

THE COMPARED BETWEEN GENDER AND EDUCATION LEVEL WITH MARITAL SATISFACTION

n terms of marital satisfaction. Dökmen&Tokgöz (2002) found that there is a positive relationship between marital satisfaction and level of education. That is, subjects with Marriage is defined as "A formal and durable sexual union of one men and one women, which is conducted within a set of designated rights and duties" (Lantz & Snyder, 1969, p.16). Bird & Melville (1994) suggest that, marriage is both an individual and social structure. On the one hand, it is a social institution and system of obligations, duties, rights and privileges. On the other hand, it means connecting and committing a loved and trusted one for emotional and sexual intimacy. That is, in short, "Marriage is not only a personal commitment between partners, it is a social and legal commitment to the larger community" (Bird & Melville, 1994, p.196). The reason why people get married may be better understood in the concept of the need to belong. Baumeister& Leary (1995) suggests that need to belong is a very powerful motive which leads people to have social attachments and to form and maintain enduring interpersonal relationships. Having a long-term intimate relationship generally produces positive emotions. However, losing attachments generally results in pain and disappointment even if there is no plausible reason to maintain them. Furthermore, even if maintaining the relationship is too costly, people resist to lose that attachment. On the other hand, the need of belongingness can just be met in pleasant or satisfactory relationships. Baumeister& Leary (1995) also claim that, belongingness positively affects the health and well-being. Physical and psychological problems are commonly seen in the case of unsatisfied need of belongingness. Today, most couples agree that they will attain their two main goals in the marriage having satisfactory sexual relationship and mental agreement with the spouse. Although most individuals emphasize more on having sexual relationship, satisfactory sexual relationship and mental agreement are considered as two inseparable components in a successful marriage (Ellis and Harper, 1995, page 45).

Happy marriages make valuable contributions to person's life. Marital happiness is found to be associated with physical and psychological health (Kiecolt-Glaser & Newton, 2001). In addition, the benefits associated with marriage are greater for women than it was for men. These positive effects of marital happiness may be better understood with the following statement "A

supportive romantic or marital partner acts as a kind of buffer or barrier between us and the problems of life" (Bird and Melville, 1994, p.61)

Although the positive associations related to happy marriages have been indicated, there is still a conceptual confusion in the term "marital satisfaction". Several related terms, such as marital happiness, marital adjustment, marital stability and marital quality are commonly used in the literature instead of the term marital satisfaction (Bird & Melville, 1994; Timm, 1999). Timm (1991) criticizes that, because these terms refers to different meanings, summarizing the research under the same term might lead faulty inferences. In this study, the definition of Rho (1989) is preferred to use: "Marital satisfaction is a subjective evaluation by an individual of the degree of happiness, pleasure, or fulfillment experienced within the marital relationship between spouse and self" (p.5).

Some marriages are really "marital" however, some others are "martial" (Warren, 2000). It is criticized that, research has not been very successful in the prediction of which married couples separate or divorce and which stay together (Gottman, 1993). Although it is found that marital satisfaction is relatively stable over time and initial levels of marital satisfaction predicted the partners' later satisfaction (Huston, & George, 2001), questions such as "What differentiates a happy marriage from an unhappy one?" and "What qualities that maritally satisfied couples have but others do not ?" are still remains unanswered.

Although research still looks for the solutions for unhappy marriages, there are still unsatisfactory marriages which lasts in dissatisfaction or ends in divorce. As a result, "Marriage typically begins as a source of satisfaction, but often end as a source of frustration" (Karney& Bradbury, 1995, p.1). Converse to the positive effects associated with marriage that are stated above, marital dissatisfaction have many negative effects on both the individual's and their offspring's life. Lantz & Snyder (1969) suggests that, marriage gathers different person's different lifetime habits, values, and attitudes. Interaction and integration of these different qualities inevitably produce difficulty or conflicts. It is likely that parental conflicts negatively affect children since they threaten their feeling of security and identity. In addition, it is also likely that when parents are aggressive to each other, they also exhibit aggressive behaviors to their children (Berg-Cross, 2001). Considering these negativities related to marital dissatisfaction, it is clear that assuming satisfactory marriages and preventing the unsatisfactory ones is very important. How marriages stay satisfactory or become dissatisfaction may be better understood by a recent model of Karney& Bradbury (1995). After reviewing 115 longitudinal studies representing over 45,000 marriages and also the major theoretical perspectives in marital research literature, Karney& Bradbury (1995) proposed a model on marriage. In this Vulnerability-Stress-Adaptation Model of marriage (VSA Model), it is suggested that, the backgrounds and traits and as well as external circumstances that

spouses bring to the marriage can affect the adaptation processes. Spouses may also have enduring vulnerabilities which may contribute to the stressful life events and circumstances that couples encounter. In addition to these features, the model also suggested that, the adaptive processes are very important to deal with stressful events. Repeated failures in adaptation may lead a decrease in marital quality. The model suggests that, if a couple use effective adaptive processes in case of stressful events, encounter relatively few stressful events and have few enduring vulnerabilities, they are more likely to experience a satisfying and happy marriage. Beyond the attachment style, some demographic variables such as gender and education are investigated i university degree reported higher marital satisfaction when they compared to their counterparts with high-school degree. In relevance to the gender, some studies indicated that husbands reported greater marital satisfaction than did wives (Gökmen, 2001), however some others indicated that level of the marital satisfaction of husbands and wives were similar (Dökmen&Tokgöz, 2002). In addition to gender, gender related factors such as coping style and menopause may affect the marital satisfaction.

The effect of coping strategies on marital satisfaction is investigated by some researchers. Bouchard, Sabourin, & Richer (1998) conducted both cross-sectional and longitudinal analyses. Results suggested that women use more distancing-avoidance (active ways to forget difficulties), whereas men use more denial (passive ways to forget difficulties). However, it is found that, both active and passive ways to forget difficulties negatively affects marital satisfaction, whereas, problem-focused coping positively affects marital satisfaction. It is also concluded that, if a coping strategy is harmful (or beneficial) for a spouse, it is also harmful (or beneficial) for the other spouse.

Moreover, parents' marital behaviors and their perceived marital satisfaction by their offsprings might affect the marital quality of the offsprings when they become married adults. Results of the longitudinal study of Amato & Booth (2001) on parents and their married offspring indicated that, marital quality is transmitted from parents to the offspring. Spouses which experience marital discord between their parents exhibit more problems. From the view of observational learning perspective, authors claim that, children observe and learn their parents' negative behaviors, however, they don't have a repertoire of positive interpersonal behaviors which facilitate marital satisfaction.

Bird & Melville (1994) states that, when compared to their unhappy counterparts, happy couples are more sensitive to each other's feelings, are more supportive during arguments, and they are more flexible and cooperative. Intimacy and marital satisfaction were found to be correlated in another study. Specifically, sexual and emotional intimacy predicted marital satisfaction for men; however, recreational and emotional intimacy predicted marital satisfaction for women (Volsky, 1998). The role of commitment on marital satisfaction is

also emphasized by many authors. Bird & Melville (1994) describes commitment as "partners' avowed willingness to stay together long term, because they view what they have as viable and worthwhile" and states that "Committed partners resist attempts by others to devalue or otherwise break up their relationship. They act as each other's supporters and consistently remind themselves...of their good fortune in being together. Lantz & Snyder (1969) suggests that, it is unlikely that all unhappy marriages result in separation or divorce. There are many couples experiencing some kind of accommodation which might be a result of their commitment to their marriage. Adams & Jones (1997) focused on commitment as it is experienced by married individuals. Authors explored three basic dimensions of marital commitment: An attraction component, which is based on satisfaction, devotion and love; a moral component, which is based on one's sense of obligation, personal responsibility and social responsibility; and a constraining component, which is based on fear of the social, emotional, financial or legal consequences of relationship termination. Authors suggested that, personal dedication, devotion, satisfaction, and love is more closely related to marital satisfaction than the other components. The importance of problem solving and communication may be better understood in terms of marital conflicts. Lantz & Snyder (1969) suggests that, marriage gathers different person's different lifetime habits, values, and attitudes; and interaction and integration of these different qualities inevitably produce difficulty or conflicts. However, researchers also claim that, marital conflict is not always harmful or destructive. If the conflict does not involve attacks to the other partner's self-worth, it serve some useful purposes such as helping the partners to understand the other more realistically and help them to appreciate their commitment to the marriage (Lantz & Snyder, 1969). From these perspective, it can be said that, persons might need to have effective communication skills and problem-solving skills to solve the discrepancy between their qualities and their spouse's qualities and to make the marital conflicts useful. In another study, Lee (1999) studied the marital satisfaction of Korean – Americans. Couples reported the most contributing factors to marital satisfaction as having children, affection, sexual satisfaction, sexual fidelity and shared activities. However, in another similar studies, community couples reported that, length of marriage and presence of children were unrelated to marital satisfaction (Brezsnyak, 2001). In another study investigating relationship factors affecting marital satisfaction, researchers (Bahr, Chappell, & Leigh, 1983) found that, the extent to which a spouse believes that he or his spouse is able to carry out various marital roles had a positive association with marital satisfaction. Additionally, perceived amount of agreement between spouses on expectations and values in marital roles had a strong, positive association with marital satisfaction. Based on this, this, the goal of the present

research is to study the compared between education level and gender with marital satisfaction in the couples.

Research Hypotheses: 1-There is a significant difference between education level with marital satisfaction. 2-There is a significant difference between the gender with level marital satisfaction.

Method and Material: Participants and Research design. The method of study is descriptive and of compared causes kind. Statistical population of this research includes all married students who were studying in Education University, Babol, provided that they have at least three years marital life up to 2011. Sample volume was selected based on Koch ran formula as 100 participants by multi-step clustered sampling method.

Instruments: For measurement of marital satisfaction, 47 questions short from of Inrich's marital satisfaction questionnaire was used. Olson et al have reported the validity of this questionnaire as 0.22 by calculation of alpha coefficient. For data analysis, education level and gender were the independent variables in these ANOVA. Interaction effects were analyzed through Fisher's LSD Test (Hovardaoglu, 1994).

Results. Statistical analysis of data by testing tow hypotheses of research at confidence level of 0.95 was led to the following results.

Descriptive Analysis of the Sample: Means and standard deviations of the marital satisfaction scores of the subjects which were grouped by education level and gender were presented in Table 1 /Means and Standard Deviations of the Marital Satisfaction Scores of the Subjects Grouped by Education Level and Gender/.

Gender	Education Level	M	SD
Male	Higher Education	113.27	18.14
	Lower Education	103.74	20.58
	Total	110.58	19.11
Female	Higher Education	113.29	19.13
	Lower Education	89.69	27.59
	Total	103.97	25.46
Total	Higher Education	113.22	18.64
	Lower Education	96.17	27.11
	Total	106.74	23.87

Whether education level and gender make a difference between groups on the marital satisfaction scores was tested through a 2 (male, female) x 2 (lower education, higher education) factorial between-subjects ANOVA. Results revealed that gender ($F(1, 196) = 4.03, p < .05$) and education level ($F(1, 196) = 4.03, p < .001$) differentiated the groups on the marital satisfaction. Additionally, effect of the interaction of the education level and gender on the marital satisfaction scores was significant ($F(1, 196) = 4.07, p < .05$). Results of the analysis were also presented in Table2 /Results of the Factorial Between-Subjects ANOVA when Dependent Variable is Marital Satisfaction/.

Source	Sum of Squares	df	F	sig
Gender	1816.152	1	4.027	.045*
Education Level	10879.295	1	24.116	.000***
Gender*Education Level	1836.97	1	4.067	.045*
Error	88470.96	196		

As can be seen in Table 2, main effects of both education level and gender on marital satisfaction are significant. As Table 1 presents, male subjects' level of marital satisfaction ($X = 110.91$) was significantly higher than their female counterparts' ($X = 103.97$). Additionally, subjects with higher education levels reported higher marital satisfaction scores ($X = 113.29$) when compared to subjects with lower education levels ($X = 95.16$). Furthermore, as can be seen in Table 2, interaction of education level and gender on marital satisfaction was also significant. In order to find out the source of the interaction, Fisher's LSD Test (Hovardaoğlu, 1994) was conducted and a critical value of 8.3 was defined. Results of the Fisher's LSD Test were presented in Table 3/Results of the Fisher's LSD Test When Dependent Variable is Marital Satisfaction/.

Groups	x	Lower Education-Female	Lower Education-Male	Higher Education-Female	Higher Education-Male
Lower Education-Female	90.38	-	13.36*	22.97*	22.94
Lower Education-Male	103.5	-	-	9.92*	9.58*
Higher Education-Female	113.34	-	-	-	0.03
Higher Education-Male	113.28	-	-	-	-

As can be seen from the results of the Fisher's LSD Test, the difference on marital satisfaction scores of the groups was not significant in only one condition. Higher education-female and higher education-male groups were not significantly different from the other on marital satisfaction scores. However, other all group differences were found to be statistically significant. That is, lower education-male group reported higher marital satisfaction scores when compared to lower education-female group. Higher education-female group reported higher marital satisfaction when compared to lower education-female

group. Higher education-male group reported higher marital satisfaction when compared to lower education-female group. Higher education-male group reported higher marital satisfaction when compared to lower education-male group. Additionally, higher education-female group reported higher marital satisfaction when compared to lower education-male group.

Discussion: Research findings show that highly educated subjects experience greater marital satisfaction than their counterparts whose education level is lower. In a recent study (Dökmen&Tokgöz, 2002) it is found that there is a positive relationship between marital satisfaction and education level, which does not contradict the current findings of the present study. Additionally, findings of the present study indicates that, interaction of education level and gender also make an effect on the level of marital satisfaction, which is a similar finding of this study on sexual satisfaction. Although higher education-female and higher education-male groups were not significantly different from the other on marital satisfaction scores, other all group differences were found to be statistically significant. That is, lower education-male group reported higher marital satisfaction scores when compared to lower education-female group. Higher education-female group reported higher marital satisfaction when compared to lower education-female group. Higher education-male group reported higher marital satisfaction when compared to lower education-female group. Higher education-male group reported higher marital satisfaction when compared to lower education-male group. Additionally, higher education-female group reported higher marital satisfaction when compared to lower education-male group. However, when the interaction of education level and gender is considered, interaction of this variables seems to be originated from the education level. In other words, highly educated subjects consistently report greater marital satisfaction. This finding indicates that the importance of education level in the marital satisfaction, which is consistent with the previous findings (Dökmen&Tokgöz, 2001). The current study also indicated that, males experience higher levels of marital satisfaction, when compared to females. Some studies (Gökmen, 2001; Lee, 1999) in the current literature indicates that, husbands experience greater marital satisfaction when compared to wives. This finding is similar to the findings of the present study which indicates that male subjects experience higher levels of marital satisfaction. As Kabakçı, Tuğrul, &Öztañ (1993) stated, marital relationships are affected by cultural characteristics. Marriages in Turkey are also open to the cultural constructions. Turkish women are generally the persons who are responsible for the housework, as well as child bearing. However, men are not supposed to share the responsibility of these activities. As a result, women are more likely to be dissatisfied with their marriages.

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Մեծի և կրթության մակարդակի ազդեցությունը ամուսնական բավարարվածության վրա

Հոդվածի նպատակն է ուսումնասիրել մեծի և կրթության մակարդակի դերն ու ազդեցությունը ամուսնական բավարարվածության վրա: Մեթոդը բնութագրական է գործոնների համեմատության տեսանկյունից: