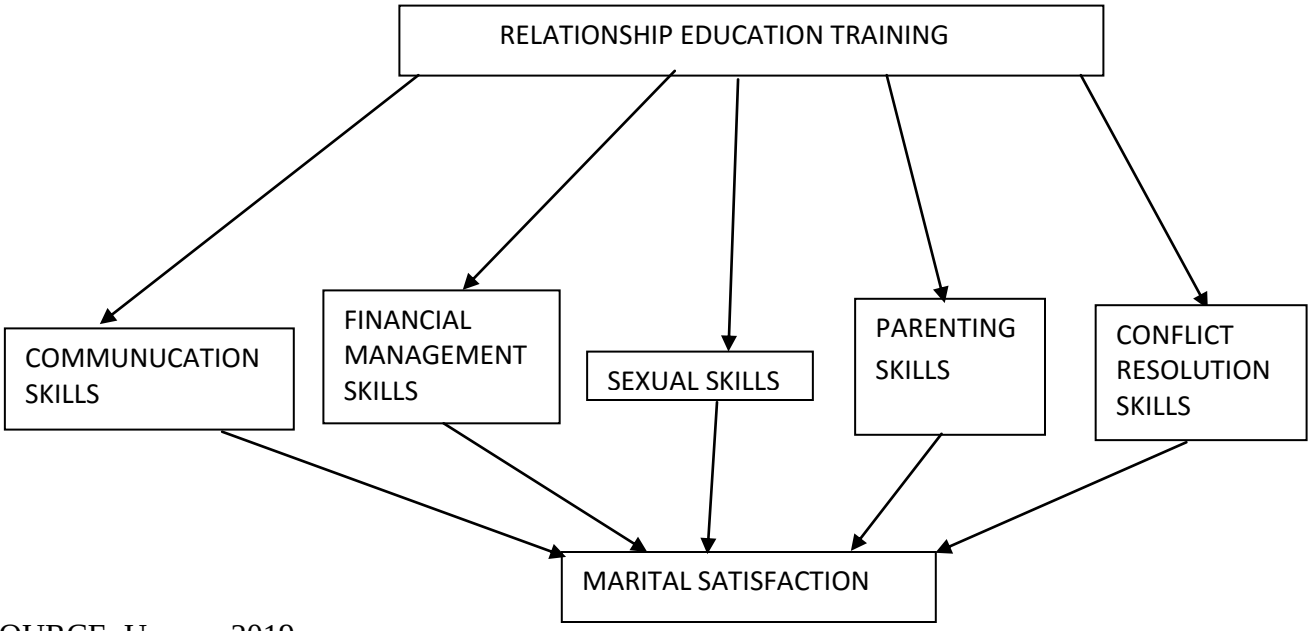
Reflecting on the Relationship Self-Regulation Theory, this theory encourages couples to focus on one's skills, trying to understand one's own feelings and needs, experimenting to meet these needs, and exploring resources within the marital relationships to provide satisfaction in marriage. Girgzde, Keturakis and Sondaite (2014) states that Relationship self-regulation is a way for couples to work on their relationships and to equally set goals for improved marriage. Relationship self-regulation increased through teaching skills that enhance maintenance of relationship among couples (Halford, Sanders, and Behrens, 1994). Couples working to improve on their marital relationship brings about marital satisfaction (Girgždė, Keturakisb, & Sondaitėa, 2014).

In the discussion, the researcher shows how the theory linked, and how they contributed to the understanding of relationship education training on marital satisfaction. This is of significance to couples most especially at the early years of marriage (Lavner & Bradbury, 2010 and Lavner & Bradbury, 2017). The theory highlighted insight into understanding the effect of relationship training as regard outcomes, most especially as it relates to marital satisfaction of young dual career couples for a satisfying marriage.

2.2 Conceptual Framework

This framework depicts the links between the relationship training skills and marital satisfaction (Figure1).

FIG. 1



SOURCE: Umoru, 2019

Fig. 1: Schematic presentation of the Conceptual Framework output pathways model between Relationship Education skills training and Marital Satisfaction.

In this conception, the effective determinants of marital satisfaction are the ability of couples to use appropriate communication, sexual, financial, parenting and conflict resolution skills to meet each other's marital satisfaction. It seems more reasonable to search for the effect of relationship intervention (relationship education training) on the link between skills that enhances the marital satisfaction of spouses in dual-career marriages. In the model (Fig.1), it is assumed that training that provides skills can act as an intervention variable (independent variable) and to what degree of marital satisfaction (dependent variable) do they receive in the relationship. Drawing on the figure, it has shown that marital satisfaction with one's marriage is

the dependent variable while relationship training is the independent variable. Therefore, satisfaction with one's marriage and a sense of marital satisfaction fulfillment couple receives depends on the skills couple possessed. Shaping the mindset of the couple with marital satisfaction problems within the marriage requires a special and appropriate training which relationship education provides.

2.2.1 Concept of Relationship Education

Relationship education is defined as efforts or programmes that provide education, skills, and principles that help individuals (a person not in a relationship or a person without his or her partner) and couples increase their chances of having healthy and stable relationships (Silliman & Schumm, 2000). This Education typically starts with young couples who are happy and share the goal of keeping their marriage stable and satisfying or those who express dissatisfaction in their marriages. The peculiarity of the participants' situation determines the form in which relationship education training is delivered. In most cases, it is in form of workshop setting or any form dim suitably. It is typically manualised to avoid practitioner following his or her own experiences and instincts' that may reduce the effectiveness of the intervention (Eisenberk, 2011). Relationship education training needs to have a plan of action to address issues. It opens the door to seeking more services when needed. Relationship education provides the best way to reach diverse couples with evidence-based services (Markman, & Rhoades, 2012). Relationship Education training provides skills building around various topical issues that enhance marital relationship and competencies. It involves an explanation of skill building to help couples better understand one another (Halford, Markman & Stanley, 2008). Healthy marriage and relationship education encompasses a broad array of educational services designed to help couples experience healthy relationships. Most healthy marriages and relationship education training

focused on enhancing relationship skills of communication, Conflict resolution, and financial management (Harris, 2014; Marshall & Van, 2014).

The key issue in the relationship education field involves motivating people who are not currently experiencing problems to seek services or take advantage of services. Training in relationship education can also lead to new avenues for providing services. Disagreements in a relationship are always there, but what is important is for the couples to know how to manage them and keep them from contaminating the rest of the marriages or relationships. Many of the activities that attendees complete and most of the techniques or concepts they learn during training can easily translate into therapy (Tabat, 2015). Thus, training and experiences in relationship education can increase flexibility as a therapist most especially when young dual-career couples are involved.

2.2.2 Dual-dual career couple

Rapport and Rapport (1969) were the first researchers to use the term dual-career couple and Katharina (2015) describes a dual career couple as two people in a marriage with a career. ‘’Dual career couple also refers to a dual worker, two pay cheque or two people career-family’’ (Joseph & Inbanathan, 2015). According to Clement and Clement (1969), the dual career couple is defined by the fact that both partners follow their career path while not renouncing having an interpersonal marital relationship and a satisfying marital life. In Nigeria, most especially the University communities are gradually getting used to the idea of dual-career marriage. Couples are expected to fulfill marital roles in their marital relationship despite their commitments to career. This presents a challenge to the dual-career couple, which requires a degree of commitment, negotiation, and adjustment to overcome it. Employment has a profound effect on the marital life of a couple. Employment also influences marital satisfaction of young

couple both positively and negatively (William, Appiah & Botchway, 2015). For instance, in the study of Fider, Fox and Wilson (2014) in addition to the study of Ajidahun (2015), traditional family context, the husband is believed to work and earn a living to provide for the family while the wife is expected to be the primary caregiver for the husband and children. In Nigeria, the African tradition holds that the man as the husband of the wife and head of the family is not expected to do house chores; rather, he should provide financial support for the family. That is, women are expected to do most of the housework. These views have changed due to the involvement of a couple in career opportunities. As a result, spillover pressure from work affects the marital satisfaction of couples.

It is expected that the husband and the wife should look at how to handle and provide the multi-marital demands on them for a successful marriage. The couples who have paid employment outside the home life and meet its interpersonal marital expectations have high marital satisfaction. Acquiring educational skills and strategies in handling these challenges through relationship education training may serve as an alternative for a better marital relationship.

2.2.3 Need for Relationship Education Training to Dual Career Couple

A new approach to avoid and prevent marital dissatisfaction and marriage breakdown is relationship education (Lucier-Greer, Adler-Baeder, Harcourt, & Gregson, 2014). It is based on the assumption that couples can learn how to have a successful and stable marriage (Stelzer, 2010; Parhizgar, Esmaelzadeh-Saeieh, Kamrani, Rahimzadeh & Tehranizadeh, 2017). Therefore, Relationship Education Training is an educational, interventional and preventive approach to marital dissatisfaction (Markman & Rhoades, 2012). Marriage opens up a broad range of issues for couples, most especially the dual career couples who combine career and

marital relationship. This group of couples requires training that provides skills on how to deal with the issues in marriage.

The training serves as the basis for the progress of couples' relationship as regards various components of marital satisfaction. Marital satisfaction components that require skills include communication, conflict resolution, finance, sexual relation and parenting (Davazdahemami, Ghasemi & Ehsanpour, 2004). Recent studies have emphasized on the needs for couples to acquire skills to improve on all components of marital satisfaction (Khaleghinejad, Abbaspour, Afshari, Attari & Rasekh, 2009). For example, skills on sexual relations and satisfaction (Esmat, Narges, Abedin, Mohabbar & Sholeh, 2016; Pinto & Neto, 2012) and conflict resolution satisfaction between partners (Mokhtari, Zanjani, Shiri, Mazloomzadeh & Zaheri, 2013). Many studies have shown that marriage brings happiness and well-being to people and that marital conflict and dissatisfaction not only affect couples' psychosocial actions and performances but also negatively affect the growth and development of children and youths in the family (Rahmani, Merghati Khoei, Sadeghi & Allahgholi, 2011).

2.2.4 Marital Expectations in Marriage

The society's standards and roles expectations of both husbands and wives in marriage are ever changing. Couples must regularly consult one another for direction and guidance. Living out spouse roles in marriage, agreeing on and fulfilling marital expectations, and making decisions for one's relationships should be a joint process characterized by mutual submission and negotiation (Harris, John & Olsen, 2013). One's actions and decisions should be consistent with love rather than selfish ambition as decisions faced in marriage; it is often helpful to seek guidance from wise individuals. Getting another perspective can provide a different point of view, reveal blind spots, and help the couple from the experiences of others. Sufficient teaching

and guidance to improve understanding of marital expectations attribution tends to bring about stability in the marital relationship most especially among young couples (Tabat, 2015). This can give comfort and satisfaction in marriages.

Comfort and satisfaction in marriage bring each spouse to equal value, yet distinct in role. To maintain this order, there is a need to establish a coping skill for husbands and wives to reflect this relationship and oneness. Relationship education training seeks to provide both general and specific teachings about the skills that enhance the satisfaction of the husbands and wives (Johnson, Lafontaine, Moser, Dalgleish & Tasca, 2017). Marital relationship designs these roles to complement one another, and one role is incomplete without the other. For example, wives are able to submit to husbands more easily, when husbands possess good communication skills in expressing love to their wives. Husbands more naturally show love and affection towards their wives when the husbands feel respected and valued. Women feel loved when they are cherished; men feel loved when they are respected. Without love, women feel insecure and unimportant. Without respect, men feel devalued and criticized (Nauert, 2015). In achieving all these for the general satisfaction of the husbands and wives, skill training is necessary (Kroger, Kliem, Zimmermann & Kowalski, 2017).

Spouses should practice mutual respect, honor, and submission. Mutual respect, honor, and submission are also keenly present or absent in marital relationships. Their presence helps relationships flow more smoothly through the difficulties of life. Their absence leads to emotional hurt, disconnection, and conflict. There are specific teachings for husbands and wives. Husbands and wives are encouraged to meet their spouse's deepest needs for love and respect. Husbands are to assume the role of a leader who will watch for and guide the course of the family. This role includes loving in a self-sacrificing way that does what is necessary to

make a wife feel nourished and cherished. This number of roles and expectations apply equally to both spouses in a marriage to enhance satisfaction (Lewis, 2012).

Problems of marital dissatisfaction can easily arise if the roles are not clearly defined, and too rigid, or if one or both of the spouses is not being accountable for taking care of his/her responsibilities. For example, if one spouse makes all of the decisions and has complete control, the marriage will be unbalanced. Conversely, if one spouse avoids responsibilities, procrastinates, or does not follow through on completing tasks, the marriage will be just imbalanced. Therefore, in order to avoid problems in these areas, spouses using good communication skills should discuss on how each one feels about the marriage for the enhancement of marital satisfaction. Clear marital skills and proactive communication also can help in dealing with these issues when they arise.

2.2.5 Marital Satisfaction

Marital satisfaction is considered as a psychological situation that does not develop on its own, rather it needs efforts of both partners, particularly in the first few years of marriage, when the marriage is most unstable and relationships are at greatest risks. Marital satisfaction is one of the most important and influential factors in the continuation of a successful, healthy and happy life (Cobb & Sullivan, 2015). Several studies have reported that marital satisfaction is influenced by certain marital characteristics of parenting (Twenge, Campbell, & Foster, 2003), financial issues (Frank, Fincham & Beach, 2010), and sexual satisfaction (McCabe, 1999). Provision of good communication always has a link to marital satisfaction (Yoo, Bartle-Haring, Day & Gangamma, 2014). Other important attributes to marital satisfaction are conflict resolution (Mackey, Diemer & O'Brien, 2000). In addition, there are also good relationships between marital satisfaction and coping skills among couples (Bianchi & Milkie, 2010). Many

relationship professionals have a census on identifying influential factors on marital satisfaction and believe that a successful marriage requires special abilities and skills that a couple should have in meeting the various components of marital satisfaction. These skills include communication skills, conflict resolution skill, financial management skill, sexual relation skill, and parenting skill.

2.3 Components of Marital Satisfaction and skill training among Dual Career Couple

Marital satisfaction requires adjustment of both personalities (husband and wife) which are of different background, there by promoting success and stability in their marriage. This definition portends stability that couples most especially the young ones who are pursuing a career and at the same providing interpersonal marital satisfaction, require special coping skills for communication, sexual, financial, parenting and conflict resolution. Lack of proper relationship skills is the major issue leading to dissatisfaction in couples' lives (Barakat & Keikhosravani, 2016). In managing marital relationship, Veldorale-Broga, Bradford, and Vail (2010) state the need to acquire knowledge, skills, and strategies in actualizing these marital satisfaction components through relation education training and any marriage enrichment intervention.

Most studies about factors affecting marital satisfaction have all concluded that several factors underlie this problem, and if considerable attention has not been paid to it, marital dissatisfaction and separation between spouses will continue to rise (Barakat & Keikhosravani, 2014). So, in order to avoid dissatisfaction in marriage, and ultimately solving them, effective strategies be offered to couples. Improving the relationship between husband and wife requires martial skills, especially coping skills that is obtained through teaching and learning. Defects in martial skills at all stages of marriage can have negative effects on marital satisfaction. Thus,

according to this problem, one fundamental question comes to mind: to what extent the skills to deal with marital satisfaction can have on an increasing marital dissatisfaction among couples.

2.3.1 Communication and marital Satisfaction

Experts have a census on identifying influential factors on marital satisfaction and believe that successful marriage requires special abilities and skills that the couple should have including communication and problem-solving skills. Ineffective communication creates an interpersonal gap, which is usually experienced in all aspects of life. Lack of necessary skills for the start and continuation of a happy marriage can lead to loneliness, disease, stress, and feeling of incompetence, family problem and even death. Farnam et al. (2011) show that the acquisition of effective communication skill through relationship training and counseling provides a better impact on the marital satisfaction of couple. Communication skills can have a significant impact on the sexual function of infertile couples, and communication skills training can improve the quality of marital life skills through the counselling sessions conducted with infertile couples (Fahami, Pahlaranzadeh & Asadi, 2015).

Communication skills training according to Farbod, Ghamari, and Majd (2014), helps couples to send their messages more explicitly and hence come to a deeper understanding of one another. Systematic training of positive communication skills to couples and at the same time practice of communication skills by couples will add positive habits into their behavioral repertoire and these habits will be used in a conflict situation and avoid engaging in stress-induced behaviors such as criticisms, blaming, and taunting all for purpose of stable and satisfying marriage.

2.3.2 Sexual Relationship and marital Satisfaction

Rahmani, Merghati, Sadeghi and Allahgholi (2011) state that knowledge about sexual issues in relation to sexual pleasure and marital satisfaction is one of the crucial factors influencing couples' sexual satisfaction. According to Shahsiah, Bahrami, Etemadi, Mohebi (2012), sex education through counseling helps in improving couples marital satisfaction. This is evidence that sexual satisfaction among dual-career couple if properly provided and adequate skills gained on sexual relation and communication skills may have an impact on the sexual aspect of marital satisfaction. Shahsiah et al. (2012) show that sex education through relation education training has a significant effect on marital satisfaction. This then shows that providing skills that enhance sexual satisfaction, which is one of the very important components of marital satisfaction, is necessary for overall interest in marriage.

This as sexual communication is associated marital satisfaction. Sexual satisfaction and healthy couple communication have repeatedly been found as two of the most important predictors of relationship satisfaction (Yoo, Bartle-Haring, Day & Gangamma, 2014). Mark and Jozkowski, (2013) stated that communication and sexual relationships are associated marital satisfaction. Young couples along with the commitment to career may lack skills in communicating sexual desires due to spillover stress from work and as the relationships progress, and when better relation skills to help adjust to changes within the relationship, may bring about anger and crises which result is decline marital satisfaction. Jones (2016) stated that couples who discussed sex more were more likely to be relationally and sexually satisfied. In an effort to increase marital satisfaction, researchers have continuously supported the need for relationship skills training mostly that of sexual skills training (Lotfi, & Vaziri, 2011).

2.3.3 Financial Management and Marital Satisfaction

Marriage puts two individuals into a setting in which they must work together to manage and use money. It is easy to forget that marriage is a financial partnership as well as a romantic relationship. Yet, financial practices and patterns can help or harm marriages. Financial problems are associated with increased levels of stress for spouses, decreased levels of marital satisfaction, thus, the elimination or resolution of financial problem contributes to happier marriages (Sanchez & Gager, 2000). This is true especially when both couples are pursuing their career choices, as it seems logical to many people that if wives and husbands share finances together, healthier and satisfying marriages occur.

Provision of financial management skills is a duty that couples in a marital relationship must acquire and handle with all seriousness it deserves. This is so because poor financial management among couples leads to marital dissatisfaction (Zimmerman & Robert, 2012). Conflict over money repeatedly results in a poor marital relationship. Conflict over money enhances the poor marital relationship and results in low marital satisfaction (Marshall & Van, 2014). This is because both the husband and the wife have undergone financial strain that affects their emotion, which eventually affects marital satisfaction (Copur & Eker, 2014). Several researchers in this area have supported this stand (Archuleta, Britt, Tonn & Grable, 2011). Furthermore, the inadequacy of communication about finances can lead to misperceptions about partners' spending behaviors, which can lower marital quality and satisfaction (Britt, Grable, Nelson Goff, & White, 2008). Dew and Stewart (2012) supported this by expressing that economic pressure is positively associated with financial conflict and financial conflict is a complex marital phenomenon that both marital therapists, financial counselors and other experts may help reduce. Copur and Eker (2014) state that when financial

issues are not well-managed, difficulties and dissatisfaction with one‘s financial status can lead to marital conflict and divorce is eminent.

Acquiring financial skills in meeting financial expectations of couple predicts marital satisfaction and this is important especially among dual-career couples where both earn income (Marshal & Van, 2012). Income earning by both the husband and the wife is advantageous to the marital relationship, but in a situation where gender attitudes of couples that arises from the belief that the husband being the breadwinner of the home must provide all the financial needs of the home and the wife being the owner of domestic chores that takes the responsibility of all the domestics activities. This situation calls for negotiation on the adjustment of the marital role as regard financial issues for better marriage life. Couples who are experiencing difficulty in negotiating and adjusting their financial issues deserve relationship education training on financial management for a satisfied marriage to occur (Dew & Stewart, 2012).

Skogrand, Johnson, Horrocks, and Defrain (2011) supported the statement that couples who attend financial management training have a high degree of trust, good communication about finances, and little or no debt. Thus, participating in a relationship education training most especially in the area of financial management may prove to be helpful for some couples because it provides the strategies and skills in learning about budgeting, saving, and record keeping and discussing other financial issues. Dion (2013) stated that, acquiring skills on how to manage financial issues among couples help in marital harmony, stability, and marital satisfaction.

Dew and Stewart (2012), found out that in happier couples, wives have significant influence in financial matters, such as withdrawing cash, paying bills, and managing expenditures, however, this study will find out if husbands and wives in this research are in

happier marriages and equally take part in the couple's financial decisions; it then means they are practicing role specialization. Role specialization occurs when each partner helps manage the finances but each specializes in different aspects of the finances like foods and school fees. How couples decide to handle financial matters in the early years of the marriage can have an impact on the quality of their marriage down in the future. Establishing fair and equitable financial practices at an early stage in marriage is a valuable pillar in the foundation of a healthy marriage (Dew & Stewart, 2012).

Financial problems affect marriages from the very beginning of the marriage. Financial patterns established in the first two years of marriage can foreshadow a couple's long-term prospects more than a decade later (Skogr, Schramm, Marshal & Lee, 2005). The initial division for handling family finances in the first few months of marriage is related significantly to subsequent marital satisfaction and divorce. Establishing a fair and equitable skill pattern of handling money early in marriage appears to be important for the quality and stability of the marriage and making decisions about finances is another commonly reported problem among young couples (Skogrand, Johnson, Horrocks & Defrain, 2011

2.3.4 Conflict Resolution and Marital Satisfaction

Conflict is natural and experienced by every couple in the relationships and daily lives. No couple is perfect and agrees on everything or gets along with each other all the time. What is important is that healthy couples learn ways to manage these conflicts and negative feelings so that these situations do not get worse. Hence, necessitate the reason for relationship education training.

When a couple fights, they are usually not the only ones who are affected by the conflict. A healthy relationship between couples can have a positive impact on their children’s well-

being, behaviour, and future relationships. On the other hand, when couples are stressed out due to career, their children can suffer (Harris, 2014). Children also learn by watching their parents, so it is important that they see their parents dealing with conflict in healthy ways. Conflict does not just happen in romantic relationships, learning how to manage conflicts and accepting responsibility for resolving conflict among dual-career couples in a marital relationship is a key component to marital satisfaction. Assessing the extent to which the skills deal with marital conflicts can have an impact in increasing the marital satisfaction of couples.

Golden (2016) stated that conflict in most cases comes up in different forms as a result of work stress and the way couples communicates matter a lot in conflict resolution. For example in the heat of the moment, destructive conflict can creep into disagreements. This is especially the case when partners seem to conflict with each other. Such conflict most frequently occurs with regards to money, sex, work, parenting and housework. Couples should always remember that:

i. destructive messages will only make things worse, never better:

ii. criticism involves attacking your partner to portray yourself as being right and the other person as being wrong, often using statements such as, “You always” or “You never.” Statements with these phrases are rarely accurate and should be avoided.

iii. Defensiveness happens when you see yourself as the victim who’s being attacked. You may think “The problem isn’t me, it’s you!” Defensiveness may include making excuses, denying responsibility, and sarcasm. Although these reactions might be normal, defensiveness will keep you from being able to deal with the issue at hand because you are not open to suggestions or trying to understand your partner’s perspective.

iv. Contempt involves attacking and intentionally putting your partner down through name calling (such as saying fat, stupid, ugly, or lazy) or body language (such as sneering, eye rolling, curling upper lip, or rude gestures). Contempt is the most toxic and destructive way to try and deal with conflict.

v. Stonewalling is the "whatever" moment in the relationship when one partner stops caring and checks out by refusing to communicate.

Golden (2016) added that, like all habits, couples that need to resolve conflict must develop skills, time, patience and commitment for the overall interest of marriage. Hence the need for relationship education training among young dual career couples.

2.3.5 Parenting and Marital Satisfaction

The quality of a couple's relationship has a "spillover effect" on the parent-child relationship. The healthy couple and co-parenting relationships increases the likelihood that children be reared in a safe, nurturing and stable home environment. When things are going well in a couple's relationship, the positivity promotes positive parenting and eventually leads to marital satisfaction. Healthy relationships and parenting practices go hand-in-hand. Both benefit children by creating secure attachments, sustaining an environment conducive to playful exploration and learning and modeling healthy communication (Roggman, Boyce & Innocenti, 2008). Developing healthy parenting practices involves finding a balance between the individual, couple, family, work, and other related needs and responsibilities.

Finding a balance between career and parenting among dual-career young couple is a necessary tool for marital satisfaction. In finding this balance, effective parenting skills are required. In this regard, one way of strengthening parenting is the acquisition of skills through relationship education training. Healthy parenting might promote healthy relationships for

marital satisfaction (Harris, Johnson & Olsen, 2013). Gambrel and Piercy (2015) shows that four themes emerged when relationship education on parenting roles as positive changes for self, improvements in the couple relationship, encourage parental preparation for the baby, and enhancement of male involvement in parenting and couple confidence about becoming parents for overall marital satisfaction.

Healthy parenting according to Harris, Glenn, Rappleyea, Diaz-Loving, Hawkins, Daire, Osborne and Huston (2008) involves practices that lead to stable and satisfying parent-child relationships built upon a strong friendship that is safe, secure, loving, and nurturing, as well as being characterized by an ability to negotiate differences and resolve conflict, with the absence of abuse, neglect, or violence. According to Nauert (2015), father involvement and participation with the children seem to be important ways for husbands to connect with the children their spouse. This connection is said to be better for couples (Scott & Plagnol 2012). The bonds between fathers and their children also contributes to couples' marital satisfaction, "When wives feel their husbands are close to their children, both spouses report better marriages and the father-child bond is particularly important for wives" (Schober & Scott, 2012).

Couples should realize that transitioning into parenthood requires an adjustment period, and it is normal for husbands and wives to feel stressed. To counteract the stress, Nauert (2015) recommends that parents make children a priority to enhance couples' marital satisfaction and improve the quality of their relationships. The inadequacy of necessary skills and knowledge in handling some of these marital issues lead to marital dissatisfaction. In providing these skills and knowledge, many researchers have supported the need for relationships education training (Carroll & Doherty, 2003, Hahlweg & Richter, 2010; Yilmaz & Kalkan, 2010; Vail, 2012).

Parenting skills that deal with discipline of children bring about better marital satisfaction. Skills on discipline according to Centers for Disease Control Prevention (2017), involves the"3 Fs" of Effective Parenting ondiscipline. These involve:

i. Firm**:** Consequences should be clearly stated and then adhered to when the inappropriate behavior occurs.

ii. Fair**:** The punishment should fit the crime. Also in the case of recurring behavior, consequences should be stated in advance so the child knows what to expect. Harsh punishment is not necessary. Using a simple Time Out can be effective when it is used consistently every time the behavior occurs. Also, use of reward for a period of time like part of a day or a whole day when no Time Outs or maybe only one Time Out is received.

iii. Friendly**:** Use a friendly but firm communication style when letting a children know they have behaved inappropriately and let them know they will receive the "agreed upon" consequence. Encourage them to try to remember what they should do instead to avoid future consequences. Work at "catching them being good" and praise them for appropriate behavior.

2.4 Relationship Education Training skills and Marital Satisfaction

A study in which couples are involved in a marital relationship most especially among dual-career ones requires skills to meet marital satisfaction. Nema (2017) suggests that the relationship could depend on the support of both spouses in the marriage. Nema (2017) adds that, the ability of spouses to handle and manage marital issues needs adjustment. Adjustment is done through a guided training. Dissatisfaction with marital issues due to lack of skills and strategies for emotional support in a marital relationship is a recipe for low marital satisfaction.

Consequently, dissatisfaction could have implications for interventions that target relationship education enhancement that is directed at teaching couples skills on how to show caring behaviours towards each other especially among young dual couples (Dick, Futris & Barton, 2010). Relationship education and marital satisfaction are crucial in shaping marital quality and satisfaction. Relationship education training serves as interventions for poor marital satisfaction and is to target changing spousal attitudes in terms of gender and cultural role within marriages (Halford & Bodenmann, 2013).

Several kinds of literature have observed the need for strategy in enhancing marital satisfaction of couples through skills (Ngazimbi, 2009). Marital satisfaction is all about what roles couples should provide within the marital relationships dynamics that bring about good feeling in marriage. In a situation where certain marital satisfaction components are not met, there is a possibility of marital dissatisfaction to occur in marriages, most especially among dual career couples. Sharp and Ganong (2000) reports that, having a high-unmet expectation in marriage is destructive to the marital relationship and this is so most especially among young dual couples.

The need to ensure that components of marital satisfaction are fulfilled is supported by Gere and Helwig (2012) and Johnson (2015). When the reality of marriage does not live up to their ideal expectations, marital dissatisfaction and disappointment will occur. Dixon, Gordon, Frousakis, and Schumm (2012) observe that there is a link between marital skills and marital satisfaction. That is to say that, when couples are satisfied in marriage through appropriate relationship skills, couples show concern for marital happiness, stability, and satisfaction.

Recent related literature has supported the idea of marital relationships enhancement through strategic skills for marital satisfaction (Nema, 2017; Singh, Singh & Neelam, 2011).

Both couples require an adjustment to enhance their marriage (Nema, 2017). Gupta (2009) stated that adjustment between husband and wife in marital relation deserved strategic skills for the success and stability of the marriage. This definition portends that couples most especially the young ones who are pursuing a career along with interpersonal marital issues of communication, sexual, financial, conflict resolution parenting require skills in managing marital relationship for marital satisfaction. In view of this, Veldorale-Broga, Bradford, and Vail (2010) highlights the need to acquire knowledge, skills, and strategies in actualizing these marital obligations. It is through relationship education training or any other marriage enrichment intervention that can promote satisfaction in marriage. Studies that deals with such skills include the communication skills (Mohsen, 2015; Parhi zgar et al., 2017), sexual skills (Saleh & Ramezani, 2016), financial management skills (Zimmerman & Roberts, 2012; Dion, 2013), conflict resolution skills (Sheykh & Emadian, 2016; Saleh & Ramezani, 2016)) and parenting skills (Golparvar, Nilbarghi & Mosahebi, 2016).

2.5 Review of Related Empirical Studies

The following reviews of empirical studies on Effect of Relationship Education Training on Marital Satisfaction among young dual-career couples are made as a way to lend credence to the current study.

Parhizgar, Esmaelzadeh-Saeieh, Kamrani, Rahimzadeh, and Tehranizadeh (2017) conducted a study titled “Effect of Premarital Counseling training on Marital Satisfaction”. This is an interventional study conducted on 60 couples that attended a pre-marriage counseling training,and were grouped into the experimental and control groups, using randomization. Intervention group, which is the experimental group, in addition to the routine training, received training on communication skills and sexual relation. The Enrich’s marital satisfaction

questionnaire was completed by the participants in both groups before, after and two months after the intervention. The findings show that there was a significant difference between the mean of marital satisfaction of couples who attended the communication skill training and those who did not. The results of repeated measures also show that marital satisfaction has changed over time ($P < 0.001$). In addition, the results of a paired t test revealed a significant relationship between the level of marital satisfaction in the intervention group before and after the intervention ($p < 0.001$), and before and two months after the intervention ($p = 0.004$). Marital satisfaction in the intervention group is significantly higher than that of the couples in the control group. Participation in the pre-marriage training on communication skills had a positive effect on the couples' marital satisfaction.

The study of Parhizgar, Esmaelzadeh-Saeieh, Kamrani, Rahimzadeh, and Tehranizadeh (2017) is similar to the current study in the area of training, test instrument and statistical analysis of t-test. The present study differs as the researcher used young dual career couples as participants; sampling methods for the current study were purposive and simple random sampling methods, with the sample size of 74. This study was premarital counseling while the current study was relationship skill training. The previous study considered two variables of communication skills and marital satisfaction while the present study used six variables. These include communication, sexual, financial, conflict resolution, parenting and marital satisfaction. This study is of great importance to the present study, as it helped the researcher in forming broad view on dynamics in training and marital satisfaction. This finding was useful in discussing the effects of communication skills on marital satisfaction.

Johnson, Lafontaine, Moser, Dalgleish, and Tasca (2017) investigated the effectiveness of Relationship Satisfaction and Attachment Trajectories training. It is a Two-Year Follow-up

Outcomes in Emotionally Focused Couple Therapy. The studies have demonstrated strong results in follow-up. There was a change in relationship satisfaction and attachment from pre-training through 24 months follow-up in 32 couples. The results confirm a significant growth pattern demonstrating increases in relationship satisfaction and decreases in relationship attachment. Useful in the discussion of the current findings was the effect of training on relationship satisfaction.

Kroger, Kliem, Zimmermann and Kowalski, (2017), titled Short-Term-Effectiveness of a Relationship Education Programme for Distressed Military Couples, in the Context of Foreign Assignments for the German Armed Forces. This study examines the short-term effectiveness of a relationship education program designed for military couples. Distressed couples were randomly placed in control group or an intervention group. The researchers conducted training sessions before a 3-month foreign assignment, and refresher courses approximately 6-week post-assignment. A sample of participants used were 32 couples. Reduction in unresolved conflicts was found in the intervention group, with large pre–post effects for both partners. Relationship satisfaction scores were improved, with moderate-to-large effects only for soldiers, rather than their partners. Post-follow-up effect sizes suggest further improvement in the intervention group. The study revealed effectiveness of Relationship Education Programme on unresolved conflict.

The current study is similar to the former in the sense that, both studies made use of pretest and posttest. However, differ in terms of location, as the current study was conducted in Nigeria while the cited study was conducted in Germany with different socioeconomic conditions. The previous study used distressed military couples while the current study used dual career-couples. The previous study only focused on conflict resolution variable while the

current study focused on five variable such as communication, sexual relation, finances, conflict resolution and parenting. The findings from the previous study was used in the discussion of the current findings as regards to conflict resolution satisfaction.

Gottman and Tabares (2017) conducted a research titled; the Effects of Briefly Interrupting Marital Conflict training on couples. This study examined couples' (N = 94) behavior resulting from two proximal change interventions. One was a spousal "compliments intervention" to increase positivity, and the other was a "criticize intervention" to increase negativity. Participants were randomly assigned to one of the two intervention conditions or a control group. The findings of this study reveal that there is no main effect from the pre-test conflict discussion to the post-test conflict discussion between the interventions group, however, a manipulation check on how couples acted during either intervention produced a significant interaction effect. Pre-test effect during the conflict and marital satisfaction significantly predicted couples' construal of the intervention.

There is similarity between both studies as regards to area of objective. The present study has conflict resolution as one of the objective which is also expressed in the previous study. Both, studies used intervention group. The study looked at compliments intervention" to increase positivity, and the other was a "criticize intervention" to increase negativity in conflict management. The current study used pretest and posttest to determine the impact of relationship training on conflict resolution among dual career couple. This study provided wide views on the need to monitor how couples use specific interventions and direct the processes on how the intervention is construed. Important to the current study is the usage of pretest and postest. The findings from this study was used in the discussion of the current findings.

Maitra, Schensul, Hallowell, Brault, and Nastasi (2017) researched on Group Couples' training intervention to improve Sexual Health among Married Women in Mumbai, India. This study is an implementation of a group couples' intervention focused on improving women's sexual health as a component of a multilevel community, clinical, and counseling intervention project conducted in association with a gynecological service, in a municipal urban health center in a low-income community, Mumbai, India. The group couples' intervention involves four single-gender and two mixed-gender sessions designed to address the dynamics of the marital relationship and establish a more equitable spousal relationship as a means to improve women's sexual and marital health. Involvement of men presents a major challenge to couple's participation. For those couples that did participate, qualitative findings reveal significant changes in couple and family relations, sexual health knowledge and emotional well-being.

Barakat and Keikhosravani (2016) conducted another study on the effectiveness of training coping skills in dealing with marital conflicts on increasing marital satisfaction of referents to police advice center in Bushehr, in 2014. The study population included all clients admitted to police advice center in 2013 who had family problems, the sample consisted of 30 subjects, 15 subjects for experimental group and 15 subjects for control group, who were selected using a random sampling techniques. Marital satisfaction questionnaire was used in the study, subjects were taught coping skills and post-test were performed on both groups. The results showed that there was a significant difference in the level of marital satisfaction of experimental group in posttest compared to pre-test, which illustrated that training on coping skills was effective in increasing the level of marital satisfaction of couples.

Similarity exist between the two studies as both studies focused on the effect of skill training on improvement of marital satisfaction among couples, the use of pretest and posttest, and the use of marital satisfaction questionnaire. The difference that existed between the two studies include the study population, sample and location. Furthermore, instrument for data analysis was not stated in previous the study while the current questionnaire t-test and ANCOVA. The result of the previous study revealed significant effect of training on conflict and marital satisfaction which were used in the discussion of the findings on the current study.

Saleh and Ramezani (2016) in their study titled the Effectiveness of Sexual Training on Women's Marital Life Satisfaction. This study was conducted with the aim of investigating the impact of sexual training (marital relationship) on marital life satisfaction of women living in Sepidan city, Iran. The study population consisted all couples referring to clinics of Sepidan city in 2015. The sample included 40 women who were selected via simple sampling method and were assigned randomly to the experimental group (N=20) and control group (N=20). Enrich Marital Satisfaction Questionnaire and Larson's Sexual Satisfaction Questionnaire were the instrument for data collection. The data were analyzed via Covariance analysis and the T-test. The results did not confirm the effectiveness of sexual management training on sexual relations, sexual satisfaction, and problem solving ($p>0.05$). T-test on difference of scores indicated that this approach was effective only for marital life satisfaction.

Saleh and Ramezani (2016) study considered women who attended the clinic while the current study considered young career couples. Another factor that differentiates the current study from the previous study is the area of study; previous study was in Iran while this study is in Nigeria. The previous study share some similarity with the current study in the areas of sexual skill training which is one of the objectives of the current study, instrument for data collection,

pretest, posttest and the ANCOVA and t-test as instrument for data analysis. The findings from the previous study were used in discussion of the current study most especially as it relates to sexual satisfaction and general marital satisfaction

Azizi, Esmaeli, Dehghan, Manshadi & Esmaeli (2016) conducted a research titled the effectiveness of life skills training on marital satisfaction in divorce applicant couples**.** It was an interventional study that used pre-test and post-test with control and experimental group. Simple random sampling were used to 32 subjects (16 in each group) from divorce applicant couples who referred to Tabriz family courts since (2014-2015). After 10 sessions of group life skills training (3 hours twice a week for One and a half months) in intervention groups, the Enrich Marital Satisfaction Questionnaire was conducted again as a post-test in all groups. The data were statistically analyzed using Multivariate Covariance analyses. The results showed that life skills training have significant ($p< 0.05$) effects on all aspect of marital satisfaction, except financial management, leisure activities and religious orientation in the intervention group.

This study is also relevant to the current study because the researcher used relationship education training, pre-test and post-test with control group, Enrich Marital Satisfaction Questionnaire and effects of training on marital satisfaction. The major differences in the two studies was that, the previous study used Divorce Applicant Couples as respondents while the current study used young dual career couples as respondents, leisure activities and religious orientation considered in the previous study were not considered in the current study. The findings from the previous study that were used in the discussion of the current study were financial management and general marital satisfaction.

A similar study conducted by Rezaee and Foruzandeh (2016) titled "Effectiveness of family life education training on marital satisfaction of couples attending counseling center in

Isfahan city". The study determines the effectiveness of family life education on couple's marital satisfaction. Research design was quasi-experimental using pretest and posttest with a control group. Statistical population included all couples with marital dissatisfaction referred to counseling centers in Isfahan. Using the method of random sampling, 30 couples selected were with marital dissatisfaction, and were assigned randomly into experimental and control groups. For the experimental group, life skills training sessions were held over 10 sessions for 2 hours. These sessions included information about family and marriage, conflict resolution skills, conversation skills, gender roles, and child-rearing skills. All couples completed marital satisfaction questionnaire before and after the implementation of the independent variable (family life education). Data analyzed using multivariate analysis of covariance. The Result revealed that Mean scores of marital satisfaction was significant at posttest in experimental and control groups (P = 0/001). In other words, we can say family life skills training have improved marital satisfaction in the experimental group at posttest.

This study is similar to the current study in terms of quasi-experimental using pretest and posttest, training and sampling methods along with the use of ANCOVA. The major difference between this study and the current study is that, this study looked at how to reduce stress and dissatisfaction in marriages among dissatisfied couples that were referred to counseling Centres, while the current study worked on improvement of low marital satisfaction among young working couples. The findings from this study that were used in the discussion of the current study were conflict resolution and parenting.

Sheykh and Emadian (2016) investigated the relationship between the conflict resolution skills training among couples on the level of marital conflict and their mental health in the centers of psychological and counseling services of Qaemshahr city. 30 pairs of volunteers (30

men and 30 women) were sampled using simple random method and were assigned to two experimental, and control groups. The research tool was the marital conflicts questionnaire of Barati and Sanaee, and general health questionnaire (GHQ) of Goldberg and Hillier. In this study, the training group people participated in 10 one-hour session on conflict resolution skills training classes. The study was an experimental design with pretest, posttest and follow-up with control group. The results of the study showed a significant difference in reducing marital conflict and enhance couples mental health between the experimental and control groups.

This study is similar to current study as both studies were in conflict resolution training, use of simple random method, assigned couples to two experimental and control groups and uses questionnaire and hours of training sessions. The difference in the study was the previous looked at the conflict resolution training on couple conflict resolution and mental health, while current the study looked at the effect of the training on conflict resolution and marital satisfaction. Useful to the current study in the discussion of finding was effect of training on marital conflict resolution satisfaction.

Another research conducted by Gambrel and Piercy (2015) titled “Mindfulness-Based Relationship Education for Couples Expecting their First Child”. This study is the second phase of a larger mixed methods study of a relationship-enhancement programme for couples expecting their first child. The 4-week Mindful Transition to Parenthood Programme uses mindfulness practices and interpersonal activities to develop skills of internal and interpersonal attunement. Based on semi-structured interviews with thirteen couples, four overarching themes emerged: (a) positive changes for self, (b) improvements in the couple relationship, (c) more prepared for the baby, and (d) male involvement. Participants state that the programme

increased their acceptance and awareness, deepened connections with their partners, and led them to be more confident about becoming parents.

This study considers Couples expecting their First Child while the present study considered parenting of dual career young couples. Similar to the current study was the use of relationship education training. The findings from this study shows an impact of training on parenting satisfaction. This findings was used in the discussion of the findings of the current study.

Mami, Roohandeh and Kahareh (2015) investigated the effectiveness of cognitive-behavioral couple training on marital intimacy and satisfaction with life of married female students in the city of Ilam. Among which 40 cases were randomly selected. The samples were divided randomly to two groups of experimental and control groups. The experimental group participated in 10 sessions of cognitive-behavioral couple therapy. On both, pre-test and post-test was performed. Data from the questionnaire on marital intimacy and satisfaction with life scale (SWLS) was used. The results indicate the effectiveness of both methods intervention on marital intimacy and satisfaction with life. Mami, Roohandeh and Kahareh (2015) is similar to the current study in terms of the uses of designs such as using pre-test and post-test design. The findings from this study that indicated the effectiveness of both methods intervention on marital intimacy and satisfaction with life was used in the discussion of the current finding.

The study of Tabat (2015) titled “Effect of Relationship Education Training on the management of marital discord among young couples in Kaduna State, Nigeria,” focused on young couples’ awareness of Relationship education, and identifies the causes of marital discord among young couples in the southern part of Kaduna State. An Experimental research, that used control and treatment groups of a sample size of 120 young couples with 60 in the experimental

group and 60 for the control group. Questionnaire and Relationship Education Training manual that was developed by the researcher was used. The researcher conducted a four-week relationship education training in the experimental group. Independent t-test statistics was used to test the hypothesis at 0.05 Alpha level of significant. The result reveals that relationship training had a significant effect on the management of acute discord of young couples that went through training.

This study shared similarity with the previous study in the use of questionnaires, Relationship education training manual, and experimental research design, though the present study, in addition, made use of pretest and posttest deign and t –test statistics. This study differs from the previous study in terms of sample size and location. Furthermore, the present study looked at the effect of relationship training on the marital satisfaction among young Dual career couple while the previous study was on the effect of training on the management of marital discord among couples. Despite some similarities and differences, useful to the present study were some of the relevant issues such as relationship education training, ideas about couples and marriage. This finding of the previous study guided the current findings on conflict resolution and marital satisfaction discussion.

Farbod, Ghamari and Majd (2014) investigate the effect of communication skills education for married women on couples' intimacy and quality of life. The subjects of this study were married female students at the Science and Technology University (Tourism Unit) of Kerman in Iran, along with their husbands. 30 subjects were selected and randomly assigned to either an experimental or a control group. Subjects in the experimental group participated in a 12-session training for the improvement of communication skills in the context of marriage and family therapy. Comparison of these two groups indicated that communication skills training for

married women increased their intimacy and quality of life in their relationships with their husbands ($p < .01$). This study further revealed that this sort of training programs could also increase the quality of life of the husbands in their relationships with their wives ($p < .01$).This study is relevant to the present study because training is used in this study which the present study employed. In addition, quasi-experimental design involving pre-test and post-test were used in the present study. The findings from the study were used in the discussion of the current study most especially the communication and marital satisfaction

In the study supported in part by a grant from the U. S. Department of Health and Human Services, Administration for Children and Families conducted by Lucier-Greer, Adler-Baeder, Harcourt and Gregson (2014) titled "Relationship Education for step couples reporting relationship instability". The curriculum is designed to build couple strengths while addressing the unique challenges of collaborating with a child or children from a previous relationship. This study evaluates the effectiveness of this curriculum with 151 individuals in relationally less stable step couple relationships who either engaged in the Smart Steps curriculum ($n = 97$) or are part of the comparison group ($n = 54$). This study represents methodological and conceptual advances in the study of stepfamily programmes with the use of a comparison group, a racially and economically diverse sample, and a relationally at-risk population.

The results indicated that those who participated in Smart Steps training report significant increases in individual empowerment, couple quality, family harmony, and parenting efficacy.

This study is similar to the current study in the area of research design, which was an experimental design that uses pretest and posttest, however, they differed in terms of location, population and sample size. In addition, this study was funded by USA Department, while the

current was self-sponsored training. Furthermore, this study used step couples while the current study used young dual career couples. Relevant to the current study was the fact that the idea obtained from this study helped in shaping the focus of the current study most especially in the area of training skills. The findings from this study as regards parenting efficacy was used in discussion of findings of the current study.

One of the similar empirical studies is the study of Antle, Sar, Christensen, Karam, Ellers, Barbee, and Zyl (2013) titled The Impact of the Within My Reach Relationship Training on Relationship Skills and Outcomes for Low-Income Individuals". It is a federal grant research awarded to provide the 'Within My Reach' healthy relationships training to low-income, at-risk individuals. The effectiveness of this curriculum is evaluated for 202 participants through measures of training and relationship outcomes pre-, immediately post- and 6 months post-training. The finding of this study indicates that participants experienced high levels of training satisfaction; significant increases in knowledge of communication and conflict resolution skills, and relationship quality; as well as a trend in the reduction of relationship violence.

The findings from this study was used in the discussion on communication and conflict resolution satisfaction of the current study. The previous study focused on low-income individuals while the current study focused on young dual career couple.Zimmerman and Roberts (2012) conducted a research titled "The Influence of Financial Management Course training on Couples' Relationship Quality". It was mixed-methods study, which investigates the influence of a financial management course on couples' relationship quality. The data from 32 couples supported hypotheses and revealed that couples' relationship quality improved during the course. Greater implementation of financial management practices discovered to be associated with improvement in relationship quality.

This study is similar in terms of training. The study focused only on financial management courses while the current study looked at five components of marital satisfaction using relationship education training for skills improvement among working couples. Mixed-method design was used in the previous study while the current study used quisi- experimental design. The findings of the previous study was used in the discussion of the findings of the current study as it regards financial skills training and marital satisfaction.

The study of Shahsiah, Bahrami, Etemadi and Mohebi (2011) titled" Effect of Sex Education on Improving Couples Marital Satisfaction in Isfahan," shows that counseling on sexual relationship and communication skills has an impact on the sexual aspect of marital satisfaction. Sexual satisfaction is one of the important components of marital satisfaction and was used in the discussion of current study.

This study is similar to this current one in terms of the use of training. This study focuses mainly on sex relationship and communication, however, the present study is related to the previous study in aspects of sexual relationship and communication satisfaction. These related indices of marital satisfaction were used in the discussion of the current findings.

Lotfi and Vaziri (2011) investigated the "Effect of sexual skills training on the increase of positive feeling toward spouse and marital satisfaction". The study used different factors of marital relationship, conflict resolution style and sexual relationship. The statistical population consisted of married women in Roudehen, Science, and Research Branches of Islamic Azad Universities of Iran, out of which a sample of 12 volunteers attended five two-hour sexual training classes. The distributed questionnaires which were responded to, were Enrich Marital Satisfaction Questionnaire (115-item test) in order to assess the marital satisfaction and its' factors and Positive Feeling toward Spouse Inventory. The results of the study revealed that

sexual skill training has significant effect on positive feelings toward spouse, marital relationship, conflict resolution style, sexual relationship and total marital satisfaction.

This study is similar to current study in terms of the use of sexual skills training which one of the variable of the current study is. This study focuses mainly on sexual training in relation to marital relationship, conflict resolution style, sexual relationship and marital satisfaction, however, these related indices of marital satisfaction were used in the discussion of the current findings.

2.6 Summary of the Reviewed Literature

In this chapter, the relevant related literature were reviewed. From the review of related empirical studies, the findings and observations of the researchers were summarized as follows:

Researchers in the empirical studies discovered in their various studies at different study location in developed and developing countries that, relationship education training of different names and kinds has brought about significant improvement in couples' communication, marital satisfaction and demonstrates increase in relationship satisfaction; the decrease in relationship attachment, reduction in unresolved conflicts and improvement in relationship satisfaction. Studies indicate significant changes in couple and family relations, sexual health knowledge, and emotional well-being and marital satisfaction. Other findings provide (a) positive changes for self, (b) improvements in couple relationship, (c) more prepared for baby, and (d) male involvement while, some significant effect on the management of acute discord. In addition, some study reported significant increase in individual empowerment, couple quality, family harmony, and parenting efficacy. In another study, it shows significant increase in knowledge of communication/conflict resolution skills, and relationship quality, as well as a trend in the

reduction of relationship violence. In another study, sex education has a significant effect on marital satisfaction.

Few studies were carried out to ascertain the impact of relationship education training on some issues in marriage but none of the study looked at relationship education training on marital satisfaction among young Dual Career couples in Nigeria, most especially Ahmadu Bello University Community, Zaria. The uniqueness of this study is mainly hinged on the fact that such study is very necessary as an intervention to improve marriage among working couples in Nigeria. Furthermore, the delimitation of previous related studies differ in terms of geographical coverage and sample size.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses the methods employed in carrying out the study. It is presented under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Testing

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research design

This study employed quasi-experimental design involving using pre-test – post-test design. The couples responded to the Marital Satisfaction Enrichment Questionnaire (MSEQ) before and after the training. Quasi-Experimental design adopted for this study was to compare pre-test and post-test of marital satisfaction mean scores. This design according to Charness, Gneezy, and Kuhn (2012), is the preferred method to compare the pretest and posttest mean scores of couples in order to measure the degree of change occurring before and after the training. The research design conceptual model layout is shown in figure 2,

Fig. 2: Research Design Layout

	Pre test	**Independent variable**	**Post test**
Treatment	O_1	⟶ X_1 ⟶	O_2

Source: Ary, Jacobs,Sorensen and Sorensen (2010)

O_1 represents the pretest while O_2 represents the post-test respectively; X_1 represent treatment

3.2 Population for the Study

Population for this study was drawn from the various faculties and relevant units within Ahmadu Bello University, Zaria that totals 185 dual career couples totaling 370 population. This population consist of couples within 1 – 10 years in marriage with both spouses in paid employment. This is shown in Table 3.1

Table 3.1: Population for the Young Dual Career Couple

S/N	Names of faculty/units	(couples)	Population
1.	Faculty of Administration	15	30
2.	Faculty of agriculture	14	28
3.	Faculty of Art	12	24
4.	Faculty of Education	15	30
5.	Faculty of Engineering	13	26
6.	Facuilty of Environmental Design	10	20
7.	Facuilty of Law	11	22
8.	Faculty of medicine	15	30
9.	Faculty of Pharmaceutical Sciences	12	24
10.	Faculty of Life Sciences	11	22
11.	Faculty of Physical Sciences	10	20
12.	Faculty of Social Sciences	12	24
13.	Faculty of Veterinary Medicine	6	12
14.	University Clinic/ Security Unit	1326	
15.	University Demonstration Secondary School	6	12
16.	Senate building	10	20
	Total	185	370

Source: Field survey (2018)

3.3 Sample and Sampling Procedure

The total sample of Seventy four (N = 74) comprised 37 dual career couples (37 men and 37 women) who scored low in marital satisfaction from their responses to marital satisfactory inventory and voluntarily consented to participate in the study were purposively selected through

purposive sampling technique.The 74 respondents that were purposively selected, werefrom the randomly selected five Faculties out of the identified sixteen Faculties/units in the University. These five faculties/unit were obtained through simple random sampling by lucky dip. This is in line with Kombo and Tromp (2011) who stated that purposive sampling technique allows the researcher to select subject that have the required information with respect to the objectives of the study. The use of this technique was because subjects sampled have typical characteristics for the study, which in this case, are the young dual-career couple with low marital satisfaction who volunteered to take part in the Relationship Education Training. This is shown in Table 3.2.

Table 3. 2: Sample for the Study

S/N	Names of faculty/ other units	Sample	
		Couples	N
1.	Faculty of Art	6	12
2.	Faculty of Education	7	14
3.	Faculty of Medicine	7	14
4.	University Clinic/ Security	13	26
5.	University Demonstration Secondary School	4	8
	Total	3774	

Source: Field survey (2018)

3.4 Instruments for Data Collection

Two different sets of instruments were used in this study. These include Marital Satisfaction Inventory (MSI) and Marital Satisfaction Enrichment Questionnaire (MSEQ). The first instrument called Marital Satisfaction Inventory was the baseline instrument used to identify participants. This contained demographic item that indicated the couples' number of years in marriage, which was the major criterion for the selection of the participant. Determination of the

level of marital satisfaction of Young dual career couple was obtained through the marital satisfaction inventory. Those couple who had gained low scores in their responses to marital satisfaction inventory were selected. It was a close-ended question and the responses were rated as follows (1) Disagreed, (2) Undecided and (3) Agreed. Those with less than 2 points were selected because a mean of less than 2 indicates low marital satisfaction while 2 and above indicates high marital satisfaction (See Appendix C)

Marital Satisfaction Enrichment Questionnaire (MSEQ) was the second instrument used in pre and post data collection for the study. MSEQ consists of two parts. Part A elicited information on the demographic data of the participants on number of years in marriage for identification purposes. Part B consists of five sections A-E (see Appendix D) which was designed to answer all the six research questions and test all six null hypotheses. Fowler and Oslon (1993) developed this 55-questionnaire item on marital satisfaction. The researcher adapted and modified the instrument to enable the instrument suit the objectives of this study. Each of the sections has 11 items. In each section, the respondents were asked to indicate how frequently they were satisfy with each other on each item.The response categories on all the items were arranged in five point- rating scale format ranged from Very Satisfied (5), Moderately Satisfied (4), Neutral (3), Moderately Dissatisfied (2) and Very Dissatisfied (VD).

Section A was designed to measure respondents' responses on marital communication. This section was assessed by summing responses on the eleven question items on how satisfied the respondent waswith certain areas of marital communication for marital satisfaction (example, "I feel very good and satisfied about how we practice and adjust to marital communication").

.Section B was designed to measure respondents' responses on sexual relationship. This section was assessed by summing up responses on the11- question items on how satisfied the

respondent was with certain areas of sexual relationship for marital satisfaction. (Example, “I feel very good about how we carry out sexual Relationship”).

Section C was designed to measure respondents’ responses on financial management. This section was assessed by summing up responses on the 11 question items on how satisfied the respondent was with certain areas financial management for marital satisfaction (example, “I feel very good about how we carry out financial duties”)’

Section D was designed to measure respondents’ responses on conflict resolution. This section was assessed by summing responses on an eleven question items on how satisfied the respondent was with certain areas of conflict resolution for marital satisfaction (example, “I feel very good about how we practice and resolve our conflict”).

Furthermore, Section E was designed to measure respondents’ responses on parenting issues. This section was assessed by summing up responses on the 11 question items on how satisfied the respondent was with certain areas of parenting for marital satisfaction (example, “I feel very good about how we practice our parental duties”).

3.4.1 Validation of the Instrument

The instrument was developed and validated by Fowler and Oslon (1993) and was adapted and modified by the researcher to enable the instrument suit the objectives of this study. Due to modification made on the instrument, the researcher then subjected the instrument to further validation and was done by one professor, a senior lecturer in the Department of Home Economics, one Professor in the Department of Educational Psychology and counseling and a Statistician in Ahmadu Bello University, Zaria mainly for face and content validity. Their contributions ensured the validity of the instrument for the study.

3.4.2 Pilot Testing

To measure the reliability of the adapted instrument, the researcher conducted a pilot study at the Federal College of Education, Zaria. This area was chosen for the pilot study because it is an educational institution with similar characteristics and similar marital issues to the study area (Ahmadu Bello University, Zaria). The essence of the pilot study was to help reduce any possible ambiguity in using the instrument. A total number of eight (8) young dual-career (16) respondents were used for the pilot study. A total of sixteen 16 copies instruments were administered to 16 respondents with the aid of two research assistants from the College and the instruments were later retrieved. This number is said to be adequate for a pilot study based on the recommendation of Williams (1949), that 15-30 respondents can be used for a pilot study.

3.4.3 Reliability of the Instrument

Reliability of the adapted instrument called Marital Satisfaction Enrichment Questionnaire (MSEQ) is 0.896 using Cronbach's alpha reliability test. This 0.896 indicates a high reliability as shown in appendix E. The need for the researcher to carry out reliability test of the adapted instrument became necessary due to some modifications made by the researcher for the purpose of the research objectives of the study. The data collected from the pilot test were coded and subjected to split halve method where odd and even numbers on the instrument were analyze using Statistical Package for Social Sciences (SPSS) version 21. (See appendix E)

3.5 Procedure for Data Collection

In order to gain access to the respondents, an introductory letter was obtained from the office of the Head of Department of Home Economics, Ahmadu Bello University, Zaria to various faculties and units for permission to help identify young dual-career couples that will be involved in carrying out this study. The letter introduces the researcher and the purpose of the

study. The letter also solicited for any kind of assistance the researcher may require. (See Appendix A).

This study was conducted under the following stages:

Stage i: Participant Consent Form: Participants in this research were given Informed Consent Form to indicate their voluntary interest to participate in the study. It describes in details the purpose of the study and willingness to participate (see Appendix B).

Stage ii:Baseline Instrument for identification of participants: The participant after consenting to participate in the study, voluntarily filled the baseline instrument called Marital Satisfaction Inventory. A letter explaining the purpose of the study and instructions on how to complete the instrument is attached. The Marriage Inventory Form determine the level of marital satisfaction of couples. It is of 3-point scale of agree (3), disagree (2) and uncertain (1), with the mean of 2. Any average point below 2 shows low satisfaction and above 2 shows satisfaction. Couples with low marital satisfaction were contacted to participate in the study. Three trained research assistants who helped administered the consent form and baseline instrument were also used in the training and administration of pre-test and posttest instrument for the successful and smooth conduct of the training.

Stage iii. Marital Satisfaction Enrichment Questionnaire (MSEQ): Marital Satisfaction Enrichment Questionnaire (MSEQ), which is the pre-test instrument, was administered before the commencement of the training. Marital Satisfaction Enrichment Questionnaire (MSEQ) covers issues of communication, sexual relationship, financial management, conflict resolution and parenting, which are the indices of marital satisfaction. The pretest was to determine the level of marital satisfaction of the couples before giving the training. A letter explaining the

purpose of the study and instructions for completing the instrument is also attached (See Appendix D)

Stage iv. Presentation of the Relationship Education Training: The researcher Applied for the use of venues to the Principal, Ahmadu Bello University Demonstration Secondary School, Zaria. The letter of approval was obtained before the commencement of the training (See Appendix J) There was five weeks, 40 minutes per session and two sessions weekly that were held by the researcher with the aid of three trained research assistants. The researcher was guided by a training plan (see Appendix F). Training manuals were made available to the couples during registration (See appendix G). This training provided skills in handling marital satisfaction issues to couples. These skills include: communication skills, sexual relationship skills, financial management skills, Conflict Resolution skills and Parenting skills. The training was on skills in handling five components of marital satisfaction. It was conducted as follows:

Weeks

Registration of couples**,** General introduction and administration of pre-data instrument (Appendix K)

1. Building Communication Skills
2. Sexual relationship Skills
3. Financial management Skills
4. Conflict Resolution Skills
5. Skills for Healthy Parenting and administration post-test instrument

Stage v: Post-test stage: Immediately after the completion of the training, the researcher with the aid of three-trained research assistant administered the post-test to the couples. Post-test was rearranged differently from the pre-test accordingly before being administered to the respondents

to avoid repetition of responses. After that, the researcher collected the filled instrument with the help of three trained research assistants for data analysis (see Appendix H)

3.6 Procedure for Data Analysis

Data collected were analyzed using the SPSS software version 21. The demographic data of the respondents on years in marriage were presented using frequency count and percentages, while Mean and Standard deviation were used to answer all six research questions. To obtain the total scores of the respondents, the scales of Very Satisfied (VS), Moderately Satisfied (MS), Neutral (N), Moderately Dissatisfied (MD) and Very Dissatisfied (VD) were rated 5, 4, 3, 2 and 1respectively to answer all research questions. In each scale, the average mean score of 3 and above is on each item is said to be satisfied and less than 3 is said to be dissatisfied. The standard deviation from the mean was used to check the closeness or the spread of the respondents' opinions on all the variables.

Inferential statistics of paired sample t-test were used to test all null hypotheses 1-5 while null hypothesis 6 was analyzed using ANCOVA. All the six Null Hypotheses were tested at 0.05 level of significance for decision making either to reject or not to reject the null hypotheses. The decision rule for testing the null hypothesis is that if p – value is less than 0.05 we reject the null hypothesis otherwise we accept. See Appendix H for the Data Analysis.

3.6.1 Control of extraneous variables

The major anticipated extraneous variables are:

1. History: This refers to specific unanticipated events occurring between measurements 1 (pre) and 2 (post). The event/s may affect the subject's responses. To Controlled this

threat, the researcher ensured that the duration of the study was not more than two months.

2. Maturation is defined as the growth and maturation of the subjects over time across the experiment (Ary et al., 2002, p. 304). The whole period of the study lasted for five weeks that can result in participants' maturation through channels other than the treatment received from the trainer. Therefore, the respondents were screened to control for this intervening variable.
3. Statistical Regression is defined as the selection of groups based on their extreme scores. Usually low or high performance will cause the subjects, on the average, to score closer to the mean on subsequent testing. The selection of couples were not based on extreme scores and the couples in the training took the same pre-test and post-test.
4. Selection is defined as the biases resulting from the selection of respondents. This threat was controlled by using couples with similar backgrounds within the marriage age of 1-10 years.
5. Instrumentation or Instrument Decay is defined as an instrument with long scoring procedure, which may result in fatigue. Changes in the observers or scorers used may produce changes in the measurement. The questionnaire researcher used had high reliability and was dully validated.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis of data of the study. The chapter is discussed under the following sub-headings:

4.1 Analysis of Bio-Data

4.2 Answer to research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussion

4.1 Analyses of Bio Data of the Respondents

Table 4.1: Distribution of Respondents by years in marriage

Variable	**Categories**	**Couples Frequency**	**Percentage (%)**
Number of years spent in marriage	1 YEAR	4	5.4
	2 - 4 YEARS	10	13.5
	5 - 7 YEARS	25	33.8
	8 - 10 YEARS	35	47.3
	Total	**74**	**100.0**

Source: Field Survey, 2018

Table 4.1 revealed a total of 35 (47.3%) respondents are 8 – 10 years in marriage. A total of 25 (33.8%) respondents are 5 – 7 years in marriage while about 10 respondents representing 13.5% are 2 – 4 years in marriage while total of 4 respondents (5.4%) are one year in marriage.

4.2 Answers to Research Questions.

This section provides answers to the research questions.

4.2.1 Research Question one:

What is the effect of communication skills training on marital satisfaction among dual-career young couples?

In order to answer this researcher question one, pre-test and post-test marital satisfaction mean scores of dual career couple in the communication skill training were computed and compared to test the effect of the training. This is shown in Table 4.2.

Table 4.2: Mean and Standard Deviation scores of pre-test and post-test on marital satisfaction of dual career couples in Communication Skills training.

SN	Items	N	Pre-test $\bar{X}$±S. D	Pretest Decision	Post-test $\bar{X}$±S. D	Posttest Decision
1	I feel very good and satisfied about how we practice and adjust our communication roles	74	2.47±1.23	Dissatisfied	**4.05±1.31**	Satisfied
2	It is very easy for me to communicate all my true feelings to my partner.	74	2.92±1.43	Dissatisfied	**4.03±1.22**	Satisfied
3	When we are having a problem, my partner do not often gives me the silent	74	2.05±1.27	Dissatisfied	**3.91±.98**	Satisfied
4	My partner sometimes communicate with good comments that make me happy.	74	2.27±1.30	Dissatisfied	**4.38±1.04**	Satisfied
5	I am not afraid to ask my partner for what I want.	74	2.31±1.20	Dissatisfied	**3.72±1.26**	Satisfied
6	My partner is more willing to communicate his/her feelings with me.	74	2.76±1.28	Dissatisfied	**3.80±1.15**	Satisfied
7	I don't have trouble believing everything my partner says to me.	74	2.45±1.23	Dissatisfied	**3.85±1.27**	Satisfied
8	I often do tell my partner what I am feeling because my partner may not know.	74	2.24±1.54	Dissatisfied	**3.61±1.23**	Satisfied
9	I am very satisfied with how my partner and I talk with each other.	74	2.57±1.27	Dissatisfied	**4.22±1.16**	Satisfied
10	I do always communicate to my partner about my negative feelings	74	2.23±1.40	Dissatisfied	**3.74±1.24**	Satisfied
11	My partner is always a good listener.	74	2.82±1.23	Dissatisfied	**4.38±.92**	Satisfied
	Grand mean	74	2.46±1.31	Dissatisfied	**3.97±1.07**	Satisfied

Decision:Mean scores of less than 3 points is Dissatisfied while 3 points and above is Satisfied.
Source: Field Survey, 2018

The results presented in Table 4.2 shows the mean and standard deviation of the respondents on the effect of communication skills training on marital satisfaction among dual-career couples. The result shows that couples in communication skills training obtained an

increased in mean score of marital satisfaction on all the 11 items in the post-test compared to pretest mean score. Specifically, item 4 relating to the opinion of respondents on "my partner sometimes communicate with good comments that makes me happy" attracted higher posttest mean score of **4.38** compared to pretest score of 2.27. In the same vain the opinion on "my partner is always a good listener" attracted posttest mean score of **4.38** compared to pretest mean score of 2.82. This followed by item 9 which states that "I am very satisfied with how my partner and I talk with each other" attracted post-test mean score of **4.22** compared to pretest mean score of 2.57 among others.

The difference can be seen in the aggregate mean scores of both the pretest and posttest. The aggregate score indicates grand mean scores of 2.46 with standard deviation of 1.31 pre-test and a grand mean score of **3.97** with standard deviation of 1.07 for post-test. However, comparing post-test grand mean scores of couple's marital satisfaction with decision point of 3, it implies that marital satisfaction scores after the communication skill training had grand mean score of **3.97** which above the decision points of 3. The decision rule states that Mean scores of less than 3 points is dissatisfied while 3 points and above is satisfied.This indicates that the couples in the training had satisfied responses with their marital communication after the training.This implied that communication skill training had positive effect on couples' marital satisfaction.

4.2.2 Research Question two:

What is the effect of sexual relationship skills training on marital sexual satisfaction among dual-career young couples?

In order to answer this researcher question two, pre-test and post-test mean response scores on marital satisfaction of couples in the sexual skill training were compared to test the effect of the training. This is shown in Table 4.3.

Table 4.3: Mean and Standard Deviation scores of pre-test and post-test on marital satisfaction of dual career couples in sexual relationship skills training.

SN	Items	N	**Pre-test** $\bar{X}$**±S. D**	Pretest Decision	**Post-test** $\bar{X}$**±S. D**	Posttest Decision
12	I feel very good about how we practice our sexual Relationship responsibility	74	2.47±1.23	Dissatisfied	**3.51±1.30**	Satisfied
13	I am completely satisfied with the amount of affection my partner gives me.	74	2.92±1.43	Dissatisfied	**3.85±1.51**	Satisfied
14	Keep sexual relationship interesting and enjoyable is good	74	2.05±1.27	Dissatisfied	**3.43±1.35**	Satisfied
15	my partner is always interested in sex	74	2.27±1.30	Dissatisfied	**3.40±1.41**	Satisfied
16	Comfortable to talk with my partner about sexual issues	74	2.31±1.20	Dissatisfied	**3.85±1.51**	Satisfied
17	Sometimes do not worry that partner may have thought about having a sexual affair outside	74	2.76±1.28	Dissatisfied	**3.42±1.24**	Satisfied
18	Our sexual relationship is satisfying and fulfilling to me.	74	2.45±1.23	Dissatisfied	**3.93±1.38**	Satisfied
19	Reluctant to be affectionate partner because it is often misinterpreted to be in love for sex	74	2.24±1.54	Dissatisfied	**2.35±1.24**	Dissatisfied
20	Sometimes concern that partner's interest in sex is not the same	74	2.57±1.27	Dissatisfied	**2.31±1.13**	Dissatisfied
21	I am satisfied with our decisions regarding sex life.	74	2.23±1.40	Dissatisfied	**4.03±1.37**	Satisfied
22	It bothers that partner uses or refuses sex in an unfair way	74	2.82±1.23	Dissatisfied	**3.78±1.15**	Satisfied
	Grand mean	74	2.46±1.31	Dissatisfied	**3.35±1.32**	Satisfied

Decision:Mean scores of less than 3 points is Dissatisfied while 3 points and above is Satisfied.
Source: Field Survey, 2018

Table 4.3 indicates the mean and standard deviation of the respondents on the effect of sexual relationship skills training on marital satisfaction among couples. The result shows the mean score

of couples' marital satisfaction pre and post sexual relationship skills training. The result shows that couples in sexual relationship skills training obtained an increased mean score of marital satisfaction on 9 items except in items 19 and 20 in the post-test when compared to pretest mean score. Specifically, item 21 relating to the opinion of respondents on "I am satisfied with our decisions regarding sex life" attracted higher posttest mean score of **4.03** compared to pretest mean score of 2.50. In the same vain, the opinion on item 18 that states "our sexual relationship is satisfying and fulfilling to me" attracted posttest mean score of **3.93** compared to pretest score of 2.41 among others.

The difference can be seen in the aggregate mean scores of both the pre-test and posttest. The aggregate score indicates pre-test grand mean scores of 2.79 with standard deviation of 1.38 compare to posttest grand mean score of **3.35** with standard deviation of 1.32 indicating that couples exposed to sexual relationship skills training obtained grand mean score of **3.35**posttest than the pretest mean score of **2.94**. However, comparing post-test grand mean scores of couple's marital satisfaction with decision point of 3, it implies that marital satisfaction scores after the sexual relationship skill training had grand mean score of **3.35** which is above the decision points of 3. The decision rule states that Mean scores of less than 3 points is Dissatisfied while 3 points and above is satisfied.

This indicates that the couples in the sexual relationship training had satisfied responses with their sexual relationship after the training. This implied that sexual relationship skill training had positive effect on couples' marital satisfaction.

4.2.3 Research Question three:

What is the effect of financial management skills on marital satisfaction among dual-career young couples?

In order to answer this researcher question two, pre-test and post-test mean response scores on marital satisfaction of couples in the financial management skills were compared to test the effect of the financial management skills training. This is shown in Table 4.4.

Table 4.4: Mean and Standard Deviation scores of pre-test and post-test on marital satisfaction of dual career couples in financial management Skills training.

SN	Items	N	**Pre-test** $\overline{X}$**±S. D**	Pretest Decision	**Post-test** $\overline{X}$**±S. D**	Posttest Decision
23	I feel very good and satisfied about how we practice and adjust our financial issues.	74	2.45±1.38	Dissatisfied	**4.22±1.32**	Satisfied
24	Sometimes I wish my partner were more careful in spending money.	74	2.81±1.56	Dissatisfied	**3.58±1.31**	Satisfied
25	We always agree on how to spend our money.	74	2.41±1.40	Dissatisfied	**3.58±1.27**	Satisfied
26	We don't have difficulty deciding on how to handle our finances.	74	2.89±1.25	Dissatisfied	**3.95±1.49**	Satisfied
27	I am satisfied with our decisions about how much we should save.	74	2.54±1.38	Dissatisfied	**3.95±1.40**	Satisfied
28	We are both aware of our major debts	74	2.53±1.42	Dissatisfied	**3.96±1.46**	Satisfied
29	We keep records of our spending so we can budget.	74	2.54±1.42	Dissatisfied	**3.96±1.46**	Satisfied
30	Use of credit cards effectively.	74	2.76±1.51	Dissatisfied	**3.70±1.09**	Satisfied
31	Deciding what is most important to spend money on, is not a problem for us.	74	2.54±1.61	Dissatisfied	**3.95±1.41**	Satisfied
32	I cannot spend money without my partner's approval.	74	3.55±1.42	Satisfied	**2.89±1.46**	Dissatisfied
33	We are both responsible for the money we spend	74	3.35±1.48	Satisfied	**3.84±1.32**	Satisfied
	Grand mean	74	2.83±1.43	Dissatisfied	**3.78**±1.32	Satisfied

Decision:Mean scores of less than 3 points is dissatisfied while 3 points and above is Satisfied.
Source: Field Survey, 2018

From Table 4. 4, it can be observed that the mean and standard deviation of the respondents on the effect of marital financial management skills training on couples' marital satisfaction. The result shows the mean score of couple's marital satisfaction before and after the financial management skills training. The result shows that couples in financial management skills training obtained mean scores of marital satisfaction on all the 11 items in the post-test compared to pretest mean scores. Specifically, item 23 relating to the opinion of respondents on "I feel very good and satisfied about how we practice and adjust our financial issues"attracted higher posttest mean score of **4.22** compared to pretest mean score of 2.45. In the same vain, the opinion on item 28 that states "We are both aware of our major debts, and they are not a problem for us" attracted posttest mean score of **3.96** compared to pretest mean score of 2.53.

The difference can be seen in the aggregate mean scores of both the pretest and posttest scores. The aggregate score indicates pre-test grand mean scores of 2.83 with standard deviation of 1.43 compare to posttest grand mean score of 3.78 with standard deviation of 1.32.

Comparing post-test grand mean scores of couple's marital satisfaction with decision point of 3, it implies that marital satisfaction mean scores of **3.78** post-test is above the decision points of 3. The decision rule states that Mean scores of less than 3 points is Dissatisfied while 3 points and above is satisfied. This indicates that the couples in the financial management skills traininghad satisfied responseswith their financial management after the training. This implied that financial management skills training had positive effect on couples' marital satisfaction.

4.2.4 Research Question four:

What is the effect of conflict resolution skills on marital satisfaction among dual-career young couples?

In order to answer this researcher question four, pre-test and post-test mean response scores on marital satisfaction of couples in the conflict resolution skills were compared to test the effect of the training. This is shown in Table 4.5.

Table 4.5: Mean and Standard Deviation scores of pre-test and post-teston marital satisfaction of dual career couples in Conflict Resolution Skills training.

SN	Items	N	Pre-test $\bar{X}$±S. D	Pretest Decision	Post-test $\bar{X}$±S. D	Posttest Decision
34	I feel very good and satisfied with how we practice conflict resolution.	74	2.35±1.25	Dissatisfied	**3.62±1.28**	Satisfied
35	In order to end an argument, I usually give up too quickly.	74	2.43±1.34	Dissatisfied	**3.69±1.40**	Satisfied
36	My partner and I have very different ideas about the best way to solve our disagreements	74	2.35±1.31	Dissatisfied	**4.07±1.11**	Satisfied
37	When discussing problems, I usually feel my partner understands me.	74	2.13±1.46	Dissatisfied	**2.16±1.17**	Dissatisfied
38	When we are having a problem, I can always tell my partner what is bothering me	74	2.59±1.48	Dissatisfied	**3.82±1.35**	Satisfied
39	Sometimes, we have serious disputes over unimportant issues.	74	2.11±1.43	Dissatisfied	**2.19±1.37**	Satisfied
40	I would do anything to avoid conflict with my partner.	74	3.65±1.38	Satisfied	**3.89±1.51**	Satisfied
41	I sometimes feel our arguments go on and on and never seem to get resolved.	74	2.30±1.48	Dissatisfied	**2.36±1.44**	Satisfied
42	When we have a disagreement, we openly share our feelings and decide how to resolve our differences	74	2.32±1.40	Dissatisfied	**4.09±1.27**	Satisfied
43	Usually feel that my partner does not take our disagreements seriously.	74	2.29±1.44	Dissatisfied	**2.31±1.41**	Satisfied
44	When we argue, I usually end up feeling the problem was my entire fault.	74	2.45±1.36	Dissatisfied	**3.55±1.54**	Satisfied
	Grand mean	74	2.88±1.39	Dissatisfied	**3.25±1.35**	Satisfied

Decision:Mean scores of less than 3 points is Dissatisfied while 3 points and above is Satisfied.
Source: Field Survey, 2018

From Table 4. 5, it can be observed that the mean and standard deviation of the respondents on the effect of conflict resolution skills training on couples' marital satisfaction. The result shows that couples in conflict resolution skills training obtained an increased in mean score of marital satisfaction on the 7 items except in item 37, 39, 41 and 43 in the post-test compared to pretest mean score. Specifically, item 42 relating to the opinion of respondents on "when we have a disagreement, we openly share our feelings and decide how to resolve our differences" attracted higher posttest mean score of **4.09** compared to pretest mean score of 2.32. This shows improvement after the training. In the same vain, the opinion on item 36 that states "My partner and I have very different ideas about the best way to solve our disagreements" attracted posttest mean score of **4.07** compared to pretest mean score of 2.35 among others.

The difference can be seen in the aggregate marital satisfaction mean scores of both the pre and post conflict resolution skill training. The aggregate score indicates grand mean scores of 2.88 with standard deviation of 1.39 pre-test and a grand mean score of **3.25** with standard deviation of 1.35 for post-test. More so, in comparing post-test grand mean scores of couple's marital satisfaction with decision point of 3, it shows that couples in conflict resolution skills training obtained grand mean score of **3.25**which is above the decision points of 3. The decision rule states that Mean scores of less than 3 points is dissatisfied while 3 points and above is satisfied.This indicates that the couples in the conflict resolution skills training had satisfied responses to most aspectsof their conflict resolution after the training. This implied that conflict resolution skills training had positive effect on couples' marital satisfaction.

4.2.5 Research Question five:

What is the effect of parenting skills on marital satisfaction among dual-career young couples?

In order to answer this researcher question five, pre-test and post-test mean response scores on marital satisfaction of couples in the parenting skills were compared to test the effect of the parenting skills training. This is shown in Table 4.6.

Table 4.6: Mean and Standard Deviation scores of pre-test and post-test on marital satisfaction of dual career couples in parenting Skills training.

SN	Items	N	Pre-test $\bar{X}$±S. D	Pretest Decision	Post-test $\bar{X}$±S. D	Posttest Decision
45	I feel very good about how we practice our parental duties	74	2.99±1.58	Dissatisfied	**3.14±1.09**	Satisfied
46	In our family, the father does not spend enough time with the children.	74	2.80±1.44	Dissatisfied	**3.01±1.50**	Satisfied
47	I am satisfied with how we share the responsibilities of raising our children.	74	2.92±1.57	Dissatisfied	**3.20±1.43**	Satisfied
48	We agree on how to discipline our children.	74	2.97±1.59	Dissatisfied	**3.61±1.41**	Satisfied
49	Children seem to be a major source of problems in our relationship.	74	3.51±1.45	Dissatisfied	**3.18±1.39**	Satisfied
50	We have agreed on the number of children that we would like to raise.	74	2.80±1.51	Dissatisfied	**3.70±1.38**	Satisfied
51	It bothers me that my partner seems to place more importance on the children than on our marriage	74	2.78±1.40	Dissatisfied	**3.85±1.36**	Satisfied
52	Having children has brought us closer together as a couple.	74	2.74±1.53	Dissatisfied	**2.91±1.59**	Satisfied
53	We both don't have different views on how to discipline children	74	3.16±1.54	Satisfied	**3.34±1.56**	Satisfied
54	Since start having children, we do have time together as a couple.	74	3.59±1.45	Satisfied	**3.64±1.51**	Satisfied
55	We are doing well in the way we discipline our children	74	3.36±1.40	Satisfied	**3.53±1.50**	Satisfied
	Grand mean	74	3.15±1.45	Satisfied	**3.37**±1.43	Satisfied

Decision:Mean scores of less than 3 points is dissatisfied while 3 points and above is Satisfied.
Source: Field Survey, 2018

Table 4.6 indicates the mean and standard deviation of the respondents on the effect of parenting skills training on marital satisfaction among couples. The result shows the mean score of couples' marital satisfaction pre and post parenting skills training. The result shows that couples in parenting skills training obtained an increased in mean score of marital satisfaction on the 10 items except in item 52 in the post-test compared to pretest mean score. Specifically, item 51 relating to the opinion of respondents on "It bothers me that my partner seems to place more importance on the children than on our marriage" attracted higher posttest mean score of **3.85** compared to pretest mean score of 3.78. In the same vain, the opinion on item 50 that states "We have agreed on the number of children that we would like to raise" attracted posttest mean score of **3.70** compared to pretest mean score of 2.80 among others.

The difference can be seen in the aggregate mean scores of both the pre-test and posttest. The aggregate score indicates pre-test grand mean scores of 3.15 with standard deviation of 1.45 compare to posttest grand mean score of **3.37** with standard deviation of 1.43. This indicates that couples exposed to sexual relationship skills training obtained grand mean score of **3.37** than the pretest mean score of **3.15**. However, comparing post-test grand mean scores of couple's marital satisfaction with decision point of 3, it implies that marital satisfaction scores after the parenting skill training had grand mean score of **3.37**which is above the decision points of 3. The decision rule states that Mean scores of less than 3 points is dissatisfied while 3 points and above is satisfied.This indicates that the couples in the parenting training had satisfiedresponses to their parentingissues after the training on most of the items. This implied that sexual relationship skill training had minimal effect on couples' marital satisfaction.

4.2.7 Research Question 6:

What is the mean effect difference ofcomponents of marital satisfaction among young dual-career couples?

In order to answer this researcher question six, mean response scores of all theComponents of marital satisfaction were compared to test the effect difference of the mean scores after the training. This is shown in Table 4.7.

Table 4.7: Means effect difference of components of marital satisfaction among Dual Career Young Couples

MARITAL SATISFACTION COMPONENTS	Mean	Std. Error
COMMUNICATION	3.97	.055
SEXUAL RELATIONSHIP	3.35	.055
FINANCIAL MANAGEMENT	3.78	.055
CONFLICT RESOLUTION	3.25	.055
PARENTING	3.37	.055

Source: Field Survey, 2018

The analysis in Table 4. 7 shows the mean of each component or indices of marital satisfaction. The result indicates that communication with mean score of 3. 97 had more effect on marital satisfaction then followed financial management with mean score of 3.78, then parenting with 3. 75, followed by sexual relationship with 3. 35, and lastly conflict resolution with 3.25, as revealed by the mean scores of each of the component. This indicates the importance of various indices of marital satisfaction in this study.

4.3 Testing of hypotheses

This section provide answers to research hypotheses. Specifically,

4.3.1 Hypothesis one

HO_1: There is no significant effects of communication skill training on marital satisfaction among dual-career couples.

In order to test hypothesis one, paired sample t-test statistics of the pre-test and post-test scores of marital satisfaction of the respondents in the communication skill training were also computed and compared as shown in Table 4.8

Table 4.8: paired sample *t*-test statistic of pretest and posttest marital satisfaction mean scores of couples in the communication skills training.

Variable	N	Mean	S. D	Df	*t* – value	P – value	Remark
Pre test	74	2.46	1.31				
				73	4.469	.001	Significant
Post test	74	3.97	1.07				

Significant at p<0.05

Table 4.8 shows the post-test mean score of 3.97 and the pre-test mean score of 2.46 with 73 degree of freedom and standard deviation of 1.07 and 1.31 respectively. This gave rise t- value of 4.469 with p- value of 0.001 which is less than alpha value of 0.05. In order words, the p- value of 0.001 less than 0.05 alpha level of significance. The result revealed the existence of a significant effect of communication skill training on the marital satisfaction of young dual-career couples that participated in the training. Based on the result, the null hypothesis which states that there is no significant effect of communication skill training on marital satisfaction is therefore rejected. This implies that communication training had significant effect on marital satisfaction of participating couples positively.

4.3.2 Hypothesis two

HO_2: There is no significant effect of sexual relationship skill training on the marital satisfaction of young dual career couples.

In order to test this hypothesis two, paired sample t-test statistics of the pre-test and post-test scores of marital satisfaction of dual career-couples in the marital sexual relationship skills training were computed and compared as shown in Table 4.9.

Table 4.9: paired sample *t*-test statistic of pretest and posttest marital satisfaction mean score of couples in sexual relationship skills training.

Variable	N	Mean	S. D	Df	*t* – value	p – value	Remark
Pre test	74	2.79	1.38				
				73	1.651	.042	Significant
Post test	74	3.35	1.32				

Significant at p<0.05

Table 4.9 shows the post-test mean score of 3.35 and the pre-test mean score of 2.79 with 73 degree of freedom and standard deviation of 1.32 and 1.38 respectively. This gave rise t- value of 1.651 with p- value of 0.042 which is less than alpha value of 0.05. The result reveals the existence of a significant effect of sexual relationship skills training on marital satisfaction of young dual-career couple that participated in the training. Based on the result, the null hypothesis which states that there is no significant effect of sexual relationship skill training on marital satisfaction was therefore rejected. This implies that sexual relationship skills training had significant effect on marital satisfaction of participating couples.

4.3.3 Hypothesis three

HO_3: There is no significant effect of financial management skill training on the marital satisfaction among young dual career-couples of couples.

In order to test the result of hypothesis three, paired sample t-test statistics of the pre-test and post-test scores of marital satisfaction of young dual career couples in the marital financial management skills training were computed and compared as shown in Table 4.10.

Table 4.10: paired sample *t*-test statistic of pretest and posttest marital satisfaction mean scores of couples in the financial management skills training.

Variable	N	Mean	S. D	Df	*t* – value	p – value	Remark
Pre test	74	2.83	1.43				
				73	4.480	.001	Significant
Post test	74	3.78	1.32				

Significant at p<0.05

Table 4.10 shows the post-test mean score of 3.78 and the pre-test mean score of 2.83 with 73 degree of freedom and standard deviation of 1.43 and 1.32 respectively. This gave rise t- value of 4.480 with p- value of 0.001 which is less than alpha value of 0.05. In order words, the p-value of 0.001 is less than 0.05 alpha level of significance. The result revealed the existence of a significant effect of marital financial management skills training on marital satisfaction among the young dual-career couple that participated in the training. Based on the result, the null hypothesis which states that there is no significant effect of the financial management skill on marital satisfaction of young dual-career couples is therefore rejected. This implies that financial management skill training had significant effect on marital satisfaction of the participating couples.

4.3.4 Hypothesis four

HO_4: There is no significant effect of conflict resolution skill training on marital satisfaction of young dual career couples.

In order to test hypothesis four, paired sample t-test statistics of the pre-test and post-test marital satisfaction mean scores of young dual career couples in the conflict resolution skills training were computed and compared as shown in Table 4.11.

Table 4. 11: paired sample *t*-test statistic of pretest and posttest marital satisfaction mean score of couples in conflict resolution skills training.

Variable	N	Mean	S. D	Df	*t* – value	p – value	Remark
Pre test	74	2.88	1.39				
				73	.928	0.375	Not significant
Post test	74	3.25	1.35				

Not Significant at p>0.05

Table 4.11shows the post-test mean score of 3.25 and the pre-test mean score of 2.88 with 73 degree of freedom and standard deviation of 1.39 and 1.35 respectively. This gave rise to t- value of 0.928 with p- value of 0.375 which is greater than alpha value of 0.05. In other words, the p-value of 0.375 is greater than 0.005 alpha level of significance. Based on the result, the null hypothesis which states that there is no significant effect of conflict resolution skills training on marital satisfaction was therefore retained. This indicates that respondents exposed to conflict resolution skill training revealed no significant effect on their marital satisfaction.

4.3.5 Hypothesis five

HO_5: There is no significant effect of parenting skill training on marital satisfaction among young dual-career couples.

In order to test hypothesis five, paired sample t-test statistics of the pre-test and post-test marital satisfaction mean score of young dual-career couples in the parenting skills training is computed and compared as shown in table 4.12.

Table 4. 12: paired sample *t*-test statistic of pretest and posttest marital satisfaction mean scores of couples in parenting skills training.

Variable	N	Mean	S. D	Df	*t* – value	p – value	Remark
Pre test	74	3.15	1.45	73	2.365	.075	Not Significant
Post test	74	3.37	1.43				

Not Significant at p>0.05

Table 4.12 shows the post-test mean score of 3.37 and the pre-test mean score of 3.15 with 73 degree of freedom and standard deviation of 1.43 and 1.45 respectively. This gave rise t- value of 2.365 with p- value of 0.075 which is greater than alpha value of 0.05. In other words, the p- value of 0.075 is greater than 0.005 alpha level of significance. Based on the result, the null hypothesis which states that there is no significant effect of parenting skill training on marital satisfaction was therefore accepted. This indicates that respondents exposed to parenting skill training revealed no significant effect of the training on marital satisfaction.

4.3.7 Hypothesis six

HO_6: There is no significant mean effect difference between the Components of marital satisfaction among young dual-career couples.

To test this hypothesis six, Analysis of Covariance (ANCOVA) statistics on the test of mean effect difference between theComponents, means of all the indices of marital satisfaction were computed and compared to test for the significant effect difference among the components. It is shown on Table 4.13.

Table 4.13: Summary of ANCOVA statistic on the Test of Difference in the Mean Scores of the Components of Marital Satisfaction.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	421.561[a]	5	84.312	383.264	.000
Intercept	66.503	1	66.503	302.306	.000
Pretreatment satisfaction	399.705	1	399.705	1816.969	.000
indices of marital satisfaction	46.441	4	11.610	52.778	.000
Error	80.074	364	.220		
Total	5087.107	370			
Corrected Total	501.635	369			

Significant at p<0.05

Table 4.13 shows a summary of ANCOVA to test whether a significant difference in the mean score of all the marital satisfaction components in this study. The result reveals that significant effect difference exists among the components of marital satisfaction, [$F_{(369, 4)}$ = 52.778, p 0.000, p<0.05]. This means that the obtained value of F at 369 with the degree of freedom of 4 is 52.778 with type III sum of squares of 46.441 for indices of marital satisfaction at mean square of 11.610 with p- value of 0.000. This is said to be significant since the p-value of 0.000 is less than alpha level of 0.05 significance. Therefore, the null hypothesis which states that there is no significant effect difference among the mean scores of all the indices of marital satisfaction is therefore

rejected. Since the p – value obtained is less than 0.05 level of significance. This implies that there is a significant difference in the mean scores of all the components of marital satisfaction.

4.4 Summary of Major Findings

The following are the summary of major findings of this study

1. The result shows that communication skills training had a positive effect on marital satisfaction as revealed by the grand mean score of 2.46 pretest and 3.97 posttest.
2. Sexual skills training had an effect on marital satisfaction as revealed by the grand mean of 2.79 pretest and 3.35 posttest**.**
3. Financial management skills training had a positive effect on marital satisfaction as revealed by the grand mean score of 2.83 for pretest and 3.78 posttest.
4. Conflict resolution skills training had effect on marital satisfaction as revealed by the grand mean of 2.88 pretest and 3.25 posttest.
5. Parenting skills training had little effect on marital satisfaction as revealed by the grand mean score of 3.15 pretest and 3.37 posttest.
6. Communication skills component has more effect on marital satisfaction, then financial management skills, followed by parenting skills, then sexual relationship skills and lastly conflict resolution skills as revealed by the mean scores of 3.97, 3.78, 3.37, 3.25 and 3.25 respectively.
7. Communication skill training had significant effect on the marital satisfaction [t (73, 0.05) = 4.469, p = 0.001, p<0.05].
8. Sexual relationship skill training had significant effect on marital satisfaction. [t (73, 0.05) = 1.651, p = 0.042, p<0.05]

9. Financial management skills training had significant effect on the marital satisfaction [t (73, 0.05) = 4.48, p = 0.001, p<0.05].
10. Conflict resolution skill training had no significant effect on the marital satisfaction [t (73, 0.05) = 0.928, p = 0.375, p>0.05].
11. Parenting skills training has no significant effect on the marital parenting [t (73, 0.05) = 2.36, p = 0.075, p>0.05].
12. The result further revealed that significant mean effect difference exists among the means of components of marital satisfaction [$F_{(369, 4)}$ = 52.778, p = 000 p<0.05].

4.5 Discussion

The main objective of this study was to assess the Effects of Relationship Education Training on Marital Satisfaction among Young dual-career couples in Ahmadu Bello University, Zaria. This study was carried out based on six research objectives, six research questions and six formulated null hypotheses.

First among the variables was on marital communication. The findings from research question one shows that communication skills training had a positive effect on marital satisfaction. The findings from the null hypothesis one also reveals that communication skills training had a significant effect on marital communication. This is an indication that marital communication is one of the crucial determining factor influencing marital satisfaction. Supporting this finding was the study of Parhizgar, et. al. (2017), who reported that participants in the pre-marriage training in communication skills had positive effect on the couples' communication. Lucier-Greer, et. al. (2016) also reported higher communication satisfaction among couples. Similar results were reported by Antle, et. al. (2013) whose results indicated significant increases in relationship communication quality and marital satisfaction.

The findings of this study therefore confirmed the previous study of Mohsen (2015) who reported that communication skills were able to significantly improve communication and Marital Satisfaction. This finding was also in line with Farbod, Ghamari and Majd (2014) who found that marital communication skills had a positive effect on the couples' communication and marital satisfaction. Furthermore, the work of Tavakolizadeha, Nejatianb and Soori (2015) who determined the effectiveness of communication skills training on marital conflicts and its aspects in married women referred to health centers of Gonabad in 2013 indicated that communication skills training significantly improved couple's communication and marital satisfaction. This similarity generally shows the importance of communication skills in marital relationship. It then means that couples communication skills increase marital satisfaction of dual-career couples. It is also assumed that good communication skills of couples promote better communication for marital quality and satisfaction. This is so as communication provides the emotional bond or love between husband and wife. This study demonstrated a close link between communication skill training and marital satisfaction. Nevertheless, Communication skills alone cannot result in the feeling of pleasure and happiness in marriage among couples hence, the need for skills training in other components of marital satisfaction.

Second among the variables is the marital sexual relationship skills. The findings from research question two shows that sexual relationship skills training had a positive effect on marital satisfaction. This implies that skill training improves marital sexual relationship of couples that participated in the training. The findings arising from the null hypothesis two reveals a significant effect of sexual relationship skills training on marital satisfaction among the dual career couples. This finding agreed with that of Lotfi and Vaziri (2011) whose results revealed that sexual skills training had a significant effect on positive feelings toward spouse, marital sexual relationship and

marital satisfaction. Shahsiah, et. al. (2011) reported similar findings in the study that examined the Effect of Sex Education on Improving Couples Marital Satisfaction in Isfahan. The training had an impact on the sexual aspect of marital satisfaction. Ziaei et.al reported that sexual relationship skill training had a significant effect on positive feelings toward a spouse sexual relationship and total marital satisfaction. The finding also is in line with the finding of Maitra, et. al. (2017) who study revealed significant changes in couple and family relations, sexual health knowledge, and emotional well-being which the crucial factor influencing couples' marital satisfaction.

A possible explanation to this contrary findings of the current study, was the study of Saleh and Ramezani (2016) who studied the effectiveness of Sexual Training on Women's Marital Life Satisfaction. The result revealed no significant difference existed. This contrary findings might be attributed to the methodology of the training and culture of the participants.

Third among the variables is financial management. The findings from research question three shows that financial skills training had a positive effect on marital satisfaction. This implies that the skill training improves marital satisfaction among couples that participated in the training. The findings arising from the null hypothesis three also shows that there is a significant effect of financial skills training on marital financial management among dual career couples. This finding is in agreement with that of Zimmerman and Roberts (2012) who reported that greater implementation of financial management practices was discovered to be associated with improvement in marital relationship quality.

The findings of the current study, however, contrasted that of Azizi, et. al. (2016), who found that no significant difference existed between the couples that participated and those that did not participate in life skill training for divorce applicant couples. However, the results showed that skills training have significant effects on all aspect of marital satisfaction, except financial

management, leisure activities and religious orientation in the intervention group. A possible explanation to findings might be attributed to the fact that the previous study covered divorce applicant couples that might not have had a steady source of income compared to the current study who are working couples with steady monthly income.

Fourth among the variables is the marital conflict resolution. The findings from research question four shows that conflict resolution skill training has little effect on marital satisfaction of dual career couples. To confirm the level of the effect, the findings arising from the null hypothesis four found that there is no significant effect of conflict resolution skill training on marital conflict resolution among the dual career couples. It shows that training did not improve couples' skills in resolving conflict. The findings of this study is in line with that of Gottman and Tabares (2017) whose findings revealed that there is no main effect from the pre-test conflict discussion to the post-test conflict discussion between the interventions and control group. This findings, however, was contrary to the findings of Kroger, et. al. (2017) whose study indicated a reduction in unresolved conflicts among the intervention group. Another possible explanation to the contrary findings was the findings of Tabat (2015) who revealed significant effect of relationship education training on the management of marital discord among young couples that participated in the training. In addition, Antle, et. al. (2013) also reported significant Impact of within My Reach Relationship Training on conflict resolution skills and relationship quality. Sheykh and Emadian (2016) investigated the relationship between conflict resolution skills among couples on the level of marital conflict and their mental health, the study showed a significant difference in reducing marital conflict and enhance couples mental health and marital satisfaction. Furthermore, Adler-Baeder, et. al. (2014)and Rezaee and Foruzandeh (2016) found that there was a significant effect of conflict resolution skills training on marital satisfaction. A possible explanation to this contrary findings

might be attributed to differences in the content and interventional methodology and other reasons which may include fear of revealing the problem, lack of trust and cultural background of the participants

The findings from research question five shows that parenting skill training had little effect on marital satisfaction as reveal by the posttest grand mean score of 3.37 compares with pretest grand mean scores of 3.15.This shows that the skill training was not too effective to bring about marital satisfaction. To confirm the significance of the effect, the findings arising from the null hypothesis five also reveals that there is no significant effect of parenting skills training on dual-career couples' satisfaction. The findings of this current study contradicted the findings of Adler-Baeder, Harcourt and Gregson (2014) whose results indicated that those who participated in the training reported significant increases in family harmony and parenting efficacy than those who did not receive the training. Sylvia, et. al. (2013); Rezaee and Foruzandeh (2016) who found that parenting skills training for couples had a significant effect on marital satisfaction. The research of Gambrel and Piercy (2015) on Mindfulness-Based Relationship Education for Couples Expecting their First Child also indicated positive changes that led the couples to be more confident about becoming parents, however, this study reveals effect but the effect is not good enough to be significant. Attributed to this findings is the fact that two sessions training on parenting may not have given the actual proficiency skill level of the parents. Furthermore, for parenting skills to have been established to be significant, the training should have been repeatedly administered on the parents alongside their children over some period. Attributed to this disparity is the fact that parents that participated in the training still have both traditional beliefs of family roles and expectations as regards parenting and confusion of modern family values. This is so as participants' tradition predict mother may hold different views of father involvement in parenting visa vis fathers,

however, with the rise of dual-career couples, the need for fathers' involvement with children is important. More so, for training to be more effective and significant the need for both parents and children participating in parenting is more important.

The findings from research question six indicated the mean effect differences of components of marital satisfaction among couples. These includes marital communication, marital financial management, parenting, sexual relationship and conflict resolution. This shows that marital communication is the most important component among other variables that determine marital satisfaction in this study. The skills couple use in communicating determine the reaction of other components of marital satisfaction. To check the level of difference, the null hypothesis six reveals significant effect difference exists among the components or indices of marital satisfaction. This indicates that relationship education skills training on the various components of marital satisfaction is highly needed for the improvement of marital satisfaction. This is an indication that marital communication is one of the crucial determining factor influencing marital satisfaction. This implies that each component of marital satisfaction required different approach and skills in handling marital problems. The findings of the study agrees with that of Johnson, et. al. (2017), Lotfi and Vaziri (2011) who examined the effect of sexual skills training on the marital relationship, conflict resolution style, sexual relationship and total marital satisfaction showed significant difference among these components for positive feelings toward the spouse. Another similar study is that of Shahram, Mahnaz and Ameneh (2015) showed significant mean differences existed on the effect of Sex Education training on sexual relation and marital communication component. Farbod, Ghamari, and Majd (2014) found a significant difference among components such communication, couples' intimacy and quality of marital life in the study that investigated the effect of communication skills education for married women on couples' communication, intimacy and quality of life. This

significant difference was mostly on personality issues, marital relations, conflict resolution, financial management, leisure, sexual relations, children and parenting, relatives and friends, and religious orientation.

The positive effect shown from the findings of this study and that of other related empirical studies is an indication of the value and importance of relationship training in the improvement of all the components of marital satisfaction for better marriage life. The need to improve on the components of marital satisfaction such conflict resolution and parenting that proves not to be significant in this current study may own to some factors like training methodology, adequacy of time and culture.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations of the study and is presented under the following sub-headings

5.1 Summary

5.2 Conclusion

5.3 Contributions to the knowledge

5.4 Recommendations

5.5 Suggestions for Further Studies

5.1 Summary

The study assessed the Effect of Relationship Education Training on Marital Satisfaction among Young Dual-career Couples in Ahmadu Bello University, Zaria- Nigeria. Six (6) objectives, six (6) research questions, and six (6) null hypotheses were formulated for this study. Related literature were reviewed based on the theoretical and conceptual framework as well empirical studies. The review highlighted the needs for Relationship Education skills training for Dual Career Couples, Marital Satisfaction, and Components of Marital Satisfaction, such as Communication, Sexual Relationship, Financial Management, Conflict Resolution and Parenting. The population of this study was three hundred and seventy (370) which is one hundred and eighty five (185) couples out of which seventy four (74) respondents which is thirty seven (37) couples with low marital satisfaction were purposively selected from the population of young dual-career couples in Ahmadu Bello University, Zaria. The Study adopted a quasi-experimental design involving pre-test post-test design. All the Seventy four respondents were exposed to five weeks Relationship Education Training. ENRICH Marital Satisfaction Scale

(EMS; Fowlers & Olson, 1993) was adopted and modified to suit the objectives of the study. The instrument was named as Marital Satisfaction Enrichment Questionnaire tagged "MSEQ" which was used as an instrument for data collection. The instrument had reliability coefficients of 0.89 indicating high reliability. Mean and the standard deviation are used to answer all the six research questions while six research hypotheses formulated were tested at 0.05 level of significance using paired sample t-test and analysis of covariance (ANCOVA).The findings revealed that communication skills training had a significant effect on marital satisfaction. The findings also revealed that the sexual skills training had a significant effect on marital satisfaction. The result shows that financial management skills training had a significant effect on marital satisfaction. The findings also revealed that conflict resolution skills training had no significant effect on marital satisfaction. It was also found that there is no significant effect of parenting skills training on marital satisfaction. The result further revealed that a significant effect difference exists among the components or indices of all the marital satisfaction. Finally, the result showed an improvement in marital satisfaction of Young Dual-career couples after the relationship education training in Ahmadu Bello University, Zaria.

5.2 Conclusion

Based on the findings of this study, it was concluded that relationship education training was effective in improving marital communication, sexual relationship, financial management and general marital satisfaction among young dual-career couples. However, no significant effect of the skill training was observed on marital conflict resolution and parenting among the young dual-career couples. Relationship skill training is a useful intervention for improving marital satisfaction as well as impacting positively on the dual-career couple relationship in Ahmadu Bello University, Zaria.

5.3 Contribution to knowledge

The present study contributes to knowledge as follows:

1. Communication skills training can improve marital satisfaction of young dual-career couples through the use of effective communication for better family living.($p = 0.001$, $p<0.05$].
2. Sexual skills training can improve marital satisfaction of young dual-career couples through the use of expression of sexual feelings by both spouses ($p = 0.042$, $p<0.05$)
3. Financial management skills training can improve marital satisfaction of young dual-career couples through proper financial management for a stable marriage and family ($p = 0.001$, $p<0.05$).
4. Conflict resolution skills training can improve conflict resolution skills of couples for better marital satisfactionand peaceful home. ($p = 0.375$, $p>0.05$).
5. Parenting skills training has also added to the parenting knowledge and skills of the young dual-career couples' marital satisfaction for a stable childrenupbringing ($p = 0.075$, $p>0.05$).
6. The findings can help married couples adjustand adapt to all the components ofmarital satisfaction and can also be used in addressing issues in the field of Family and Child Development which is the basis for Home Economics Education ($p = 0.000$, $p<0.05$).

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

1. Non-Government organization and individuals should provide adequate training interventions for all dual- career couples through relationship education.
2. Dual-career couples should ensure they participate in programme that help in promoting marital satisfaction within or outside the University Community for a better marriage life.
3. Home Economists, Educational Psychologists and Counselors with a specialty in Family and Child should organize seminars, workshops and regular talk shows on televisions and radios for young dual career couples.
4. University authority should be encouraged to establish relationship training unit in the Counselling Centre of the Ahmadu Bello University so as to create an opportunity for regular seminars and workshops for dual- career couples on issues that have to do with marital relationships.
5. The society or community should engage marriage relationship experts in providing pre-marital training for intending couples to help them understand each other before entering a marital relationship.

5.5 Suggestions for Further Studies

Areas that warrant further investigation include the following:

1. Effects of relationship education training on marital satisfaction of non-career couples.
2. The effects of relationship education training on pre-marital relationships among students in higher institutions.
3. Assessment of relationship education training on marital satisfaction among dual-career couples using gender and other demographic variables.

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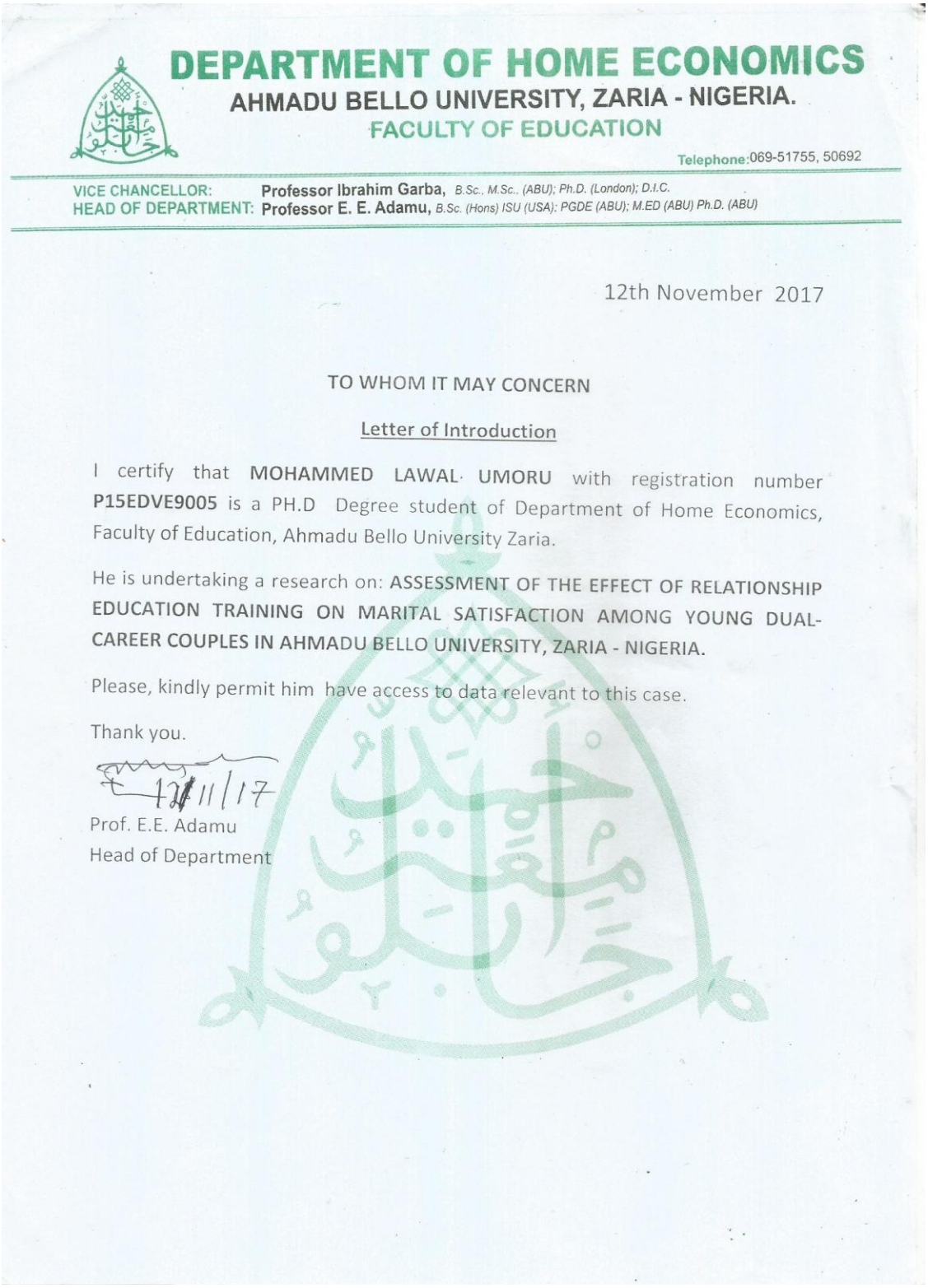
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APPENDIX A
Letter of Introduction from the Department of Home Economics



DEPARTMENT OF HOME ECONOMICS
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.
FACULTY OF EDUCATION

Telephone:069-51755, 50692

VICE CHANCELLOR: **Professor Ibrahim Garba,** *B.Sc., M.Sc., (ABU); Ph.D. (London); D.I.C.*
HEAD OF DEPARTMENT: **Professor E. E. Adamu,** *B.Sc. (Hons) ISU (USA); PGDE (ABU); M.ED (ABU) Ph.D. (ABU)*

12th November 2017

TO WHOM IT MAY CONCERN

Letter of Introduction

I certify that **MOHAMMED LAWAL UMORU** with registration number **P15EDVE9005** is a PH.D Degree student of Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria.

He is undertaking a research on: **ASSESSMENT OF THE EFFECT OF RELATIONSHIP EDUCATION TRAINING ON MARITAL SATISFACTION AMONG YOUNG DUAL-CAREER COUPLES IN AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.**

Please, kindly permit him have access to data relevant to this case.

Thank you.

12/11/17

Prof. E.E. Adamu
Head of Department

APPENDIX B

Informed Consent Form for Participant

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF HOME ECONOMICS

Informed Consent Form for participant

This informed consent form is to invite you to participate in a research study, titled "**ASSESSMENT OF THEEFFECT OF RELATIONSHIP EDUCATION TRAINING ON MARITAL SATISFACTION AMONG YOUNG COUPLES IN AHMADU BELLO UNIVERSITY COMMUNITY, ZARIA".**

Name of the researcher: Mohammed Lawal UMORU
Ph.D. (Family and Child)
Department of Home Economics
08037050266 and 08151589687

I the above mentioned is carrying out a research that involves training working-class couples on skills in handling marital responsibility.

You are being invited to take part in this research because I feel that your experience as a responsible young couple can contribute much to our understanding and knowledge of marital responsibility issues. **YOUR PARTICIPATION IN THIS RESEARCH IS VOLUNTARY.** If you volunteer to take part in this research project, you will be asked to attend a free relationship education training.
The training will take place in the university with the assurance that any information provided will be treated confidentially.

Training materials will be provided with refreshment. Invitation letter that will include date, venues and time for training will be sent to you at the appropriate time.
I have read the foregoing information. I consent voluntarily to be a participant in this study.
Name of Participant _____Signature of Participant _____

Date _____ Phone number ---------- Faculty/Dept.----------

APPENDIX C

Baseline Questionnaire for identification of Young Dual-career couples

PART A: DEMOGRAPHIC INFORMATION

1. Age (in years)
(a) 18 – 22 [ ]
(b) 23 – 27 [ ]
(c) 28 – 32 [ ]
(d) 33 – 37 [ ]
(e) 38 and above [ ]

2. Sex
(a) Male [ ]
(b) Female [ ]

3. Highest Educational qualification
(a) Primary [ ]
(b) Secondary [ ]
(c) NCE/Diploma [ ]
(d) Degree/HND [ ]
(E) Any other (specify) ----------.

4. No. of years you have spent in marriage
(a) 1year [ ]
(b) 2-4 [ ]
(c) 5-7 [ ]
(d) 8-10 [ ]
(e) Any other (specify) ----------

5. How many children do you have now?
(a) None [ ]
(b) 1 [ ]
(c) 2 [ ]
(d) 3 [ ]
(e) Any other (specify) ----------

6. What are the current ages and sex of all of your children? Please indicate in the space Provided below: ----------

7. How many hours per week do you currently work in a job setting (on average)?
Specify _____

8. How many hours per week do your spouse currently work in a job setting (on average)?
Specify _____

12. Numbers of house help you have
(a) 1 []
(b) 2 []
(c) Others specify----------

Part B: Marriage Inventory

Marriage Inventory is a comprehensive, user-friendly tool for couples. The researcher designed the Inventory to help couples appreciate their unique relationship and satisfaction in their marriage for lifelong marriage.

Each partner answers separately: circle 3, 2 and 1. There are no wrong or right responses. AGREED -3, UNDECIDE=2, DISAGREE=1

	Inventory Item			
1)	My spouse and I discuss the expectations of marital satisfaction.	3	2	1
2)	The behaviors or habits of my spouse always make me happy.	3	2	1
3)	My spouse problem-solving skills withregard to marital communication enhances my marital satisfaction.	3	2	1
4)	My spouse and I agree on the number of children we should have.	3	2	1
5)	My spouse and I are happy that pressure from work does not interfere in our marital relationship.	3	2	1
6)	My spouse and I can talk candidly about our sexual intimacy in marriage.	3	2	1
7)	I have agreed on how we share responsibilities in managing our finances with my spouse	3	2	1
8)	I feel that my partner is the right person for me to have married.	3	2	1
9)	I sometimes feel that my spouse conflict resolution skill is a good one	3	2	1
10)	I feel good about the way my spouse and I share our parenting duties.	3	2	1

APPENDIX D
PRE AND POST-TEST QUESTIONNAIRE INSTRUMENT

MARITAL SATISFACTION ENRICHMENT QUESTIONNAIRE (MSEQ) FOR COUPLES

Department of Home Economics,
Ahmadu Bello University, Zaria.

Dear Respondent,

Request to Fill Questionnaire

I am a Postgraduate Student in the Home Economics (Family and Child Development Option) Ahmadu Bello University, Zaria. I am undergoing a research study titled ASSESSMENT OF THE EFFECT OF RELATIONSHIP EDUCATION TRAINING ON MARITAL SATISFACTION AMONG YOUNG DUAL-CAREER COUPLES IN AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA in partial fulfillment for the requirement of a Doctorate Degree.

I am requesting you to kindly and honestly respond in completing the attached Test Instrument as accurately as possible. All the information provided will be treated confidentially. Thank you for your understanding and cooperation.

Yours faithfully,

Mohammed Lawal UMORU

INSTRUMENT
MARITAL SATISFACTION ENRICHMENT QUESTIONNAIRE (MSEQ) FOR COUPLES

INSTRUCTIONS

This Instrument is expected to be filled strictly by Young Dual-Career Couple. It is of two Parts A and B.

Part A is items concerning your information on years spent marriage. Please indicate your answer with a tick next to the choice that applies to you. For open-ended questions, please fill in the blanks with the appropriate information.

PARTA: DEMOGRAPHIC INFORMATION

1. No. of years you have spent in marriage
(a) 1year [ ]
(b) 2-4 [ ]
(c) 5-7 [ ]
(d) 8-10 [ ]
(e) Any other (specify) ----------

PART B

INSTRUCTION:

PART B IS OF FiveSECTIONS (A-E) CONCERNING YOUR LEVEL OF MARITAL SATISFACTION. Please indicate your answer with a tick next to the choice that applies to you

Very Satisfied (VS), Moderately Satisfied (MS), Neutral (N) Moderately Dissatisfied (MD) and Very dissatisfied (VD)

S/N	**Section A**: items concerning **Marital Satisfaction (Communication issues)**	VS=5	MS=4	N=3	MD=2	VD=1
1	I feel very good and satisfied with how we practice and adjust communication roles.					
2	It is very easy for me to express all my true feelings to my partner.					
3	When we are having a problem, my partner often gives me the silent treatment and not bother about my feelings.					
4	My partner sometimes makes comments that put me down.					
5	I am sometimes afraid to ask my partner for what I want.					

6	My partner is more willing to share his/her feelings with me.					
7	Sometimes, I have trouble believing everything my partner says to me.					
8	I often do not tell my partner what I am feeling because he or she should already know.					
9	I am very satisfied with how my partner and I talk to each other.					
10	I do not always share negative feelings I have about my partner because I am afraid he or she will get angry.					
11	My partner is always a good listener.					
	Section B: items concerning **Marital Satisfaction (Sexual Relationship)**	VS=5	MS=4	N=3	MD=2	VD=1
12	I feel very good about how we practice our sexual Relationship.					
13	I am completely satisfied with the amount of affection my partner gives me.					
14	our sexual relationship is interesting and enjoyable					
15	My partner is not interested in me sexually					
16	Talk comfortably to my partner about Sexual issues					
17	Sometimes worry that partner may have sexual affair outside marriage					
18	Our sexual relationship is satisfying and fulfilling to me.					
19	Reluctant to be affectionate to my partner because it is often misinterpreted to be too much in love for sex					
20	Sometimes concerned that partner's interest in sex is not the same					
21	I express my sexual desires freely to my partner.					
22	Bothered me that my partner uses or					

	refuses sex in an unfair way					
	Section C: Items concerning **marital Satisfaction(Financial Management)**	VS=5	MS=4	N=3	MD=2	VD=1
23	I feel very good about the practice of our financial issues.					
24	Sometimes I wish my partner is more careful in spending money.					
25	We always agree on how to spend our money on meeting financial obligations such as feeding, clothing, housing etc.					
26	We have difficulty deciding on how to handle our finances.					
27	I am satisfied with our decisions about how much we should save.					
28	We are both aware of our major debts, and they are not a problem for us.					
29	We keep records of our spending so we can budget.					
30	Amount of money allocated for our domestic use are adequate for the family					
31	Deciding what is most important to spend our money on is a concern for us.					
32	It bothers me that I cannot spend money without my partner's approval.					
33	I am concerned about how we disburse funds without planning.					
	Section D: Items concerning **Marital Satisfaction (Conflict Resolution)**	VS=5	MS=4	N=3	MD=2	VD=1
34	I feel very good and satisfied with how we practice conflict resolution.					
35	In order to end an argument, I usually give up too quickly.					
36	My partner and I resolve our conflict through compromise.					

37	When discussing problems, I usually feel my partner understands me.					
38	When we are having a problem, I can always tell my partner what is bothering me					
39	Sometimes, we have serious disputes over unimportant issues.					
40	I would do anything to avoid conflict with my partner.					
41	I sometimes feel our arguments go on and on and never seem to get resolved.					
42	When we have a disagreement, we openly share our feelings and on the best method to resolve it.					
43	Usually feel that my partner does not take our disagreements seriously.					
44	When we argue, I usually end up feeling the problem was my entire fault.					
	Section E: Items concerning **Marital Satisfaction (Parenting)**	VS=5	MS=4	N=3	MD=2	VD=1
45	I feel very good about how we practice our parental duties					
46	In our family, my partner does spend enough time with the children.					
47	I am satisfied with how we share the responsibilities of raising our children.					
48	We agree on how to discipline our children.					
49	Our children seem to be a major source of problems in our relationship.					
50	We have agreed on the number of children that we would like to raise.					
51	It bothers me that my partner seems to place more importance on the work than					

	the children					
52	I appreciate my partner's role in bringing up our children or child in a discipline manner.					
53	My partner and I provide good religious education to our children					
54	Since we start having children, we seldom have time together as a couple.					
55	Conflict about how much we should do for our children is a problem for us					

APPENDIX E

ANALYSIS OF PILOT STUDY RESULT (RELIABILITY)

RELIABILITY

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006VAR00007VAR00008 AR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 VAR00025 VAR00026 VAR00027 VAR00028 VAR00029 VAR00030 VAR00031 VAR00032 VAR00033 VAR00034 VAR00035 VAR00036 VAR00037 VAR00038 VAR00039 VAR00040 VAR00041 VAR00042 VAR00043 VAR00044 VAR00045 VAR00046 VAR00047 VAR00048 VAR00049 VAR00050 VAR00051 VAR00052 VAR00053 VAR00054 VAR00055

/SCALE ('RELIABILITY OF MARITAL RESPONSIBILITY AND SATISFACTION INSTRUMENT') ALL

/MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR COV /SUMMARY=TOTAL MEANS VARIANCE CORR.

Reliability

[DataSet1] C:\Users\hp\Documents\NEW PILOT MOHD.savCase Processing Summary

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.896	55

Item Statistics	Mean	Std. Deviation	N
1. I feel very good and satisfied with how we practice and adjust our communication roles.	3.1250	1.02470	16
2. It is very easy for me to express all my true feelings to my partner.	2.6875	.94648	16
3. When we are having a problem, my partner often bothers about my feelings.	2.5625	1.03078	16

4. My partner sometimes makes comments that put me down.	2.6875	1.13835	16
5. I am sometimes afraid to ask my partner for what I want.	2.1250	1.02470	16
6. I wish my partner were more willing to share his/her feelings with me.	2.1875	.75000	16
7, Sometimes, I have trouble believing everything my partner says to me.	2.5625	.81394	16
8. I often do not tell my partner what I am feeling because he or she should already know.	2.0625	1.06262	16
9. I am very satisfied with how my partner and I talk to each other.	2.0625	.57373	16
10.I do not always share negative feelings I have about my partner because I am afraid he or she will get angry.	2.5625	.96393	16
11. My partner is always a good listener.	3.0000	1.09545	16
12. I feel very good about how we practice our sexual Relationship responsibility	2.5000	1.03280	16
13. I am completely satisfied with the amount of affection my partner gives me.	2.3750	1.02470	16
14. our sexual relationship is interesting and enjoyable	2.8750	1.08781	16
15. concerned that my partner may not be interested in sexually might arise	2.1250	.88506	16
16. Talk comfortably to a partner about sexual issues	2.6250	.95743	16
17. Sometimes worry that partner may have sexual affair outside	3.0000	1.09545	16
18. Our sexual relationship is satisfying and fulfilling to me.	2.3750	1.02470	16
19.Reluctant to be affectionate to my partner because it is often misinterpreted to be too much in love for sex	2.9375	1.28938	16
20. Sometimes concerned that partner's interest in sex is not the same	2.3125	1.07819	16
21. I am satisfied with our decisions regarding family planning or birth control.	2.8750	1.14746	16
22. Bothered that partner uses or refuses sex in an unfair way	2.8125	1.22304	16
23. I feel very good about the practice of our financial issues.	2.5625	1.36473	16
24. Sometimes I wish my partner is more careful in spending money.	2.3125	1.19548	16
25. We always agree on how to spend our money on meeting financial obligations such as feeding, clothing, housing etc.	2.1250	1.02470	16
26. We do difficulty deciding on how to handle our finances.	2.3750	.95743	16

27. I am satisfied with our decisions about how much we should save.	2.6250	1.08781	16
28. We are both aware of our major debts, and they are not a problem for us.	2.5000	1.09545	16
29. We keep records of our spending so we can budget our money.	2.5000	.89443	16
30. Amount of money allocated for our domestic use are adequate for the family	2.1875	1.32759	16
31. Deciding what is most important to spend our money on is a concern for us.	2.6250	.95743	16
32. It bothers me that I cannot spend money without my partner's approval.	2.3750	.95743	16
33. I am concerned about how we disburse funds without planning.	2.6250	1.14746	16
34. I feel very good and satisfied with how we practice our conflict resolution.	2.4375	1.20934	16
35. In order to end an argument, I usually give up too quickly.	2.8750	1.14746	16
36. My partner and I resolve our conflict through compromise.	2.3125	.94648	16
37. When discussing problems, I usually feel my partner understands me.	2.7500	1.06458	16
38. When we are having a problem, I can always tell my partner what is bothering me	2.7500	1.18322	16
39. Sometimes, we have serious disputes over unimportant issues.	2.6875	.94648	16
40. I would do anything to avoid conflict with my partner.	2.5188	1.14846	16
41. I sometimes feel our arguments go on and on and never seem to get resolved.	1.8750	.88506	16
42. When we have a disagreement, we openly share our feelings and on the best method to resolve it.	2.5000	1.03280	16
43. Usually feel that my partner does not take our disagreements seriously.	2.1250	1.08781	16
44. When we argue, I usually end up feeling the problem was my entire fault.	3.0625	1.34009	16
45. I feel very good about how we practice our parental duties	2.3750	1.08781	16
46. In our family, my partner does spend enough time with the children.	2.2500	1.23828	16
47.I am satisfied with how we share the responsibilities of raising our children.	1.9375	.92871	16
48. We agree on how to discipline our children.	2.5000	.96609	16
49. Our children seem to be a major source of problems in our relationship.	2.4375	1.03078	16

50. We have agreed on the number of children that we would like to raise.	2.2500	1.06458	16
51. My partner seems to place more importance on the work than children	2.1250	.95743	16
52. I appreciate my partner's role in bringing up our children or child in a discipline manner.	2.0625	.92871	16
53. My partner and I provide good religious education to our children	1.9375	1.06262	16
54. Since we start having children, we seldom have time together as a couple.	2.0000	.81650	16
55. Conflict about how much we should do for our children is a problem for us	2.1250	.61914	16

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
153.8313	591.162	24.31383	55

APPENDIX F

Training plan and guide

Ph.D. STUDENT DEPARTMENT OF HOME ECONOMICS, FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA.

Training plan and guide

Relationship Education Training Guide for young dual career couples

An investment in knowledge pays the best interest.
-BENJAMIN FRANKLIN

He who chooses the beginning of a road chooses the place it leads to.
-DIAM NOBIS

We all know that preparing for a wedding does not equal being prepared for marriage. Relationship education training significantly improves the odds a couple has for a fulfilling lifelong marriage. It explores a full range of issues -from relatively simple and static dimensions such as longevity of the relationship, critical skill-sets such as communication, and all of the complexities of joining two sets of personality dynamics.

Week one

Session 1 and 2

Time: 80minutes

Building Communication Skills

Objectives

By the end of this session, the participants will be able to:

• Explain the importance of communication skills when applying the facilitative approach to supervision
• Demonstrate active listening techniques
• Demonstrate verbal and nonverbal encouragement
• Ask open-ended questions
• Use paraphrasing and clarification techniques

Week two

Session 3 and 4

Time: 80 minutes

Building sexual relationship Skills

Objectives

By the end of this session, the participants will be able to:

• define intimacy
• Demonstrate How to Increase Your Sense of Intimacy

.Telling your partner positive and intimate things can increase your feelings of closeness.
.Myths About Sexual Satisfaction

Activity

i. Draw a graph of how emotionally close together you have been at each portion of your relationship from the time you met until now.
ii. Random Acts of Tenderness

Week three
Session 5 and 6
Time: 80minutes

Skills for Healthy Financial Management

By the end of this session, the participants will be able to:
• define financial management and examples on it can cause conflicts.
• Demonstrate skills for healthy financial management
Activity
Try saving all your receipts for one month. At the end of the month, sort the receipts into categories like groceries, gas, eating out, entertainment, or clothes shopping. Add up your spending in each category to get a better idea where your money is going. Couples should do this separately and then discuss their spending habits. Knowing where the money is going is a great first step to deciding as a couple where you would like to make changes to improve your financial future.

Week four
Session 7 and 8
Time: 80 minutes

Skills for Healthy Conflict Management/Resolution

By the end of this session, the participants will be able to:
• define conflict resolution and examples on how it can cause conflicts.
• Demonstrate skills handling conflict resolution
.Describes Five Rules for Constructive Conflict

Activity: i. create a crisis and demonstrate which skills you both use in resolving it.
ii. Demonstrate how to Five Rules for Constructive Conflict

Week five
Session 9 and 10
Time: 80minutes

Skills for Healthy Parenting

By the end of this session, the participants will be able to:
• describes healthy parenting and identify who benefits from Healthy parenting
• Demonstrate three Keys of Healthy Parenting Practices.
.Describes *Unhealthy Parenting Practices*

Activity
i. Draw a graph of how emotionally close together you have been with your children and your relationship from the time to time.
ii. Demonstrate three Keys of Healthy Parenting Practices.

APPENDIX G
TRAINING MANUAL

Product #070 www.HealthyMarriageandFamilies.org

(**SOURCE:** Adapted from: Harris, V. (2014). *Tips for service providers: Healthy and effective communication.* Fairfax, VA: National Resource Center for Healthy Marriage and Families (Product #070). Available at http://tinyurl.com/providers-communication-p. Email: info@.org. Reference HealthyMarriageandFamilies Product #069)

Strong COUPLE: Skills for Healthy and Effective Communication

Benefits of Healthy and Effective Communication

When we communicate in healthy ways, we build relationships that promote appreciation, admiration, trust, and respect. Developing healthy patterns of effective communication is as important in our interactions with family members as it is at work and in the community. Here are some examples of how healthy communication supports healthy relationships:

- Meeting Each Other's Needs: Healthy communication meets the needs of others when it is used to help them feel safe and secure; feel respected and like they belong; develop positive self-esteem; achieve goals; experience growth; and develop healthy loving relationships. We meet these needs when we consistently communicate to others that they are both loveable and capable.
- Developing Healthy Friendships: Developing healthy friendships is the foundation for long-lasting relationships. Creating and maintaining healthy friendships includes establishing positive communication and disclosure, expressing realistic expectations, building trust and love and successfully nurturing relationships through the inevitable difficulties.
- Setting Realistic Expectations: Some of the greatest sources of unhappiness in relationships are associated with unrealistic, unexpressed, and unfulfilled expectations. Communicating expectations in healthy ways includes being aware of our own and others' expectations. We must also be willing to negotiate a balance between our realistic expectations and others' realistic expectations.
- Building Trust: Developing trust includes perceiving others as dependable, available, responsive, able to negotiate conflict successfully, and worthy of continuing our relationship with them into the future.
- Developing Loving Relationships: Loving relationships are developed by communicating love through loving behaviors (such as husband kisses, helping each other, kindness, saying" I love you," support), expressions of loyalty and commitment, and experiencing positive emotions.

Ultimately the bond of all companionship, whether in marriage or in friendship, is communication. **Oscar Wilde, Author**

Healthy communication includes sending and receiving information. Here are some tips for sending and receiving verbal and non-verbal messages.

Tips for Sending Messages

- Be Clear, Concise, and Straightforward: Messages that are clear and to the point help avoid confusion. In other words, "say what you mean and mean what you say." When others cannot depend on us to tell them the truth, it

- Damages the trust in our relationships. When dealing with difficult topics, it sometimes helps to write words down first, before expressing them, to determine the best things to say.
- Just the Right Amount of Information: Sharing the right amount of information based on the age and emotional state of listeners is important so they can process the information without being overwhelmed.
- Timing is everything: Be sensitive about when and when not to have certain conversations. When you or the other person is sad, angry, tired, or stressed may not be the best time to discuss a sensitive subject.

Are you positive or negative? The positive sending and receiving of verbal and non-verbal messages with at least a 5-to-1 positive-to-negative ratio is an important factor in establishing and maintaining healthy relationships. **John Gottman, Psychologist**

Tips for Receiving Messages

- Listen Silently: Silent listening means not interrupting and includes all non-verbal messages sent by the receiver to the sender through actions such as eye contact, facial expressions, and head nodding.
- Listen Reflectively: Reflective listening includes responses that let the sender know you are listening, like paraphrasing or using what are called bridge words, such as "Really?" or "And what happened next?" and "Wow, it sounds like that hurt?"
- Listen to Find Common Ground: Look for points of agreement rather than disagreement to achieve an overall win-win for the relationship.

As you think about the benefits of healthy communication and the tips for achieving it, think about your own communication patterns.
How do you:

- Send clear, concise, and straightforward messages?
- Listen silently and reflectively?
- Communicate to others that they are both valued and capable?
- Use communication to build trusting relationships?
- Communicate your realistic expectations in healthy ways?
- Look for points of agreement?

Healthy Communication Benefits Everyone

When we witness healthy communication patterns, we tend to learn how to treat others in healthy ways. Strengthening our own skills and modeling positive communication skills teach our children the importance of healthy communication and healthy relationships.
Learning healthy communication skills can lead to character and relationship virtues such as greater awareness, balance, resilience, resourcefulness, positivity, kindness, appreciation, tolerance, respectfulness, unselfishness, benevolence, humility, compassion, and forgiveness.

SOURCE: Adapted from: Harris, V. (2014). *Tips for service providers: Healthy and effective communication.* Fairfax, VA: National Resource Center for Healthy Marriage and Families (Product #070). Available at http://tinyurl.com/providers-communication-p Used our product? Please tell us how. Email: info@.org. Reference HealthyMarriageandFamilies Product #069

Strong COUPLE: SKILLS FOR HEALTHY INTIMACY FOR SEXUAL PLEASUERE

Adopted from Everett L. Worthington, PhD.

Virginia Commonwealth University

What is intimacy?

People who experience a **sense of unity shared positive experience**. Sexual intimacy is a sense that they share sexual good times together. . Emotional intimacy usually means that partners frequently share a sense of emotional experience.

How do you specifically make those shared experiences happen?

How to Increase Your Sense of Intimacy

- Let your partner know what makes you feel more intimate. Is it taking a walk, taking a shower together, and feeling really listened to? If partners share their feelings, they can more likely know whether they share similar feelings. **Lesson: to experience more intimacy, talk with each other.**
- Search for activities in which similarities are greatest and do more of them. This could involve trying new sexual experiences, experimenting with new forms of worship, praise, prayer, or religious experience, or seeking common emotional experiences (attending concerts, seeing first-run movies, going out to eat, traveling to Europe, camping, going dancing, attending plays), or searching for other shared experiences**.**

Lesson: Do more of what you both enjoy.

- Talk about the positive experiences. The couple that talks about their positive experiences will be likely to seek other similar experiences**.**

Lesson: When you like something you do together, talk with your partner about it.

Use a Graph To Show That Closeness Changes Over Time

Draw a graph of how emotionally close together you have been at each portion of your relationship from the time you met until now.

CLEAVE: Building Closeness

C: Change actions to positive

Marriages tend to be satisfying and stable if the ratio of positive to negative interactions is at least 5:1. A positive interaction is any interaction that the partners feel good about. It can be large or small. It can be a communication, a light touch, a smile, a favor, a chore, an unexpected compliment, or anything. A negative interaction is also anything that the partners feel negative about. It can be large, such as a large emotional fight, or small, such as a slight, a forgotten birthday, a devaluing look.

If you want to build more intimacy, build in interactions that are more positive and reduce the negative interactions. Simply stop acting negatively as much as possible. That will make a big change in your relationship. Yet it is hard for your partner to see what you are NOT doing. Doing positive things for each other is the easiest for your partner to observe. Try to do things that the other person likes.

L: Loving romance

How did you show romance to each other when you began to get romantically involved with each other? Try to show romance similarly again. Pretend that you are dating for the first time.

E: Employ a calendar

We all adjust the amount of intimacy, distance, and coaction we get through arranging our activities. If you feel short of intimacy, change your activities, rearrange your calendar, to do other activities that meet those needs. Simply using a calendar and planning positive events can increase the number of positive interactions and promote more intimacy.

A: Adjust intimacy elsewhere

Sometimes husbands and wives do not have the same needs for intimacy. One will require more intimacy and the other will be stifled by too much intimacy. We can have some of our needs for intimacy met outside of marriage. Not sexual intimacy of course, which is reserved for the marriage bond, but other intimacy such as sharing plans, talking about important topics, recalling good times, praying together. For the person who needs more intimacy that his or her spouse is comfortable with providing, a same-sex friend can provide many intimacy needs. For the person who feels stifled by too much intimacy, often that person can cut back on intimate interactions with friends so that the partner can fill more of the person's intimacy needs.

V: Value your partner

Valuing love builds intimacy. When we feel valued, we feel closer to the person who values us. Try to consciously value each other. Each spouse should look for and identify the partner's actions that value the spouse. To the extent you can seek to value the each other more in tangible ways, you will feel closer to each other.

E: Enjoy yourselves sexually

Husbands and wives must go beyond the movie stereotypes of instant passion and immediate intercourse and must learn patiently to pleasure each other sexually. If there are sexual difficulties or if you aren't enjoying your sexual relations, learn to be better lovers. Communicate better during love making, including talking to each other erotically (which is very individually determined). Don't rush into intercourse. Enjoy caressing each other's bodies. Have your partner show you (by guiding your hand) exactly how to caress him or her in a way that is exciting. A good lover is not one who knows exactly how to pleasure the partner. A good lover is one who tries to do what the partner wants (assuming it is not against standards or is not harmful) each time they make love.

C: Change actions to positive.

Stockpiling Love

Random Acts of Tenderness

Perform at least three random acts of tenderness in the ensuing week.

Sentence Completion

*It values me when you __

I feel loved when you __
*I feel sexy when you say __
I feel like you respect me when you __
*I feel close to you when you __
You look sexy when you __
*I feel happy when you __
You affirmed when you __
*You communicated well when you __
I appreciate your __
*One quality I really like about you is __
You helped me when __
*You are exceptionally __
I really like it when you touch me __

Telling your partner positive and intimate things can increase your feelings of closeness.

L: Loving Romance

When you began to fall in love, you probably put a lot of energy into romancing your partner. When you romance your partner, it makes your partner feel special, valued. What did you do to romance each other when you began to get serious about each other? Could you do any of those things more than you now do? Do you think it would help you feel more intimate with each other?

E: Employ a calendar

People regulate their closeness by the ways they spend the 24 hours of the day. Each activity that a person does contributes to the balance of distance, co-action, and intimacy. **Distance** is performing activities alone. Examples might be listening to a walkman, studying, reading, and daydreaming. **Co-action** is performing activities with another person but without intimate interaction. Simply doing things together are co-active activities. For example, going to the movies together, playing a sport or board game, and talking about what to buy at the grocery this week are co-active activities. **Intimacy**-producing activities promote a sense of unity or bonding. Having sexual relations, talking about values, recalling pleasant times, discussing matters that both partners consider important, revealing positive feelings, and sharing secrets are examples of intimate activities.

Each person has a unique need for distance, co-action, and intimacy. Generally, each person is comfortable within a band, or comfort zone. One person may require low to moderate amounts of distance, low amounts of co-action, and high to moderately high amounts of intimacy. Another may have a different balance. We regulate our needs for distance, co-action, and intimacy through the activities we perform throughout the day, week, or month. We select careers and mates with an unconscious eye to the likely demands they will make for distance, co-action, and intimacy. When people are not in their comfort zone on distance, co-action, or intimacy, or any combination of the three, the person will feel unsatisfied and will be motivated to redress the balance.

A: Adjust intimacy elsewhere

Are there any areas of each partner's life that might benefit from adjusting their pattern of intimacy, co-action, and distance?

V: Value your partner

Each of these ways to increase your intimacy boils down to a single principle: value your partner. Make your partner feel special. Treat your partner like a pearl of great value. We have been through a lot of suggestions about making your marriage better by this time. Are there other things you could do with or for your partner to make your partner feel more valued?

E: Enjoy yourselves sexually

One way to be more intimate with each other is to have a good sex life together. Dr. Worthington, who has had over 20 years of experience with marital and sex therapy, has created a list of what he calls "Myths About Sexual Satisfaction."

Myths About Sexual Satisfaction

1. Good sex must be spontaneous.

   No. Good sex can be planned well ahead of time if that is okay for both people. It can be scheduled on the calendar. Planned sex can be anticipated all day. The planning might even heighten the enjoyment. However, planned sex doesn't have to be routine sex. It can occur at any time, not just at night. It can occur at any place there is privacy.

2. One shouldn't have to ask the partner for sex. Both should want it.

   Words communicate louder than actions, which can be misinterpreted. It is usually better to ask for sex rather than to assume that your partner knows you are wanting sex because you rub his or leg or back.

3. My partner should know how to please me without having to be told. Sensations and moods change from day to day. What feels good today may not feel as good tomorrow. It is sometimes hard for people to ask for what pleases them. They may think of it as selfish. They may not want to embarrass their lover.

4. What feels good to me will feel good to my partner. Each person likes to be stroked, rubbed, or caressed differently. Find out what your partner likes. Don't assume he or she necessarily likes what you do.

5. To turn on your partner, go directly for the erogenous zones. Different individuals differ in the approach they prefer. Some women like to have the sides of the breast stroked or kissed; others the nipples; others underneath the breast; others like gentle stroking or kissing; others like firm sucking or kissing; others do not like to have their breasts stroked or kissed at all. Some women like to have their clitoris directly stimulated. Others prefer to have the labia (outer lips of the vagina) touched. Others prefer simultaneous touch of the clitoris and vagina. Some men like to have their chest and nipples rubbed, touched, or kissed; others don't. Some men like to have the shaft of their

penis stroked or kissed; others prefer the head of the penis to be stroked, rubbed or kissed; others prefer to have the scrotum or testicles lightly squeezed or touched; others do not want their penis touched at all. Some people prefer to be touched in intimate places soon after beginning foreplay, while others prefer a time of general bodily caressing. The best rule of thumb is to ask what feels good, even letting the partner guide your hand or head to show you how to give your partner pleasure.

6. In the heat of passion, we lose control. Except at the inevitability of orgasm, we can always stop. Usually, if sex is interrupted for a few minutes, sex can be restarted and excitement regained relatively quickly.
7. The object of sex is vaginal penetration.Some couples enjoy mutual masturbation. For some women vaginal penetration is painful. This may be due to (a) vaginismus, (b) insufficient lubrication prior to attempted entry, (c) a penis that is too large for vigorous intercourse. This can often be solved by (a) treating vaginismus by using dilators (systematic insertion of objects of various graded sizes--fingers can be used), (b) using some other lubricant to supplement the woman's natural lubrication (saliva works well, or other lubricants can be purchased but are thicker than saliva; petroleum jelly is often not good because it is too thick), or (c) inserting a large penis slowly and thrusting gently.
8. Oral sex is dirty, disgusting, or wrong. This is generally considered a matter of individual preference. Some people use prophylactics for men and dental dams for oral sex with women to insure against contracting disease but still allow for oral stimulation. As for what is wrong, the best advice is generally that if one partner does not want to do an act, the other partner should not coerce (psychologically or physically). Dangerous acts should probably be avoided even if both partners find them morally okay--examples: unprotected anal intercourse, sadistic acts that cause physical or psychological damage, "golden showers," smearing the body with feces, etc.
9. "Foreplay" is what happens before penetration. "Foreplay" can involve repeated vaginal penetration and thrusting as well as caressing and manual stimulation. Stopping intercourse until the man becomes calm is okay, during which the woman can be stimulated manually.
10. The best sex is through intercourse. The woman should be brought to orgasm through vaginal intercourse. The simultaneous orgasm is the ideal sexual experience. Most satisfying sex is sequential rather than simultaneous. Often the woman is brought to orgasm manually prior to the man's entering her. Also, various positions make it possible to stimulate the woman manually while the man is inside her. Much premature ejaculation is because the man or woman hold the myth(s) that (a) once entry happens, the man can't stop, (b) the man must stimulate the woman to orgasm through vaginal stimulation with the penis, (c) the ideal is to have orgasms at the same time. Most women's orgasms are clitoral rather than vaginal.

    Simultaneous orgasm is (a) rare and (b) not necessarily that satisfying when it does occur. The natural tendency of a man at orgasm is to thrust deep and hold. The natural tendency

of a woman at orgasm is to wish continued clitoral stimulation. Those are mutually incompatible (unless the man is using his finger to stimulate the woman's clitoris while thrusting and holding with his penis). Further, orgasm concentrates our attention on ourselves, not our partner, so we cannot enjoy helping our partner maximally if we are self-focused.

11. Psychologically, a man's and a woman's orgasm are different. In fact, studies have shown that the way men and women describe their orgasms are indistinguishable.
12. Sex is serious business. Humor during sex helps both partners relax, which aids arousal and enjoyment and makes orgasm more likely.
13. Sex is neat. Wrong. Sex is messy, especially afterwards because the man's semen leaks out of the vagina. The mess is easily remedied by (a) getting up to clean up and then returning to bed for post-coital cuddling, (b) keeping tissues by the bed to absorb the leaking semen, (c) ignoring the mess, (d) putting a towel over the bed before intercourse so the towel is messed rather than the bed, or (e) other solutions.
14. Routine sex will lose its excitement. This is probably true to some degree over a period of years, although there is usually a positive value in knowing what to expect. Good sex requires that partners sometimes try new things. Often a rule of thumb to recommend is to try something three times before abandoning it. The first time (or two) is usually a time of self-consciousness. On the other hand, often innovations are needed only after a good many years of making love similarly.
15. If sex drives are different, a couple is doomed to unpleasantness for the duration of their relationship. Sex drives are highly variable for any person over time. Times of high external demands can reduce drives, as can poor self-esteem, criticism, physical illness, and many other conditions. Couples have different sex drives. Some couples are satisfied with seven times a week; others with seven times a year. Some more recent studies have indicated that frequency of intercourse is substantially less than those above--often only about one time per week even for people in their thirties. Over the life course, sex drives change. A man's sex drive peaks in his teens; a woman's peaks in her thirties. Some people's sex drive declines faster than others do. For men, the general rule is "use it or lose it." If men stop having orgasms, they do not recover to earlier activity levels very readily. For women, there is no evidence that the same is true. Most women, even after a prolonged period of not having orgasms, can resume the same rate of orgasm and satisfaction. There are treatments for low sex drive, but these are probably the least successful sex therapy techniques (only about 50% successful). Often the treatments involve counseling about the partners' attitudes toward the marriage as well as sensate focus exercises to build a state of sexual readiness over time.
16. Only face-to-face intercourse is natural. Wrong. Any position that can be physically achieved is okay, but sometimes-unusual positions can place physical strains on the bodies that take the attention of sex and prolong orgasm or prevent it. Besides the face-to-face male-superior position, other popular positions are:

(a) female-superior,
(b) entering the vagina from behind and the man can reach around and manually stimulate the clitoris and the woman can reach back to manually stimulate the penis; or man and woman lying on side, spoon-style, with man reaching over the woman's hip to stimulate the clitoris while thrusting from behind)
(c) side-by-side (both lay on same side leaning toward lying on the back; woman places leg over man's legs and tilts pelvis to permit entry),
(d) man seated between woman's spread legs,
(e) man stands or sits and lifts woman who wraps her legs around his waist,
(f) kitchen table (woman lays on back on table and man stands between her legs (used by couples in which the man has a bad back or during pregnancy; does not work well on a bed, which is too low),

17. Anything in the bedroom that both partners consent to is okay.

Strong COUPLE: **Skills for Healthy Financial Management**

Product #074 www.HealthyMarriageandFamilies.org

I can tell you without any doubt that money affects a relationship more than anything else does. "M" just does not stand for marriage, it also stands for money. **Suze Orman1**

Financial management is the process of wisely budgeting, spending, saving, and investing the money you earn.2 Managing money is an important part of being in a relationship. Finances can affect the health of your relationship. For example:

- When you and your partner want to spend money in different ways, it can lead to disagreements.
- Consumer debt and financial problems (such as credit card debt or payday loans) can causes stress and increase conflict.
- Not using mainstream institutions, such as banks or credit unions, may leave you and your partner at risk if something unexpected happens, such as losing your wallet.

Healthy financial management in a relationship involves learning how to spend and manage your money wisely, using communication and conflict management skills, and building and maintaining a strong foundation of trust with your partner. Couples who communicate openly about money, have little or no debt (or who are actively working toward paying off their debt), and don't spend more than they earn tend to be happier and more stable in their relationships. Couples who struggle with financial issues often have increased stress and tension in their relationships.

Where does the money go?

Try saving all your receipts for one month. At the end of the month, sort the receipts into categories like groceries, gas, eating out, entertainment, or clothes shopping. Add up your spending in each category to get a better idea where your money is going. Couples should do this separately and then discuss their spending habits. Knowing where the money is going is a great

first step to deciding as a couple where you would like to make changes to improve your financial future.

Tips for Healthy Financial Management

- Identify money habits and attitudes – You and your partner will be more likely to handle financial discussions and conflicts in healthy ways if you both have a good understanding of each other's habits and attitudes towards money.
- Prioritize spending and live within your means – Living within your means requires that you spend less than you earn. To do this, you need to sit down with your partner to discuss your household's needs (what is necessary) versus wants (what is desired)
- Track and reduce expenses while following a budget – Start by first carefully identifying all expenses you and your partner spend in a specific period of time (such as a week or month). Then try to find ways you can reduce expenses.
- Avoid debt and manage loans wisely – Choose credit cards with a low interest rate when possible. If you have debt from credit cards or other loans you owe, try to pay a little extra each month on the card with the highest interest rate.
- Build good credit – Paying bills on time is very important because it will help you build a credit history with a good credit score. The better your credit score, the more likely banks are to loan you money when you need it. They will also offer you a better interest rate since a good credit score lets them know you are low risk and will pay on time. You can check your credit score free at www.CreditKarma.com.
- Get banked – Open checking and savings accounts. A bank account allows you to have your paycheck directly deposited. You don't have to pay for check cashing or worry about your cash being lost or stolen. You can even pay your bills online through many banks. Think about getting a safety deposit box because, for a small fee per month, you will have a safe place to keep your important documents like birth certificates and Social Security cards. Having an account also builds a relationship with the bank.
- Avoid payday lenders and pawnshops – Payday lenders and pawn shops charge high fees that multiply quickly if you miss a payment. Pawnshops seldom offer what an item is really worth and will gladly resell your treasure for a profit if you can't pay back the money on time.
- Have an emergency fund – Try to develop an emergency fund for both small and large unexpected expenses. For example, you can set up a system for saving a portion of each paycheck to put toward an emergency fund. This way, you won't be stressed when a family member gets sick or your car breaks down because you will have put money aside just for these situations.
- Ask tough questions and set goals – Sit down with your partner and discuss questions such as, "What would our lives be like if our finances were in order?" Talk about different goals you can set to help work toward that future. Start with small goals like writing down your household monthly budget. Then work toward saving for your emergency fund or paying off a specific high-interest loan.

Relationship Skills for Financial Success

1. Organize regular "money meetings" to discuss your financial situation, dreams, and goals. Use this time to brainstorm creative solutions to problems and generate ideas to improve your future.
2. Work with your mate's personality, instead of against it. One of you makes financial decisions instantly, while the other one deliberates for days. One of you hates paperwork, while the other has anxiety if every blank is not filled out completely and perfectly. Focus on a positive outcome, not the method of traveling.
3. Don't ignore your partner's needs. It may not be important to you, but if it's important to your partner, it's important to your partnership. Treat your partner as a business associate, not a dumping ground. Hear what your partner is saying, consider it, and respond.
4. Join an investment club, or form one for your family. Investment clubs are social gatherings where the members can learn about finances together. It's a great opportunity to share good times and learn how to invest at the same time.

Everyone needs to know how to manage money. Learning good financial management skills can help you and your partner build a happier and more stable life together. By following these tips and discussing healthy financial management practices with service providers, you can learn and develop the skills that will help you and your partner be happier and more prepared to deal with times of stress.

Strong COUPLE: **Skills for Healthy Conflict Management/Resolution**
`Product #072 www.HealthyMarriageandFamilies.org`
Love is saying "I feel differently" instead of "you're wrong." **Anonymous**
Conflict is natural. Everyone experiences it in their relationships and daily lives. No couple is perfect and agrees on everything or gets along with each other all the time. What's important is that healthy couples learn ways to manage these conflicts and negative feelings so that these situations don't get worse.
Remember that when a couple fights, they are usually not the only ones who are affected by the conflict. A healthy relationship between parents can have a positive impact on their children's well-being, behavior, and future relationships. On the other hand, when parents are stressed out, their children can suffer. Children also learn by watching their parents, so it is important that they see their parents dealing with conflict in healthy ways.1
Conflict does not just happen in romantic relationships. Learning how to manage conflicts, large or small, will help you get along better with employers, co-workers, friends, and extended family members.2

Five Rules for Constructive Conflict
Our responses can sometimes cause simple disagreements to spiral out of control. If you and your partner are having a conflict, follow these five tips to try to keep things positive and manage the situation in a healthy way.
1. Verbal, emotional, or physical abuse is never part of healthy conflict management.
In the heat of the moment, destructive conflict can creep into disagreements. Always remember that these types of destructive messages will only make things worse, never better:

vi. Criticism involves attacking your partner to portray yourself as being right and the other person as being wrong, often using statements such as, "You always" or "You never." Statements with these phrases are rarely accurate and should be avoided.3

vii. Defensiveness happens when you see yourself as the victim who's being attacked. You may think "The problem isn't me, it's you!" Defensiveness may include making excuses, denying responsibility, and sarcasm. Although these reactions might be normal, defensiveness will keep you from being able to deal with the issue at hand because you are not open to suggestions or trying to understand your partner's perspective.

viii. Contempt involves attacking and intentionally putting your partner down through name calling (such as saying fat, stupid, ugly, or lazy) or body language (such as sneering, eye rolling, curling upper lip, or rude gestures). Contempt is the most toxic and destructive way to try and deal with conflict.5

• Stonewalling is the "whatever" moment in the relationship when one partner stops caring and checks out by refusing to communicate.

2. Soften Your Startup

If you have something important that you want to talk about, don't start the conversation by immediately attacking your partner. Use a soft startup to help the other person feel less defensive and more willing to talk. If you feel too angry to discuss something calmly, don't discuss it at all until you've calmed down. Here are some ways to soften your start-up:

• Complain, do not blame. No matter how wrong you feel your partner is, don't approach them with criticisms. Try saying, "Honey, it's frustrating when we forget to take the trash out on time. How can we remember to get it out in the future?" instead of "I can't believe you forgot to take the trash out again! You are so forgetful!"6

• Make statements that start with "I" instead of "You." Start your sentences with "I" so you don't put your partner into a defensive position. Say, "I don't feel like you are listening right now" instead of "You're not listening to me."

3. Soothe Yourself and Your Partner

You don't have to get angry about your differences. You can calm yourself and your partner by using time-outs, speaking in a soft voice, speaking non-defensively, smiling, and using appropriate humor, relaxing, or thinking positively about your partner and your situation.7

4. Compromise

You don't always have to have things your way. Take other people's preferences and opinions seriously, resist the urge to be defensive, and respectfully listen to others. Compromise is a two-way street; it is reasonable to expect your partner to consider your opinion and preferences as well.8

5. Accept and Forgive

Individuals in healthy relationships accept their partners' differences and forgive each other when appropriate. Understand that no matter how many similarities you and your partner share, you will have some differences of opinion and choosing to be forgiving can strengthen your family and relationship.9 However, if you or your partner has a pattern of saying hurtful things during an argument and expecting to be forgiven after, this may indicate a more serious issue.

Couples can't avoid all conflict and that's okay. In fact, conflict is a normal part of all relationships. By following these tips and openly communicating with loved ones, you can learn and develop healthy conflict management skills. These skills will deepen your family's

connections and help you grow closer together. For more serious conflicts, you might consider counseling through your clergy or community mental health provider.
Conflict is natural and experienced by every couple in the relationships and daily lives. No couple is perfect and agrees on everything or gets along with each other all the time. What's important is that healthy couples learn ways to manage these conflicts and negative feelings so that these situations don't get worse.
Remember that when a couple fights, they are usually not the only ones who are affected by the conflict. A healthy relationship between couples can have a positive impact on their children's well-being, behavior, and future relationships. On the other hand, when couples are stressed out due to career, their children can suffer. Children also learn by watching their parents, so it's important that they see their parents dealing with conflict in healthy ways.

Strong COUPLE: Skills for Healthy Parenting

Product #076 www.HealthyMarriageandFamilies.org

Children can be a source of happiness and joy, but they also can be a source of stress, frustration, worry, and heartache. All parents face challenges, so it's important to learn about healthy parenting practices. These skills can help you build strong family relationships and create a home where children feel safe, secure, and loved. Healthy parenting also means that parents and children can handle disagreements and conflicts without any abuse, neglect, or violence.

Healthy parenting benefits families because:

-Parents and children have strong relationships.
-Home is a place where children can learn and explore.
-Children learn about healthy communication and relationships from watching their parents.

Your relationships have an important impact on your parenting choices. Relationships have a "spillover effect;" when things are going well in a couple's relationship, the positivity promotes positive parenting. But when things are going badly, the conflict and tension can cause ineffective parenting. This is true whether parents are in a romantic relationship with each other or whether the parents are working together as co-parents (where one parent does not live with the child).

There is no way to be a perfect parent, but a million ways to be a good one.
Anonymous

As a parent, you play many different roles at work and in your family. Sometimes balancing these different roles can be difficult and even the best parents get run down and stressed out. Try to take time to relax and "recharge" your batteries by doing something you enjoy. When you take care of yourself, you'll be better able to care for others as well.

Three Key Healthy Parenting Practices

Healthy parenting practices promote children's well-being. When children have a trusting relationship with their parents, they feel safe. They can develop a positive bond that makes them

more willing to talk with their parents about their thoughts, feelings, and worries. The following parenting practices can help your family develop and strengthen these bonds:

Be Positive –

Children do better when they receive encouragement instead of criticism. Try to focus on the things that go right instead of the things that go wrong.2 A good rule of thumb is to say or do eight positive things for every one negative thing when you are spending time with your children.3 Remember, your children get positive messages from things you say and

Connect –

Children need to feel loved and build strong bonds with their parents. Spending time with your children is one of the best ways to help them feel loved. Young children need playtime with their parents, and older children need parents who support their activities.4 4Schramm, 2014. When you are spending time with your children, make sure you are listening to them, providing encouragement, and using healthy conflict management skills.

Manage Behavior Effectively –

Parents need to model positive behavior, set clear expectations and boundaries, and be consistent. Be sure you know your children's friends and other influences, such as what TV shows and movies they are watching, what they are doing on social media, and what they are doing when they spend time online. A healthy way to manage your children's behavior is to use positive reinforcement when they are behaving well and appropriate consequences when they misbehave.. Healthy parenting means avoiding sharing control with your children and providing opportunities for them to think, make decisions, and learn through their mistakes.

Unhealthy Parenting Practices

These can include abusive tactics such as scolding, intimidation, comparing and criticizing, or harsh physical and/ or verbal punishment. Other unhealthy practices include inconsistent parenting, like failing to follow through on discipline or consistently giving in to children's demands; labeling children; not setting limits; and not listening enough**.**

As a parent, you are the primary role model for your child. Your children will learn about life skills, such as communication and conflict resolution, from watching you.

Using Discipline and Consequences

Keys to Using Discipline and Consequences

1. Use social rewards (like hugs and kisses) more than material rewards (like toys or candy). Social rewards can be given often and are more powerful
2. Sticker charts or similar reward programs can help change your child's behavior.

3. Ignoring misbehavior means taking away your attention. It helps stop misbehaviors like tantrums, whining, and interrupting.
4. Want to reduce misbehavior?
5. Distracting your child can help stop misbehaviors. It works by getting your child to think and do something else so he doesn't continue to misbehave.
6. Toddlers and preschoolers have short attention spans. Give consequences right after a misbehavior so they can remember what they did that you do not like.
7. Use consequences that match your child's age and stage of development.

Final Note to Participants

Thank you for being in this study of the Relationship Education Training. I hope that you have benefitted from going through this training by developing a happier marriage relationship in which you can communicate better, resolve differences, and experience more intimacy.

I hope that your relationship grows more satisfying each day. I hope, too, that you are able to value your partner from your heart, and that you are able to live in harmony with your families, your friends, and your co-workers irrespective of your career.

Again, thank you so much for your assistance.

Yours' sincerely,

Mohammed Lawal UMORU

APPENDIX H

RESULT OF DATA ANALYSIS

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Statistics

		AGE	SEX	HIGHESTQUAL	NUMBEOFYEARSSPENT	NUMBEROFCHILDRENINCOMERANGE	INCOME
N	Valid	74	74	74	74	74	74
	Missing	234	234	234	234	234	234

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	12.0	50.0	50.0
	Female	37	12.0	50.0	100.0
	Total	74	24.0	100.0	
Missing	System	234	76.0		
Total		308	100.0		

ITEM2 RItem3 RItem4 RItem5 ITEM6 ITEM7 RItem8p ITEM9 RItem10p ITEM11 ITEM12 ITEM13 ITEM14 ITEM15 ITEM16 ITEM17 ITEM18 ITEM19 ITEM20 ITEM21 ITEM22 ITEM23 ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31 ITEM32 ITEM33 ITEM34 ITEM35 ITEM36 ITEM37 ITEM38 ITEM39 ITEM40 ITEM41 ITEM42 ITEM43 ITEM44 ITEM45 ITEM46 ITEM47 ITEM48 ITEM49 ITEM50 ITEM51 ITEM52 ITEM53 ITEM54 ITEM55 ITEM56 ITEM57 ITEM58 ITEM59 ITEM60 ITEM61 ITEM62 ITEM63
/STATISTICS=MEAN STDDEV.

Descriptives

[DataSet1] C:\Users\hp\Documents\MOHAMMED UMAR LAWAN DATA.sav Pretest

Descriptive Statistics

	N	Mean	Std. Deviation
1. I feel very good and satisfied about how we practice and adjust our communication roles.	74	2.4730	1.23002
2. It is very easy for me to express all my true feelings to my partner.	74	2.9189	1.43113
3. When we are having a problem, my partner often gives me the silent	74	2.05	1.270
4. My partner sometimes makes comments that put me down.	74	2.27	1.296
5. I am sometimes afraid to ask my partner for what I want.	74	2.31	1.204
6. I wish my partner were more willing to share his/her feelings with me.	74	2.7568	1.28010
7. Sometimes, I have trouble believing everything my partner says to me.	74	3.8514	1.26797

8. I often do not tell my partner what I am feeling because he or she should already know.	74	2.24	1.542
9. I am very satisfied with how my partner and I talk with each other.	74	2.5676	1.27227
10. I do not always share negative feelings I have about my partner because I am afraid he or she will get angry.	74	2.23	1.400
11. My partner is always a good listener.	74	2.8243	1.36851
12. I feel very good about how we practice our sexual Relationship responsibility	74	2.4459	1.40588
13. I am completely satisfied with the amount of affection my partner gives me.	74	2.4865	1.35731
14. Keep sexual relationship interesting and enjoyable is good	74	2.5541	1.39610
15.Concerned that my partner may not be interested in sexually might arise	74	1.8649	1.02469
16.Comfortable to talk with partner about sexual issues is good	74	2.4595	1.38672
17. Sometimes worry that partner may have thought about having a sexual affair outside	74	3.2027	1.58745
18. Our sexual relationship is satisfying and fulfilling to me.	74	2.4054	1.36411
19. Reluctant to be affectionate partner because it is often misinterpreted to be in love for sex	74	3.6081	1.33260
20. Sometimes concerned that partner's interest in sex is not the same	74	3.5135	1.40686
21. I am satisfied with our decisions regarding family planning or birth control.	74	2.5000	1.46418
22. It bothers that partner uses or refuses sex in an unfair way	74	3.6081	1.49719
23. I feel very good and satisfied about how we practice and adjust our financial issues.	74	2.4459	1.37634
24. Sometimes I wish my partner was more careful in spending money.	74	2.8108	1.55868
25. We always agree on how to spend our money.	74	2.4054	1.40370
26. We have difficulty deciding on how to handle our finances.	74	3.6892	1.24884
27. I am satisfied with our decisions about how much we should save.	74	2.5405	1.37681
28. We are both aware of our major debts, and they are not a problem for us.	74	2.5270	1.41637
29. We keep records of our spending so we can budget our money.	74	2.5405	1.41604
30. Use of credit cards and charge accounts has been a problem for us.	74	2.7568	1.50625
31. Deciding what is most important to spend our money on is a concern for us.	74	2.5405	1.61491
32. It bothers me that I cannot spend money without my partner's approval.	74	3.5541	1.41559
33. I am concerned about who is responsible for the money.	74	3.3514	1.47521
34.I feel very good and satisfied about how we practice and adjust our conflict resolution.	74	2.3514	1.25439
35. In order to end an argument, I usually give up too quickly.	74	2.4324	1.33531
36. My partner and I have very different ideas about the best way to solve our disagreements	74	2.3514	1.30785
37. When discussing problems, I usually feel my partner understands me.	74	3.7297	1.45524
38. When we are having a problem, I can always tell my partner what is bothering me	74	2.5946	1.47972
39. Sometimes, we have serious disputes over unimportant issues.	74	3.8108	1.43035
40. I would do anything to avoid conflict with my partner.	74	3.6486	1.37922
41. I sometimes feel our arguments go on and on and never seem to get resolved.	74	2.2973	1.47796

42. When we have a disagreement, we openly share our feelings and decide how to resolve our differences	74	2.3243	1.39577
43. Usually feel that my partner does not take our disagreements seriously.	74	3.6892	1.44227
44. When we argue, I usually end up feeling the problem was my entire fault.	74	2.4459	1.35628
45. I feel very good about how we practice our parental duties	74	2.9865	1.58324
46. In our family, the father does not spend enough time with the children.	74	2.7973	1.44279
47. I am satisfied with how we share the responsibilities of raising our children.	74	2.9189	1.56815
48. We agree on how to discipline our children.	74	2.9730	1.58739
49. Children seem to be a major source of problems in our relationship.	74	3.5135	1.45473
50. We have agreed on the number of children that we would like to raise.	74	2.7973	1.50779
51. It bothers me that my partner seems to place more importance on the children than on our marriage	74	3.7838	1.39736
52. Having children has brought us closer together as a couple.	74	2.7432	1.52658
53. My partner and I have different views on the religious education for our children.	74	3.1622	1.53522
54. Since start having children, we seldom have time together as a couple.	74	3.5946	1.45168
55. Conflict about how much we should do for our children is a problem for us	74	3.3649	1.40034
Valid N (listwise)	74		

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DESCRIPTIVES VARIABLES=ITEM01 ITEM02 RItem03 RItem04 RItem05 ITEM06 ITEM07
RItem08 ITEM09 RItem010 ITEM011 ITEM012 ITEM013 ITEM014 ITEM015 ITEM016 ITEM017
ITEM018 ITEM019 ITEM020 ITEM021 ITEM022 ITEM023 ITEM024 ITEM025 ITEM026 ITEM027
ITEM028 ITEM029 ITEM030 ITEM031 ITEM032 ITEM033 ITEM034 ITEM035 ITEM036 ITEM037
ITEM038 ITEM039 ITEM040 ITEM041 ITEM042 ITEM043 ITEM044 ITEM045 ITEM046 ITEM047
ITEM048 ITEM049 ITEM050 ITEM051 ITEM052 ITEM053 ITEM054 ITEM055 I
 /STATISTICS=MEAN STDDEV.Posttest
```

Descriptives

[DataSet1] C:\Users\hp\Documents\MOHAMMED UMAR LAWAN DATA.sav**Descriptive Statistics**

	N	Mean	Std. Deviation
1. I feel very good and satisfied about how we practice and adjust our communication roles.	74	4.0541	1.31266
2. It is very easy for me to express all my true feelings to my partner.	74	4.0270	1.21602
3. When we are having a problem, my partner often gives me the silent	74	3.91	.982

4. My partner sometimes makes comments that put me down.	74	4.38	1.043
5. I am sometimes afraid to ask my partner for what I want.	74	3.72	1.255
6. I wish my partner were more willing to share his/her feelings with me.	74	3.7973	1.14652
7. Sometimes, I have trouble believing everything my partner says to me.	74	2.4865	1.32668
8. I often do not tell my partner what I am feeling because he or she should already know.	74	3.61	1.226
9. I am very satisfied with how my partner and I talk with each other.	74	4.2162	1.16184
10. I do not always share negative feelings I have about my partner because I am afraid he or she will get angry.	74	3.74	1.239
11. My partner is always a good listener.	74	4.3784	.91715
12. I feel very good about how we practice our sexual Relationship responsibility	74	3.5135	1.29534
13. I am completely satisfied with the amount of affection my partner gives me.	74	3.8514	1.50508
14. Keep sexual relationship interesting and enjoyable is good	74	3.4324	1.34553
15.Concerned that my partner may not be interested in sexually might arise	74	3.4054	1.41343
16.Comfortable to talk with partner about sexual issues is good	74	3.8514	1.51416
17. Sometimes worry that partner may have thought about having a sexual affair outside	74	2.4189	1.23872
18. Our sexual relationship is satisfying and fulfilling to me.	74	3.9324	1.37822
19. Reluctant to be affectionate partner because it is often misinterpreted to be in love for sex	74	2.3514	1.24342
20. Sometimes concerned that partner's interest in sex is not the same	74	2.3108	1.13386
21. I am satisfied with our decisions regarding family planning or birth control.	74	4.0270	1.37465
22. It bothers that partner uses or refuses sex in an unfair way	74	3.7838	1.14999
23. I feel very good and satisfied about how we practice and adjust our financial issues.	74	4.2162	1.31660
24. Sometimes I wish my partner was more careful in spending money.	74	3.5811	1.31385
25. We always agree on how to spend our money.	74	3.5811	1.27147
26. We have difficulty deciding on how to handle our finances.	74	3.9459	1.48870
27. I am satisfied with our decisions about how much we should save.	74	3.9459	1.40344
28. We are both aware of our major debts, and they are not a problem for us.	74	3.9595	.99917
29. We keep records of our spending so we can budget our money.	74	3.9595	1.45658
30. Use of credit cards and charge accounts has been a problem for us.	74	3.7027	1.09457
31. Deciding what is most important to spend our money on is a concern for us.	74	3.9459	1.41317
32. It bothers me that I cannot spend money without my partner's approval.	74	2.8919	1.45779
33. I am concerned about who is responsible for the money.	74	3.8378	1.32445
34.I feel very good and satisfied about how we practice and adjust our conflict resolution.	74	3.6216	1.27894
35. In order to end an argument, I usually give up too quickly.	74	3.6892	1.40377
36. My partner and I have very different ideas about the best way to solve our disagreements	74	4.0676	1.11443
37. When discussing problems, I usually feel my partner understands me.	74	2.1622	1.17073
38. When we are having a problem, I can always tell my partner what is bothering me	74	3.8243	1.34834
39. Sometimes, we have serious disputes over unimportant issues.	74	2.1892	1.37169
40. I would do anything to avoid conflict with my partner.	74	3.8919	1.51312
41. I sometimes feel our arguments go on and on and never seem to get resolved.	74	2.3649	1.43893

42. When we have a disagreement, we openly share our feelings and decide how to resolve our differences	74	4.0946	1.27321
43. Usually feel that my partner does not take our disagreements seriously.	74	2.3108	1.41349
44. When we argue, I usually end up feeling the problem was my entire fault.	74	3.5541	1.53625
45. I feel very good about how we practice our parental duties	74	3.1351	1.08948
46. In our family, the father does not spend enough time with the children.	74	3.0135	1.50336
47. I am satisfied with how we share the responsibilities of raising our children.	74	3.2027	1.43326
48. We agree on how to discipline our children.	74	3.6081	1.41245
49. Children seem to be a major source of problems in our relationship.	74	3.1757	1.38839
50. We have agreed on the number of children that we would like to raise.	74	3.7027	1.38217
51. It bothers me that my partner seems to place more importance on the children than on our marriage	74	3.8514	1.36173
52. Having children has brought us closer together as a couple.	74	2.9054	1.58908
53. My partner and I have different views on the religious education for our children.	74	3.3378	1.56395
54. Since start having children, we seldom have time together as a couple.	74	3.6351	1.51318
55. Conflict about how much we should do for our children is a problem for us	74	3.5270	1.50089
Valid N (listwise)	74		

DATASET ACTIVATE DataSet2.
ONEWAY SATISFACTION BY INDICESOFMARSATISFACTION /MISSING ANALYSIS
/POSTHOC=SCHEFFE ALPHA(0.05).**Univariate Analysis of Variance**

Between-Subjects Factors

		Value Label	N
INDICESOFMARSATISFACTION	1.00	COMMUNICATION	74
	2.00	SEXUAL RELATIONSHIP	74
	3.00	FINANCIAL MANAGEMENT	74
	4.00	CONFLICT RESOLUTION	74
	5.00	PARENTING	74

Tests of Between-Subjects Effects

Dependent Variable: PosttreatmentSATISFACTION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	421.561[a]	5	84.312	383.264	.000
Intercept	66.503	1	66.503	302.306	.000
PretreatmentSATISFACTION	399.705	1	399.705	1816.969	.000
INDICESOFMARSATISFACTION	46.441	4	11.610	52.778	.000
Error	80.074	364	.220		
Total	5087.107	370			
Corrected Total	501.635	369			

a. R Squared = .840 (Adjusted R Squared = .838)

Estimated Marginal Means1. Grand Mean

Dependent Variable: PosttreatmentSATISFACTION

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.520[a]	.024	3.472	3.568

a. Covariates appearing in the model are evaluated at the following values: PretreatmentSATISFACTION = 2.8477.

2. INDICESOFMARSATISFACTION EFFECT DIFFERENCE

Estimates

Dependent Variable: PosttreatmentSATISFACTION

INDICESOFMARSATISFACTION	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
COMMUNICATION	3.969[a]	.055	3.959	3.974
SEXUAL RELATIONSHIP	3.349[a]	.055	3.298	3.352
FINANCIAL MANAGEMENT	3.779[a]	.055	3.684	3.779
CONFLICT RESOLUTION	3.247[a]	.055	3.117	3.245
PARENTING	3.354[a]	.055	3.007	3.356

a. Covariates appearing in the model are evaluated at the following values: PretreatmentSATISFACTION = 2.8477.

Pairwise Comparisons

Dependent Variable: PosttreatmentSATISFACTION

(I) INDICESOFMARSATISFACTION	(J) INDICESOFMARSATISFACTION	Mean Difference (I-J)	Std. Error
COMMUNICATION	SEXUAL RELATIONSHIP	.661*	.077
	FINANCIAL MANAGEMENT	.275*	.077
	CONFLICT RESOLUTION	.842*	.077
	PARENTING	.952*	.078
SEXUAL RELATIONSHIP	COMMUNICATION	-.661*	.077
	FINANCIAL MANAGEMENT	-.386*	.077
	CONFLICT RESOLUTION	.181	.077
	PARENTING	.291*	.077
FINANCIAL MANAGEMENT	COMMUNICATION	-.275*	.077
	SEXUAL RELATIONSHIP	.386*	.077
	CONFLICT RESOLUTION	.567*	.077
	PARENTING	.677*	.077
CONFLICT RESOLUTION	COMMUNICATION	-.842*	.077
	SEXUAL RELATIONSHIP	-.181	.077
	FINANCIAL MANAGEMENT	-.567*	.077
	PARENTING	.110	.077
PARENTING	COMMUNICATION	-.952*	.078
	SEXUAL RELATIONSHIP	-.291*	.077
	FINANCIAL MANAGEMENT	-.677*	.077
	CONFLICT RESOLUTION	-.110	.077

Pairwise Comparisons

Dependent Variable: PosttreatmentSATISFACTION

(I) INDICESOFMARSATISFACTION	(J) INDICESOFMARSATISFACTION	Sig.	95% Confidence Interval for Difference
			Lower Bound
COMMUNICATION	SEXUAL RELATIONSHIP	.000*	.443
	FINANCIAL MANAGEMENT	.004*	.057
	CONFLICT RESOLUTION	.000*	.623
	PARENTING	.000*	.732
SEXUAL RELATIONSHIP	COMMUNICATION	.000*	-.879
	FINANCIAL MANAGEMENT	.000*	-.604
	CONFLICT RESOLUTION	.197	-.037

FINANCIAL MANAGEMENT	PARENTING	.002*	.072
	COMMUNICATION	.004*	-.493
	SEXUAL RELATIONSHIP	.000*	.169
	CONFLICT RESOLUTION	.000*	.349
CONFLICT RESOLUTION	PARENTING	.000*	.459
	COMMUNICATION	.000*	-1.060
	SEXUAL RELATIONSHIP	.197	-.399
	FINANCIAL MANAGEMENT	.000*	-.785
PARENTING	PARENTING	1.000	-.108
	COMMUNICATION	.000*	-1.172
	SEXUAL RELATIONSHIP	.002*	-.509
	FINANCIAL MANAGEMENT	.000*	-.896
	CONFLICT RESOLUTION	1.000	-.328

Pairwise Comparisons

Dependent Variable: PosttreatmentSATISFACTION

(I) INDICESOFMARSATISFACTION	(J) INDICESOFMARSATISFACTION	95% Confidence Interval for Difference
		Upper Bound
COMMUNICATION	SEXUAL RELATIONSHIP	.879*
	FINANCIAL MANAGEMENT	.493*
	CONFLICT RESOLUTION	1.060*
	PARENTING	1.172*
SEXUAL RELATIONSHIP	COMMUNICATION	-.443*
	FINANCIAL MANAGEMENT	-.169*
	CONFLICT RESOLUTION	.399
	PARENTING	.509*
FINANCIAL MANAGEMENT	COMMUNICATION	-.057*
	SEXUAL RELATIONSHIP	.604*
	CONFLICT RESOLUTION	.785*
	PARENTING	.896*
CONFLICT RESOLUTION	COMMUNICATION	-.623*
	SEXUAL RELATIONSHIP	.037
	FINANCIAL MANAGEMENT	-.349*
	PARENTING	.328
PARENTING	COMMUNICATION	-.732*
	SEXUAL RELATIONSHIP	-.072*
	FINANCIAL MANAGEMENT	-.459*
	CONFLICT RESOLUTION	.108

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Univariate Tests

Dependent Variable: PosttreatmentSATISFACTION

	Sum of Squares	df	Mean Square	F	Sig.
Contrast	46.441	4	11.610	52.778	.000
Error	80.074	364	.220		

The F tests the effect of INDICESOFMARSATISFACTION. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

T-TEST PAIRS=pre WITH post (PAIRED) /CRITERIA=CI(.9500)
/MISSING=ANALYSIS.**Paired Samples Statistics communication**

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pretest com	2.4650	74	1.3150	.15129
	posttestcom	3.9745	74	1.1681	.16021

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	74	-.624	.040

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	pretest - posttest	-1.25455	.93114	.28075	-1.88010	-.62900

Paired Samples Test

		T	Df	Sig. (2-tailed)
Pair 1	pretest – posttest	-4.469	73	.001

GET
FILE='C:\Users\hp\Documents\MOHAMMED UMAR LAWAN DATA.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.T-TEST PAIRS=PREcommunication WITH POSTCOMMUNICATION (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
NEW FILE.DATASET NAME DataSet1 WINDOW=FRONT.T-TEST PAIRS=pre WITH post (PAIRED)

/CRITERIA=CI(.9500) /MISSING=ANALYSIS.**T-Test****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE sexual TRAINING	2.7864	74	1.38005	.17829
	POST sexual TRAININ	3.3509	74	1.34660	.20146

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE sexual TRAINING & POST sexual TRAININ	74	-.620	.042

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	PRE sexual TRAINING - POST sexual TRAININ	-.56455	1.13409	.34194	-1.32644

Paired Samples Test

		Paired Differences	T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE sexual TRAINING - POST sexual TRAININ	.19735	-1.651	73	.130

NEW FILE.DATASET NAME DataSet2 WINDOW=FRONT.T-TEST PAIRS=PRE WITH POST (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS. **T-Test** [DataSet2]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE FINANCIAL TRAINING	2.8336	74	1.42868	.14131
	POST FINANCIAL TRAINING	3.7800	74	1.32031	.10562

Paired Samples Correlations

	N	Correlation	Sig.

Pair 1	PRE FINANCIAL TRAINING & POST FINANCIAL TRAINING	74	-.452	.163

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	PRE FINANCIAL TRAINING - POST FINANCIAL TRAINING	-.94636	.70053	.21122	-1.41699

Paired Samples Test

		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE FINANCIAL TRAINING - POST FINANCIAL TRAINING	-.47574	-4.480	73	.001

NEW FILE. DATASET NAME DataSet3 WINDOW=FRONT.

T-TEST PAIRS=PRE WITH POST (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.

T-Test Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE CONFLICT TRAINING	2.8791	74	1.3872	.20270
	POST CONFLICT TRAINING	3.2500	74	1.3507	.24347

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE CONFLICT TRAINING & POST CONFLICT TRAINING	74	-.600	.051

Paired Samples Test

	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
				Lower

Pair 1	PRE CONFLICT TRAINING - POST CONFLICT TRAINING	-.37091	1.32500	.39950	-1.26106

Paired Samples Test

		Paired Differences	T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE CONFLICT TRAINING - POST CONFLICT TRAINING	.51924	-.928	73	.375

NEW FILE.DATASET NAME DataSet4 WINDOW=FRONT.T-TEST PAIRS=PRE WITH POST (PAIRED)

/CRITERIA=CI(.9500) /MISSING=ANALYSIS.**T-Test**[DataSet4]**Paired Samples**

Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE PARENTING TRAINING	3.1473	74	1.44892	.10822
	POST PARENTING TRAINING	3.3736	74	1.43090	.09319

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE PARENTING TRAINING & POST PARENTING TRAINING	74	.557	.05

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	PRE PARENTING TRAINING - POST PARENTING TRAINING	-.22636	.31740	.09570	-.43960

Paired Samples Test

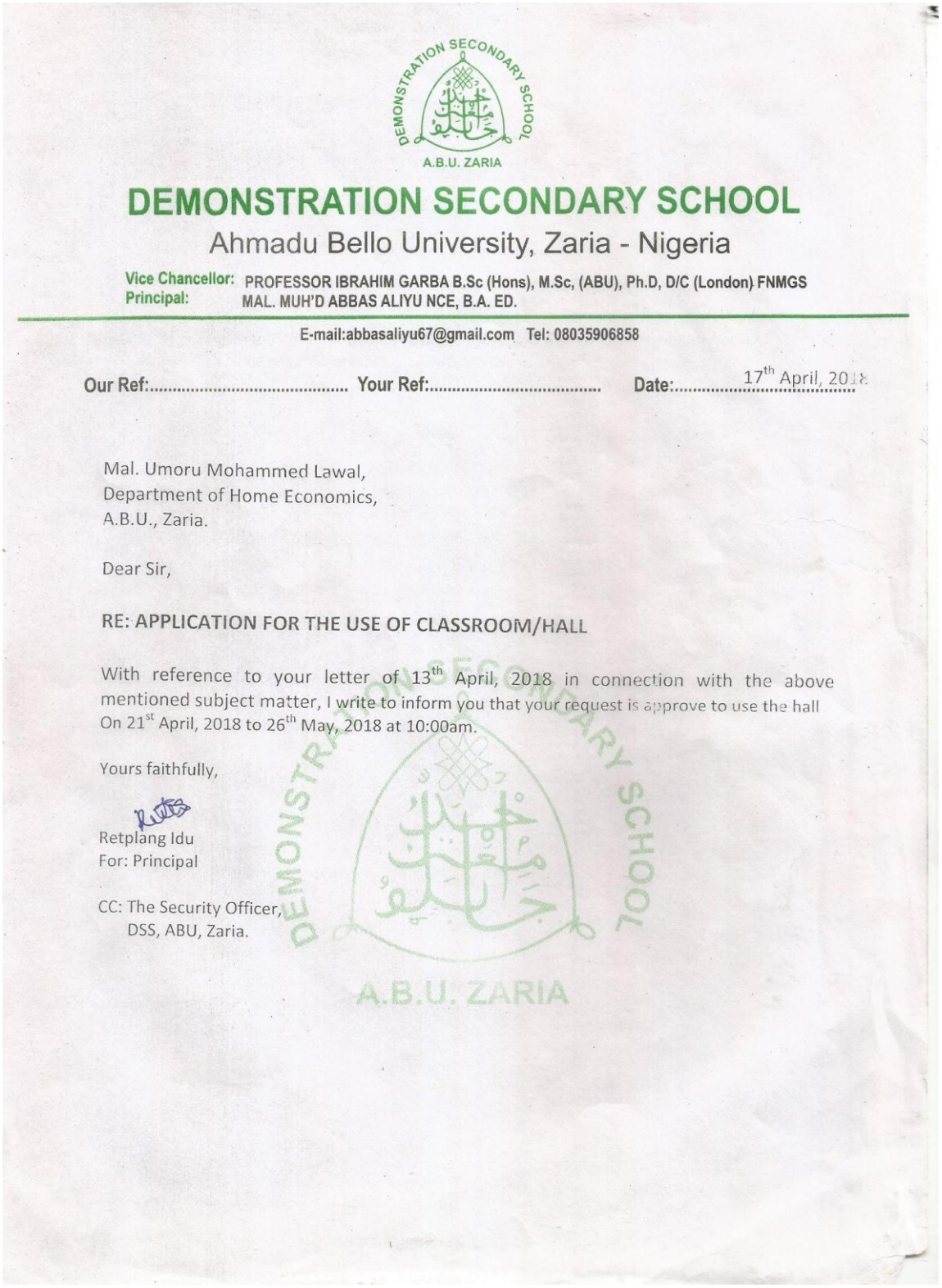
		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE PARENTING TRAINING - POST PARENTING TRAINING	-.01313	-2.365	73	.075

APPENDIX I

FLYER



APPENDIX J
LETTER OF PERMISSION FOR THE USE OF DEMONSTRATION SECONDARY SCHOOL HALL



DEMONSTRATION SECONDARY SCHOOL
A.B.U. ZARIA

DEMONSTRATION SECONDARY SCHOOL

Ahmadu Bello University, Zaria - Nigeria

Vice Chancellor: PROFESSOR IBRAHIM GARBA B.Sc (Hons), M.Sc, (ABU), Ph.D, D/C (London) FNMGS
Principal: MAL. MUH'D ABBAS ALIYU NCE, B.A. ED.

E-mail:abbasaliyu67@gmail.com Tel: 08035906858

Our Ref:..... Your Ref:..... Date:..... 17th April, 2018

Mal. Umoru Mohammed Lawal,
Department of Home Economics,
A.B.U., Zaria.

Dear Sir,

RE: APPLICATION FOR THE USE OF CLASSROOM/HALL

With reference to your letter of 13th April, 2018 in connection with the above mentioned subject matter, I write to inform you that your request is approve to use the hall On 21st April, 2018 to 26th May, 2018 at 10:00am.

Yours faithfully,

Retplang Idu
For: Principal

CC: The Security Officer,
DSS, ABU, Zaria.

DEMONSTRATION SECONDARY SCHOOL
A.B.U. ZARIA

APPENDIX K
SAMPLES OF PICTURES OF COUPLES IN THE RELATIONSHIP EDUCATION TRAINING



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Plate 1: The Researcher with the research assistants setting table for the relationship training registrationat ABU Demonstration Secondary School, Zaria.



Plate 2: Registration of couples for Relationship Education Training at ABU Demonstration Secondary School Zaria.



Plate 3: Couples in the relationship training session at ABU, Demonstration Secondary School, Zaria.



Plate 4: The researcher giving relationship education training to Couples





Plate 5: Resource persons giving talks during relationship education training



PLATE 6: GROUP DISCUSSION



Plate 7: Researcherin the middle with some of the participants in the training.