Investigating the Effectiveness of Developing a Pre-Marriage Educational Package Based on Film Using Sternberg's Theory on Attitudes About Romance and Mate Selection in Unmarried Girls

Mostafa. Afridon[1], Kobra. Kazemian Moghadam[2*], Masoud. Shahbazi[3]

[1] PhD Student, Department of Consulting, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran.
[2] Assistant Professor, Department of Psychology, Dezful Branch, Islamic Azad University, Dezful, Iran.
[3] Assistant Professor, Department of Counseling, Masjed Soleiman Branch, Islamic Azad University, Masjed Soleiman, Iran.

* Corresponding author email address: k.kazemian@yahoo.com

A r t i c l e   I n f o

Article type:
Original Research

A B S T R A C T

Purpose: This study aims to investigate the effectiveness of a pre-marriage educational package based on Sternberg's theory on attitudes about romance and mate selection in single girls. Specifically, it examines the efficacy of a pre-marriage education program for single girls, using Sternberg's theory on love stories.

Methodology: This research is applied in purpose, quasi-experimental in method, and uses a pre-test-post-test control group design with a follow-up stage (one month). The statistical population comprised individuals who attended the Haft Sange Zendegi Educational Institute in Izeh city in 2023, selected through available sampling. Fifty single girls were selected and divided into two groups (experimental and control). Before the training classes, both groups were assessed using the Attitudes about Romance and Mate Selection Scale. The experimental group underwent a film therapy program based on Sternberg's concepts for 25 sessions of two hours each, while the control group received no intervention. Data analysis was performed using multivariate analysis of covariance and repeated measures analysis of variance with SPSS 27 software.

Findings: The findings indicated that implementing the pre-marriage educational protocol based on Sternberg's theory through film led to a significant shift in the attitudes of single females (P<0.001). There was a notable difference between the control and experimental groups in both the post-test and follow-up periods (P<0.001).

Conclusion: This research highlights the potential of premarital counseling centered on movies. The findings suggest that unmarried girls' viewpoints on love and partner selection improved following the program, emphasizing the benefits of such interventions before marriage. Various stakeholders, including parents, educators, and counselors, can employ these guidelines to address a range of concerns.

Keywords: *Pre-marriage educational package, Film-based, Sternberg's theory, Attitudes about romance and mate selection, Single girls*

1.   Introduction

The initial phase in the family life cycle, the selection of a life partner, is widely regarded as the most crucial. Criteria such as physical attributes, socioeconomic status, educational background, and familial position are taken into consideration. Homogamy theory posits that individuals typically gravitate towards those who are similar in terms of age, religion, nationality, and education (Yoo & Joo, 2022). Conversely, the theory of complementary needs suggests that dominant individuals are drawn to submissive partners, while those with leadership qualities prefer submissive spouses. The biological perspective emphasizes physical allure and fertility, with individuals seeking a healthy and attractive partner prioritizing facial attractiveness (Keldal & Atli, 2020; Mousavi & Rahiminezhad, 2015; Razeghi et al., 2015). Understanding societal attitudes and adopting a realistic approach to marriage can significantly impact marital satisfaction (Crandall et al., 2016; Fereydonpour et al., 2020).

Moreover, it appears that young individuals on the brink of matrimony experience apprehension or unease concerning marriage and its associated concerns (Keshavarz & Ardalani, 2021; Khazaee & Ohadi Iranbod, 2018). It can be argued that familial, financial, and societal problems instill a sense of fear and trepidation in young individuals, causing them to postpone getting married. Studies demonstrate that as time passes, both young men and women face issues with selecting a life partner, partly due to changing values, distorted thoughts, and the influence of schemas, all of which impact their criteria for choosing a spouse. Additionally, unrealistic and ineffective expectations are elevated as prerequisites for selecting a life partner (Macpherson et al., 2015; Vaida, 2023). Therefore, individuals' understanding of the process of choosing a life partner during marriage plays a crucial role in determining the success or failure of the union. Being cognizant of people's attitudes towards marriage, engaging in realistic reasoning, and adopting logical perspectives can significantly contribute to a fulfilling marriage (Perlick et al., 2011; Reeve et al., 2007).

Negative thoughts and emotions can eventually lead to negative and unproductive attitudes towards marriage, the selection of a spouse, fear of marriage, and unrealistic expectations in individuals about to get married (Lotfi et al., 2019; Macpherson et al., 2015). The rise of premarital education initiatives has resulted in the development of various approaches, such as premarital preparation programs

based on the Adlerian perspective, the effectiveness of premarital education utilizing schema, schema emotional therapy, the Larson model, cognitive-behavioral approach, and reality therapy, awareness program method and interpersonal selection, Boominger's multidimensional approach, and Gutman's approach (Afsari Rad et al., 2020; Ali, 2020; Ebrahimi et al., 2019; Farnam et al., 2011; Fatmawati & Nurhastuti, 2021; Horváth-Szabó et al., 2015; Mohammadi Zadeh & Khorramdel 2023; Moodi et al., 2013; Rostami et al., 2020; Salehi Mobarakeh et al., 2022; Taghavi Dinani et al., 2020; Vafaeinezhad et al., 2023). In reality, there are over 100 premarital education programs worldwide, each differing in content, target audience, and teaching methods (Rubin, 2005).

In his research, Sprecher (2002) discovered that love is an essential element in marriage. Love is not a simplistic and one-dimensional state but an intricate and multi-faceted phenomenon encountered in various human connections. The findings from Darvishzadeh and Pasha (2009) revealed that premarital education can transform social narratives surrounding love from controlling and dominating to joyful and pleasure-seeking. Love, which serves as a motivation for romantic relationships, can hold diverse meanings for each individual. Romantic relationships and experiences play a crucial role in establishing emotional bonds and contribute to a positive self-perception and greater societal integration. Individuals in content relationships tend to report higher levels of mental well-being compared to those who are unsatisfied in their relationships (Keshavarz & Ardalani, 2021; Khazaee & Ohadi Iranbod, 2018; Kravdal et al., 2023). Moreover, research has indicated that individuals who are married or in a marital partnership are more content and experience better mental and physical health compared to those who are single (Kravdal et al., 2023; Lotfi et al., 2019; Sacilotto et al., 2022).

Film therapy and video therapy are forms of art therapy that involve exposing patients to audio-visual content representing their psychological or physical issues. Cinema therapy uses popular films, while video therapy employs custom-made films or short documentaries specifically created for patients. The aim of presenting these films or videos is to achieve a comprehensive understanding of the patients' problems by adopting a third-party viewpoint that emphasizes their concerns (Khazaee & Ohadi Iranbod, 2018; Sacilotto et al., 2022). This approach has the additional benefit of strengthening the bond between therapist and patient: therapists encourage patients to see themselves reflected, leading to a deeper understanding of their own

emotions and the awareness that their therapists comprehend their struggles. Consequently, therapists can effectively discuss the patients' experiences using a "mutual language" that has been cultivated. Traditional cinema therapy entails therapists selecting commercial movies as a therapeutic tool and instructing clients to view them alone or with specific individuals (e.g., family members). The therapist specifically selects the films based on their relevance to the client's issues and afterward discusses the main themes presented in the film with the patient (Sacilotto et al., 2022).

Film therapy has been recognized as an effective method based on past experiments. However, while there have been considerable studies on pre-marriage topics in Iran, specifically regarding the effectiveness of interventions in improving marital relationships and expectations, there has been a lack of research on the impact of these interventions on attitudes toward choosing a spouse. Additionally, there is a dearth of research combining these various approaches to identify the need for marriage education. The results of film therapy demonstrate that viewers can gain self-awareness and make connections between their problems and the characters in the film, leading to a desire to break negative cycles. Therefore, cinema can play a significant role in breaking such cycles (Keshavarz & Ardalani, 2021; Khazaee & Ohadi Iranbod, 2018).

Consequently, the objective of this current investigation is to determine whether the development of a pre-marriage educational program, utilizing Sternberg's theory, influences the mindset of unmarried girls when selecting a life partner. In light of this research gap, the study endeavors to address this issue by creating a more effective intervention through the compilation of a pre-marriage training package derived from a film that incorporates Sternberg's theory to gauge its impact on the attitude of unmarried girls towards partner selection. The outcomes of this study aim to illustrate how researchers and therapists utilize films in the treatment of psychological and physical ailments in clinical and sub-clinical populations, further aiding in the establishment of methodological approaches rooted in film therapy for future research, thereby setting appropriate criteria.

2.   Methods and Materials

2.1.   Study Design and Participants

The present study applied a quasi-experimental research method with a pre-test-post-test design using a control group and a follow-up phase lasting one month. The participants for this study were selected from individuals who sought services at the Haft Sange Zendegi Educational Institute in Izeh City in 2023, using an available sampling method. After selecting 50 unmarried women from the Haft Sange Center, they were divided into two groups: an experimental group and a control group.

Inclusion Criteria:
- Female gender
- Not divorced
- Not married
- Age 18 years and above
- Literacy in reading and writing
- Completion of the informed consent form before participating in the research

Exclusion Criteria:
- Individuals who had not received any intervention, particularly the mentioned intervention in this study, or any psychological or drug treatments before or concurrently with the implementation of the present study
- Presence of severe physical or mental disorders (such as substance use disorder, personality disorders, psychosis, or symptoms like delusions, hallucinations, or disorientation) that would impede participation in the intervention
- Failure to attend more than two sessions

After obtaining the necessary research permission, correspondence was initiated with the Haft Sange Consulting Center in Izeh City. Following negotiations with the center's management and acquiring their cooperation, sampling was conducted among the target community (unmarried women seeking services at the Haft Sange Center). Subsequently, individuals who expressed their willingness to participate in the study were contacted individually for evaluation based on the entry and exit criteria. Qualified individuals were invited to participate in the research if they met the criteria and expressed satisfaction. These individuals were provided with comprehensive explanations regarding the overall goals, advantages, disadvantages, duration, and process of the research, enabling them to make an informed decision regarding participation. Before the commencement of the training sessions, both groups (intervention and control) were assessed using the research measurement tool (Sternberg Love Questionnaire). Following this, the intervention group underwent a 25-session film therapy program based on Sternberg's concepts, with each session lasting two hours. No intervention was implemented for the control group. After the completion of the training course,

both the experimental and control groups underwent a post-test. Additionally, to evaluate the long-term effects of the treatment, the research measurement tool was administered to the sample individuals one month after the completion of the training course.

2.2. Measures

2.2.1. Attitudes towards Romance and Mate Selection

The original questionnaire, called the "Attitude Scale Towards Romantic and Mate Selection" (ARMSS), was created by Cobb, Larson, and Watson (2003) to assess binding and irrational beliefs. They developed a scale of attitudes related to choosing a spouse consisting of seven irrational beliefs. The questionnaire contains 32 questions and is organized into six factors: trustworthy love, experience-oriented, idealism, opposite atmosphere, easy vision, and optimism. The questionnaire is based on the belief that people hold limiting beliefs about choosing a spouse, which was identified by Larson in 1992. Subscales for the test were designed based on seven ideas by Cobb and their colleagues. In Iran, Sepehri and Hassanzadeh Tawakli (2013) conducted research to examine the reliability and validity of the Persian version of this questionnaire. They identified six beliefs through factor analysis: trusting love, experience-centeredness, idealism, contradiction, easy-going, and trusting. The test's concurrent validity was compared to the RBS test, which consisted of 15 questions and showed a total correlation of 45.99%. In another study in Iran, Farahbakhsh and Masripour reported the divergent validity of this questionnaire at a 99% level. Salimi and Karimi (2013) also reported the questionnaire's validity through divergent validity at a level of 0.90. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, whereby all scales had a coefficient of 0.88, and sub-scales ranged from 0.64 to 0.98. Another study by Salimi and Karimi (2013) reported the reliability of the questionnaire using Cronbach's alpha method (0.90) and the retest method (0.72) (Abdollahi et al., 2021; Goolmohamadiyan et al., 2016).

2.3. Intervention

2.3.1. Premarital Education Program

The premarital education program, based on Sternberg's theory and utilizing film therapy, consists of 25 sessions. Each session incorporates a specific movie to address various aspects of romantic relationships, personal development, and social dynamics.

The premarital education program based on Sternberg's theory and film therapy consists of 25 sessions designed to enhance young women's attitudes towards love and partner selection. Each session utilizes specific movies to address various aspects of romantic relationships, personal development, and social dynamics. The program begins with the film "Lilavsada Abad," which introduces the metaphor of a garden to symbolize the nurturing and growth of relationships. Subsequent sessions cover historical contexts, family dynamics, and the influence of religion on relationships, with films such as "Gold and Copper" and "Heartbroken" providing a basis for discussion. These initial sessions set the stage for a comprehensive exploration of the multifaceted nature of relationships.

Midway through the program, sessions focus on themes like sacrifice, fear, authority, and economic aspects, illustrated by movies such as "Khanoom," "Parkway," and "Saadat Abad." These films help participants understand the complexities of relationships, including the need for compromise, dealing with anxieties, and managing financial responsibilities. Discussions and activities are designed to foster a deeper understanding of these themes, encouraging participants to reflect on their personal experiences and expectations. The program emphasizes the importance of communication, empathy, and problem-solving skills in maintaining healthy relationships.

The latter part of the program includes sessions on creativity, recovery from past traumas, and the scientific basis of love, using films like "Balila Fairy Tale" and "There is Always a Woman's Foot in the Middle." These sessions aim to build resilience and promote healing, helping participants overcome previous negative experiences and develop a more positive outlook on relationships. The incorporation of scientific theories and research further enriches the participants' understanding, providing a well-rounded perspective on love and partnership.

As the program progresses, films like "Shy Son-in-law" and "The Last Step" are used to highlight the importance of shared activities and expressive communication in relationships. Sessions on humor and dealing with negative perceptions, illustrated by movies such as "A Hat for the Rain" and "Drunk," underscore the role of positive interactions and overcoming judgmental attitudes. These activities are designed to strengthen the participants' ability to foster joy and mutual respect in their relationships, enhancing overall relationship satisfaction.

143

The final sessions focus on the journey of relationships, the dynamics of teaching and learning, and the impact of external social and political factors. Movies like "Vajdaei Wooden Bridge" and "Firdous Garden, 5 Asr" are used to discuss the ongoing process of relationship development and the importance of problem-solving and critical thinking. By the end of the program, participants are equipped with a comprehensive toolkit of skills and insights, empowering them to build and maintain fulfilling relationships. The program's use of film therapy not only provides a unique and engaging learning experience but also facilitates deep emotional and cognitive reflections on the participants' part.

2.4. Data Analysis

Descriptive and inferential statistics methods were used to analyze the research data. First, descriptive statistical analyses, including frequency distribution of demographic characteristics, were investigated. Then, using inferential statistical analyses, including multivariate covariance analysis and variance analysis with repeated measurements, the research hypotheses were examined. Before testing the research hypotheses, the assumptions related to covariance analysis, including the normality of data distribution, homogeneity of error variances, homogeneity of covariance

matrices of dependent variables, and the condition of sphericity or equality of the error covariance matrix, were analyzed using SPSS 27 software.

3. Findings and Results

The aim of the current study was to examine the effectiveness of a pre-marriage training package based on a film that incorporated the concepts of Sternberg's theory on love stories in young women from Izeh. The research collected information about the participants through pre-test, post-test, and follow-up stages, including both experimental and control groups. Initially, the researcher analyzed and described the variables of the study. The participants were divided into three age groups: 18-24 years, 25-30 years, and 30 years and above, making up 28%, 42%, and 30% of the total participants, respectively. Additionally, the participants were categorized based on their employment status, resulting in two groups: employed (48%) and non-employed (52%).

Table 1 displays the mean scores for six aspects: trusting love, experience-centeredness, idealism, anti-atmospheric, easy-going, and optimistic. The scores are presented for both the experimental and control groups, as well as for the three phases: pre-test, post-test, and follow-up.

Table 1

Descriptive Statistics of the Variables

Variable	Group	Time	N	Mean	SD	Min	Max
Believing love	Experimental	Pre-test	25	26.56	4.96	17	34
	Control	Pre-test	25	26.32	4.70	17	34
	Experimental	Post-test	25	14.36	2.55	8	34
	Control	Post-test	25	26.56	4.96	17	34
	Experimental	Follow-up	25	12.16	2.78	8	34
	Control	Follow-up	25	26.56	4.96	17	34
Experience-centered	Experimental	Pre-test	25	25.44	5.19	17	34
	Control	Pre-test	25	26.76	4.71	17	34
	Experimental	Post-test	25	13.04	3.16	10	34
	Control	Post-test	25	24.92	5.26	10	34
	Experimental	Follow-up	25	11.68	2.25	8	34
	Control	Follow-up	25	24.84	4.88	8	34
Idealism	Experimental	Pre-test	25	25.60	5.40	17	34
	Control	Pre-test	25	26.00	5.46	17	34
	Experimental	Post-test	25	14.76	3.10	9	32
	Control	Post-test	25	23.92	4.53	9	32
	Experimental	Follow-up	25	12.16	2.53	8	34
	Control	Follow-up	25	24.84	4.95	8	34
Anti-atmospheric	Experimental	Pre-test	25	25.80	4.99	17	34
	Control	Pre-test	25	26.04	4.82	17	34
	Experimental	Post-test	25	14.00	2.50	10	32
	Control	Post-test	25	23.20	4.44	10	32
	Experimental	Follow-up	25	11.72	2.53	8	34
	Control	Follow-up	25	23.68	4.64	8	34

Easy-going	Experimental	Pre-test	25	26.08	5.23	17	34
	Control	Pre-test	25	26.08	5.07	17	34
	Experimental	Post-test	25	15.92	3.18	8	32
	Control	Post-test	25	24.32	5.13	8	32
	Experimental	Follow-up	25	11.36	2.74	8	34
	Control	Follow-up	25	24.40	5.61	8	34
Optimistic	Experimental	Pre-test	25	26.00	4.74	17	34
	Control	Pre-test	25	25.96	4.76	17	34
	Experimental	Post-test	25	13.92	2.78	8	32
	Control	Post-test	25	25.52	4.52	8	32
	Experimental	Follow-up	25	10.76	2.31	8	34
	Control	Follow-up	25	25.40	5.16	8	34

Table 1 presents the findings of the study regarding the average scores of the six factors (believing love, experience-centered, idealism, anti-atmospheric, easy-going, and optimistic) in the pre-test for both the experimental and control groups. The results show no difference between the average scores of these factors among the participants in the two groups during the pre-test. However, in the post-test and follow-up measurements, there was a significant difference in the average scores of the six factors between the experimental and control groups. The average scores of the experimental group were higher than those of the control group.

To further analyze the data, the researcher examined the assumptions of the covariance test. The first assumption, the equality of error variances, was evaluated using Levene's test. The results revealed no significant difference in the error variances of the dependent variables, indicating that the assumption of homogeneity of error variances among the data is valid. The second assumption, the equality of the covariance matrix of the dependent variable, was also assessed. The results indicated that Box's M statistic was not significant for the dependent variables, confirming the assumption of homogeneity of the covariance matrices of the dependent variable. A P-value lower than 0.001 would indicate a violation of this assumption, but in this research, the covariance-variance matrix assumption was not violated.

Table 2

Examining the Difference Between Groups and Pre-Test, Post-Test, and Follow-Up

Variable	Time	Group		Mean Difference	Std. Error	Sig
Believing love	Pre-test	Experimental	Control	0.240	1.366	
	Post-test	Experimental	Control	-12.200*	1.115	
	Follow-up	Experimental	Control	-14.400*	1.137	
Experience-centered	Pre-test	Experimental	Control	-1.320	1.402	
	Post-test	Experimental	Control	-11.880*	1.227	
	Follow-up	Experimental	Control	-13.160*	1.075	
Idealism	Pre-test	Experimental	Control	-0.400	1.536	
	Post-test	Experimental	Control	-9.160*	1.097	
	Follow-up	Experimental	Control	-12.680*	1.111	
Anti-atmospheric	Pre-test	Experimental	Control	-0.240	1.387	
	Post-test	Experimental	Control	-9.200*	1.020	
	Follow-up	Experimental	Control	-11.960*	1.057	
Easy-going	Pre-test	Experimental	Control	0.040	1.342	
	Post-test	Experimental	Control	-8.400*	1.209	
	Follow-up	Experimental	Control	-13.040*	1.249	
Optimistic	Pre-test	Experimental	Control	0.050	1.342	
	Post-test	Experimental	Control	-11.600*	1.062	
	Follow-up	Experimental	Control	-14.640*	1.130	

As per Table 2, there was no significant difference observed in the believing love variable between the experimental and control groups during the pre-test (P=0.861). However, a significant distinction was evident between the control and experimental groups during the post-test and follow-up periods (P<0.001). Similarly, no significant difference was detected between the experimental and control groups in the experience-centered

variable during the pre-test (P=0.351). Nonetheless, a significant difference surfaced between the control and experimental groups during the post-test and follow-up periods (P<0.001). Additionally, no significant difference was observed between the experimental and control groups in the idealism variable during the pre-test (P=0.796). However, a significant difference was present between the control and experimental groups during the post-test and follow-up periods (P<0.001). Moreover, the anti-atmospheric variable did not display any significant difference between the experimental and control groups during the pre-test (P=0.863). However, a noteworthy distinction arose between the control and experimental groups during the post-test and follow-up periods (P<0.001). As indicated in Table 2, the easy-going variable did not

exhibit any significant difference between the experimental and control groups during the pre-test (P=0.976). However, a significant difference was evident between the control and experimental groups during the post-test and follow-up periods (P<0.001). Similarly, the optimistic variable did not demonstrate any significant difference between the experimental and control groups during the pre-test (P=0.981). Nevertheless, a significant difference was observed between the control and experimental groups during the post-test and follow-up periods (P<0.001).

In the subsequent phase, the researcher employed the variance method with repeated measurements to explore the pairwise distinctions among the three periods of pre-test, post-test, and follow-up measurements.

Table 3

Bonferroni Test

Variable	(I) Time	(J) Time	Mean Difference	Std. Error	Sig
Believing love	Pre-test	Post-test	5.980*	1.098	<0.001
		Follow-up	7.080*	1.249	<0.001
	Post-test	Pre-test	-5.980*	1.098	<0.001
		Follow-up	1.100*	0.374	0.015
	Follow-up	Pre-test	-7.080*	1.249	<0.001
		Post-test	-1.100*	0.374	0.015
Experience-centered	Pre-test	Post-test	7.120*	1.187	<0.001
		Follow-up	7.840*	1.213	<0.001
	Post-test	Pre-test	-7.120*	1.187	<0.001
		Follow-up	0.720	0.399	0.232
	Follow-up	Pre-test	-7.840*	1.213	<0.001
		Post-test	-0.720	0.399	0.232
Idealism	Pre-test	Post-test	6.460*	1.077	<0.001
		Follow-up	7.300*	1.188	<0.001
	Post-test	Pre-test	-6.460*	1.077	<0.001
		Follow-up	0.840	0.651	0.608
	Follow-up	Pre-test	-7.300*	1.188	<0.001
		Post-test	-0.840	0.651	0.608
Anti-atmospheric	Pre-test	Post-test	7.320*	1.047	<0.001
		Follow-up	8.220*	1.193	<0.001
	Post-test	Pre-test	-7.320*	1.047	<0.001
		Follow-up	0.900	0.666	0.548
	Follow-up	Pre-test	-8.220*	1.193	<0.001
		Post-test	-0.900	0.666	0.548
Easy-going	Pre-test	Post-test	5.960*	1.032	<0.001
		Follow-up	8.200*	1.279	<0.001
	Post-test	Pre-test	-5.960*	1.032	<0.001
		Follow-up	2.240*	0.842	0.031
	Follow-up	Pre-test	-8.200*	1.279	<0.001
		Post-test	-2.240*	0.842	0.031
Optimistic	Pre-test	Post-test	6.260*	1.101	<0.001
		Follow-up	7.900*	1.315	<0.001
	Post-test	Pre-test	-6.260*	1.101	<0.001
		Follow-up	1.640*	0.655	0.047
	Follow-up	Pre-test	-7.900*	1.315	<0.001
		Post-test	-1.640*	0.655	0.047

According to the information provided in Table 3, it is evident that there exists a notable distinction in the scores of the study variables during the pre-test, post-test, and follow-up phases in the majority of cases. Nevertheless, in terms of the experience-centered variable, there was no substantial dissimilarity between the post-test and follow-up stages (P=0.232). Similarly, there was no significant variation observed between the post-test and follow-up periods regarding the idealism variable (P=0.608). Furthermore, no noteworthy contrast was identified between the post-test and follow-up phases for the anti-atmospheric variable (P=0.548).

4.   Discussion and Conclusion

The primary aim of this investigation was to evaluate the effectiveness of a premarital education initiative centered around a movie inspired by Sternberg's theory, which examines how unmarried females adjust their attitudes towards love and choosing a partner. After implementing the pre-marriage educational protocol, the mindset of single females towards a Sternberg's theory-based film experienced a noticeable shift in their attitude.

The results of the prior studies (Arntz et al., 2005; Ballard, 2012; Gramaglia et al., 2011; Khazaee & Ohadi Iranbod, 2018; Sacilotto et al., 2022; Vaida, 2023) align with the findings of this research to validate the therapeutic approach based on films. However, it is necessary to note that no study has been conducted on the influence of film therapy based on Sternberg's theory on the attitudes of unmarried girls toward choosing a spouse. Therefore, the discussion pertains to the findings of studies that utilized this approach, but with different participant groups and variables. Researchers found that when implemented successfully, cinema therapy facilitated the elicitation and processing of emotions, enhanced psychoeducation, increased empathy, and promoted problem-solving. Cinema therapy-based reminiscence therapy involves movies to generate positive emotions and evoke memorable stories from the past. Furthermore, as a group program, group memory therapy founded on cinema therapy enhanced communication skills and fostered a sense of community belonging (Vaida, 2023).

Research indicates various advantages of video therapy. In school-based counseling, video therapy reduces conflict between parents and adolescents and facilitates emotional release, empathy, conversation, and interpersonal learning (Khazaee & Ohadi Iranbod, 2018; Vaida, 2023).

The findings should acknowledge that a therapeutic process is involved where the therapist and clients engage in discussions and share opinions regarding the subject and characters of the film, which are relevant to the main issue being treated. This process takes place over multiple sessions. The purpose of using movies as therapeutic metaphors in guided viewing is to facilitate conversation, strengthen the therapeutic alliance, and promote insight among clients. The MOVIE model advocates the incorporation of movie-watching or discussions into the therapeutic process. While this model draws upon elements of mindfulness, experiential therapy, and narrative therapy, the reflective steps can be adapted to different counseling approaches. It can also serve as a trauma-informed model, focusing on safety techniques and grounding exercises when viewing or discussing themes in the film. Nichols and Schwartz (1998) propose that consumers engage with the film both emotionally and intellectually. The MOVIE model encompasses mental and therapeutic techniques that encourage emotional exploration and reflection on the personal significance of the movie for the client. While movies may sometimes present stereotypical portrayals of mental health, gender, race, class, disability, sexuality, and other issues, they can still offer valuable insights and instructional messages. Cinematherapy holds the potential to serve as a cross-cultural medium that transcends barriers and differences, provided that therapists possess "culturally aware" intervention skills, as suggested by Strong and Lotter (2015) and Dunham and Dermer (2020). In a broader sense, mindfulness techniques can be employed to observe thoughts, emotions, and bodily sensations without getting swept away by them, as Kabat-Zinn (2013) advocates. The experiential approach aids in the exploration of embodied emotional experiences. Additionally, conscious self-compassion encourages the consideration of one's emotional needs, such as warmth and acceptance, and envisioning these needs being fulfilled. Various techniques supporting emotional self-care can be utilized (Gramaglia et al., 2011; Khazaee & Ohadi Iranbod, 2018; Sacilotto et al., 2022; Vaida, 2023).

The current research has certain flaws and constraints that need to be addressed to apply the findings to other studies. These include a small sample size, a lack of long-term follow-up (3-6 months), no examination of demographic variables, and a failure to consider the impact of educational

methods on unmarried girls based on their age, education level, and economic circumstances.

Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Declaration of Interest

The authors report no conflict of interest.

Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

References

Abdollahi, R., Einipour, j., & Souri, A. (2021). Construction and Validation of the Remarriage Attitude Scale (Case Study: Martyrs' Wives). 9(1), 253-271.

Afsari Rad, S., Arefi, M., & Golparvar, M. (2020). The Effect of Olson's Marriage Enrichment Program on the Responsibility and Empathy of Marriage Volunteers. medical journal of mashhad university of medical sciences, 63(5), 2658-2668. https://doi.org/10.22038/mjms.2022.19634

Ali, H. R. H. (2020). Effectiveness of Wellbeing Instruction on the Knowledge and Attitude of University Students on Pre-Marriage Screening and Counseling. International Egyptian Journal of Nursing Sciences and Research. https://doi.org/10.21608/ejnsr.2020.105022

Arntz, A., Klokman, J., & Sieswerda, S. (2005). An experimental test of the schema mode model of borderline personality disorder. Journal of Behavior Therapy and Experimental Psychiatry, 36(3), 226-239. https://doi.org/10.1016/j.jbtep.2005.05.005

Ballard, M. B. (2012). The Family Life Cycle and Critical Transitions: Utilizing Cinematherapy to Facilitate Understanding and Increase Communication. Journal of Creativity in Mental Health, 7(2), 141-152. https://doi.org/10.1080/15401383.2012.685004

Crandall, A., VanderEnde, K., Cheong, Y. F., Dodell, S., & Yount, K. M. (2016). Women's age at first marriage and postmarital agency in Egypt. Social science research, 57, 148-160. https://doi.org/10.1016/j.ssresearch.2016.01.005

Ebrahimi, S., Goudarzi, M., & Isanejad, O. (2019). The effectiveness of pre-marriage counseling through the couples care program «CARE» on expectations and communicational beliefs in marriage applicants. Family Counseling and Psychotherapy, 9(1), 217-236. https://doi.org/10.34785/J015.2019.023

Farnam, F., Pakgohar, M., & Mirmohammadali, M. (2011). Effect of Pre-Marriage Counseling on Marital Satisfaction of Iranian Newlywed Couples: A Randomized Controlled Trial. Sexuality & Culture. https://doi.org/10.1007/s12119-010-9086-6

Fatmawati, F., & Nurhastuti, N. (2021). Comprehensive Counseling Guidance Model in Providing Pre-Marriage Services for Students. Pedagogi Jurnal Ilmu Pendidikan. https://doi.org/10.24036/pedagogi.v21i2.1177

Fereydonpour, Z., Kalhour, S., Mohseni, F., & Namjoo, F. (2020). Comparison of the effectiveness of schema therapy and imago therapy on fear of marriage and attitudes about romance and mate selection in girls. Applied Family Therapy Journal (AFTJ), 1(1), 100-124. http://journals.kmanpub.com/index.php/aftj/article/view/233

Goolmohamadiyan, M., Shiri, T., & Hojatkhah, M. (2016). Effectiveness of Schema therapy on dysfunctional attitudes mate selection in Female students. Quarterly of Counseling Culture and Psychotherapy, 7(27), 171-188. https://www.magiran.com/paper/1632708

Gramaglia, C., Abbate-Daga, G., Amianto, F., Brustolin, A., Campisi, S., De-Bacco, C., & Fassino, S. (2011). Cinematherapy in the day hospital treatment of patients with eating disorders. Case study and clinical considerations. The Arts in Psychotherapy, 38(4), 261-266. https://www.sciencedirect.com/science/article/pii/S0197455611000712

Horváth-Szabó, K., Petik, K. S., Herczeg-Kézdy, A., & Elekes, S. (2015). The Challenges and Opportunities of Pre-Marriage Counselling in Hungary: A Flexible Model. European Journal of Mental Health. https://doi.org/10.5708/ejmh.10.2015.2.7

Keldal, G., & Atli, A. (2020). Predictors of Turkish University students' marital attitudes. Current Psychology, 39(4), 1354-1361. https://doi.org/10.1007/s12144-018-9842-6

Keshavarz, A., & Ardalani, H. (2021). The Role of Cinema in Informing the Audience about Jeffrey Young's Schemes Based on the Analysis of the Female Character in the Suffocation Movie. Ferdows Art, 2(5), 32-47. https://www.fhja.ir/article_249284.html?lang=en

Khazaee, h., & Ohadi Iranbod, B. (2018). effectiveness of movie therapy on marital satisfaction. Journal of Health Literacy, 3(3), 163-173. https://doi.org/10.22038/jhl.2018.35462.1014

Kravdal, Ø., Wörn, J., & Reme, B.-A. (2023). Mental health benefits of cohabitation and marriage: A longitudinal analysis of Norwegian register data. Population Studies, 77(1), 91-110. https://doi.org/10.1080/00324728.2022.2063933

Lotfi, A., Taqipoor, S., Masiri Fard, L. S. M. F., & Moradi, K. (2019). Predicting marital satisfaction based on sexual satisfaction, distinction, and thoughtful thinking among young couples in Isfahan. *Women and Family Studies*, *12*(43), 19-37. https://jwsf.tabriz.iau.ir/article_668796_b1422d46351adb1ade4b77cc1f159385.pdf

Macpherson, K., Charlop, M. H., & Miltenberger, C. A. (2015). Using Portable Video Modeling Technology to Increase the Compliment Behaviors of Children with Autism During Athletic Group Play. *Journal of Autism and Developmental Disorders*, *45*(12), 3836-3845. https://doi.org/10.1007/s10803-014-2072-3

Mohammadi Zadeh , M., & Khorramdel , K. (2023). Comparison of Irrational Beliefs, Self-concept, and Spiritual Well-being in Women with a History of Divorce and Normalcy. *Woman Interdisciplinary Researches Journal*, *3*(4), 47-59. https://www.magiran.com/paper/2521067

Moodi, M., Miri, M., & Sharifirad, G. R. (2013). The Effect of Instruction on Knowledge and Attitude of Couples Attending Pre-Marriage Counseling Classes. *Journal of education and health promotion*. https://doi.org/10.4103/2277-9531.119038

Mousavi, S. F., & Rahiminezhad, A. (2015). The Comparison of Interpersonal Identity Statuses in Married People with Regards to Emotional Divorce. *Journal of Applied Psycology Research*, *6*(1), 11-. https://doi.org/10.22059/JAPR.2015.54571

Perlick, D. A., Nelson, A. H., Mattias, K., Selzer, J., Kalvin, C., Wilber, C. H., Huntington, B., Holman, C. S., & Corrigan, P. W. (2011). In Our Own Voice-Family Companion: Reducing Self-Stigma of Family Members of Persons With Serious Mental Illness. *Psychiatric Services*, *62*(12), 1456-1462. https://doi.org/10.1176/appi.ps.001222011

Razeghi , N., Mazaheri , M. A., & Ahadi , H. (2015). The Role of Attachment Styles in Mate Selection Preferences. *Developmental Pscychology*, *11*(44), 405. https://www.magiran.com/paper/1428114

Reeve, S. A., Reeve, K. F., Townsend, D. B., & Poulson, C. L. (2007). ESTABLISHING A GENERALIZED REPERTOIRE OF HELPING BEHAVIOR IN CHILDREN WITH AUTISM. *Journal of Applied Behavior Analysis*, *40*(1), 123-136. https://onlinelibrary.wiley.com/doi/abs/10.1901/jaba.2007.11-05

Rostami, M., Navabinejad, S., & Farzad, V. (2020). The effectiveness of premarital skills training model Saving Your Marriage Before It Starts (SYMBIS) on patterns and damages of engagement couples. *Journal of Applied Family Therapy*, *1*(1), 35-53. https://doi.org/10.22034/aftj.2020.112955

Sacilotto, E., Salvato, G., Villa, F., Salvi, F., & Bottini, G. (2022). Through the Looking Glass: A Scoping Review of Cinema and Video Therapy [Systematic Review]. *Frontiers in psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.732246

Salehi Mobarakeh, S., Fallah Ayakhdani, M. H., Vaziri Yazdi, S., & Chaboki Nejad, Z. (2022). Designing a Pre-Marriage Consultation According to the Lived Experiences of the Women with Unsuccessful Choice: Evaluating Its Efficacy on Criteria for Choosing a Spouse of Female Students. *medical journal of mashhad university of medical sciences*, *64*(6), 4408-4420. https://doi.org/10.22038/mjms.2022.20156

Taghavi Dinani, P., bagheri, F., & Khalatbari, J. (2020). A qualitative study of the experiences of divorced men and women on the psychological factors affecting divorce [Research]. *Journal of Psychological Science*, *19*(86), 213-228. http://psychologicalscience.ir/article-1-493-en.html

Vafaeinezhad, F., Koraei, A., & Pasha, R. (2023). Comparison of the Effect of Premarital Education with Selection Method and Knowledge and El Sun's Approach on Communication Beliefs of Students' Fear of Marriage. *Razi Journal of Medical Sciences*, *29*(10), 193-202. https://www.magiran.com/paper/2551461

Vaida, S. (2023). Disney Movies Encanto and Frozen. An REBT and Cinematherapy Perspective. *Studia Universitatis Babes-Bolyai-Psychologia-Paedagogia*, *68*(2), 41-64. https://www.ceeol.com/search/article-detail?id=1212261

Yoo, G., & Joo, S. (2022). Love for a Marriage Story: The Association Between Love and Marital Satisfaction in Middle Adulthood. *Journal of Child and Family Studies*, *31*(6), 1570-1581. https://doi.org/10.1007/s10826-021-02055-6