Relationship of Marital commitment and Lovemaking styles with Justifying Matrimony Relationships among Married femal Teachers of high school in district 1 of Rasht.

Robabeh gholamy mokhshary*, Mohsen Moshkbid Haghighy,

Abstract In this research, the aim of this study was to investigate the relationship between marital commitment and loving style with the justification of exaggerated relationships, and descriptive - correlation method has been used. For this purpose, based on the proposed volume of Morgan table, 121 female marital teachers of the second high school district of Rasht were ed by cluster sampling and assigned to Marital Commitment Questionnaire (Adams & Jones, 1997), love-making style questionnaire (Hendrik, 1986) and justification Crossover relationships (Glass, 1981), and data were analyzed using Pearson correlation coefficient and simultaneous regression. The results showed that there is a significant relationship between marital commitment and justification of exaggerated relationships (r=0.38, α =0.05). Also, a significant correlation coefficient between romantic lovemaking syllables (r=0.33, α =0/05) and devotional (r=0/19, α =0.05). Meanwhile, the results showed that the predictor variables of marital commitment and romantic and affective loving styles were 21.4% of the variation of the variable justifying the relationship they explain 12.3% of sexual justification changes, 13.1% of external justification, 18.3% of emotional justification and 11.8% of romantic justification. The results of this study can be used to educate the increase of marital commitment and awareness of the style of love-making in counseling before and after marriage by counselors and psychologists. Keywords: Marital Engagement - Love Style - Justifying Extreme Relationships. Author: Gholamy mokhshary, Robabeh . Family Counseling.

Keywords: Gholamy mokhshary, Robabeh. Family Counseling.

Islamic Azad University, Rasht Branch - Thesis Database

<u>دانشگاه آزاد اسلامی واحد رشت - سامانه بانک اطلاعات پایان نامه ها</u>