




The Effectiveness of Emotional Intelligence Training on Marital Burnout and the Quality of Marital Relationships in Couples Aged 20 to 50

Seyedeh Somayeh. Sayadi Kenari¹, Forozan. Gholipor², Maryam. Mazlomi^{3*}, Hengame. Katal⁴




¹ Master of Clinical Psychology, Ayatollah Amoli Branch, Islamic Azad University, Amol, Iran

² PhD candidate of general psychology, Tabriz Branch, Islamic Azad University, Tabriz, Iran

³ Master of Clinical Psychology, Aryan University of Science & Technology, Babol, Iran

⁴ PhD candidate of health psychology, Gorgan Branch, Islamic Azad University, Gorgan, Iran

* Corresponding author email address: maryammazloni63@gmail.com

E d i t o r	R e v i e w e r s
Habib Hadianfard  Affiliation: Professor, Department of Psychology, Shiraz University, Iran hadianfd@shirazu.ac.ir	Reviewer 1: Parvaneh Mohammadkhani  Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: Pa.mohammadkhani@uswr.ac.ir Reviewer 2: Abolghasem Khoshkanesh  Assistant Professor, Counseling Department, Shahid Beheshti University, Tehran, Iran. Email: akhoshkonesh@sbu.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph defining marital burnout, the manuscript describes it as “a multidimensional construct characterized by emotional exhaustion, physical fatigue, and emotional detachment.” Please clarify whether this definition follows a specific theoretical framework (e.g., Pines’ model) or is a synthesized definition. An explicit theoretical anchoring would enhance conceptual precision.

The phrase “32 couples were selected and then randomly assigned” raises ambiguity. Please clarify whether randomization occurred at the couple level or individual level, and describe the randomization procedure to improve methodological transparency.

The manuscript does not report key demographic characteristics such as marriage duration, educational level, or number of children. Including these variables would allow readers to better assess sample representativeness and contextualize findings.

The reliability coefficient of 0.96 is very high. Please discuss the possibility of item redundancy or shared method variance and explain why such a high alpha is theoretically acceptable in this context.

The manuscript reports subscale reliabilities from prior studies but does not report subscale reliabilities for the current sample. Including these would strengthen psychometric rigor and internal validity.

The intervention description is detailed, yet it remains unclear whether a manualized protocol was used. Please clarify whether the sessions followed a standardized curriculum and whether treatment fidelity was monitored.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The paragraph on marital relationship quality effectively summarizes prior research; however, the sentence “Empirical evidence suggests that marital quality is not merely the absence of conflict...” would be strengthened by briefly specifying how this distinction informs intervention design, thereby connecting theory more directly to the study’s applied orientation.

While emotional intelligence is well defined, the manuscript would benefit from clarifying which conceptualization of emotional intelligence (ability-based vs. mixed model) underpins the intervention. This clarification is essential for theoretical consistency between constructs, measures, and training content.

The review of cross-cultural studies is comprehensive; however, the paragraph currently functions as a list of supportive findings. Consider synthesizing these studies by identifying common mechanisms (e.g., empathy, emotion regulation) through which emotional intelligence affects marital outcomes.

The claim that emotional intelligence “buffers the negative effects of interpersonal stressors” is important. Please consider explicitly stating whether buffering is conceptualized as moderation or mediation, as this distinction has methodological and theoretical implications.

The paragraph arguing that emotional intelligence is learnable is central to the study rationale. To strengthen it, consider briefly distinguishing emotional intelligence training from other couple-based interventions (e.g., communication skills training or emotionally focused therapy).

The stated aim is clear; however, it would be methodologically beneficial to specify whether the study is hypothesis-testing or exploratory. Explicit hypotheses would enhance the study’s confirmatory strength.

Response: Revised and uploaded the manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.