



# Needs Assessment in Premarital Education: A Narrative Review of Iranian Studies from 2007 to 2023

Fardos Ramz<sup>1</sup>, Hossein Ashtarian <sup>1,\*</sup>, Mehdi Moradinazar <sup>2</sup>

<sup>1</sup> Department of Health Education and Promotion, Faculty of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran

<sup>2</sup> Department of Epidemiology, Faculty of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran

\*Corresponding Author: Department of Health Education and Promotion, Faculty of Health, Kermanshah University of Medical of Sciences, Kermanshah, Iran. Email: [hossien\\_ashtarian@yahoo.com](mailto:hossien_ashtarian@yahoo.com)

Received: 24 September, 2024; Revised: 26 December, 2025; Accepted: 17 January, 2025

## Abstract

**Context:** Pre-marriage education courses are held in a wide variety of subjects including reproductive health in Iran. The results of educational needs assessments can greatly contribute to the enhancement of the courses. Critically, comparing the results of these studies is essential for identifying patterns, regional trends, and best practices in pre-marriage education.

**Evidence Acquisition:** This narrative review analyses the results of needs assessment studies on pre-marriage education published between 2007 and 2023 by searching the databases of Sid, PubMed, Google Scholar and Irandoc. At first, using keywords "reproductive health, premarital education, Iran and needs assessment", 63 primary articles were extracted. Following the application of predefined inclusion and exclusion criteria, 12 studies met the eligibility requirements and were included in this review.

**Results:** The findings revealed that the educational requirements of most participants, regardless of gender, exceeded the average. In most of the studies, the educational needs of women were greater than those of men. The primary educational needs in reproductive health encompass marital and sexual health, prevention of common cancers in women, prevention of unwanted and high-risk pregnancies, congenital diseases, premarital tests, sexually transmitted diseases, and menstrual health. For other issues, key areas of focus were mental health, the qualifications of educators, the use of appropriate educational technology, and ensuring sufficient educational content.

**Conclusions:** The review highlights the key areas for improvement in premarital education programs across Iran. The study emphasizes the importance of tailoring premarital education to address the specific needs of different populations.

**Keywords:** Educational Needs Assessment, Reproductive Health, Marriage, Couples, Iran

## 1. Context

Empowering women through access to reproductive health services, including comprehensive education, is crucial for promoting individual and societal well-being (1). Health education plays a vital role in shaping women's understanding of reproductive health and influencing their health-related behaviors (2). Specifically, premarital education provides a valuable opportunity to address key reproductive health issues, promote healthy practices, and empower women to take control of their reproductive lives (3, 4).

The origins of various newborn health issues, such as infant mortality and genetic abnormalities, can often be

traced back to the premarital and pre-pregnancy health of women. Consequently, reproductive health education for couples is of paramount importance in mitigating these adverse outcomes (5). Recognizing reproductive health as a universal human right emphasizes its importance in individual well-being and societal progress (6). Furthermore, investing in reproductive health education for young people is a crucial strategy for fostering healthy populations and contributing to national development (7).

Several key areas within reproductive health require educational attention such as sexually transmitted infections, sexual health, maternity care, and obstetric complications (8). Furthermore, many false

expectations and beliefs surrounding fertility exist within society, which can negatively impact reproductive health outcomes. These misconceptions can be effectively addressed and corrected through premarital training classes focused on reproductive health, ultimately contributing to healthier families and a healthier nation (9).

The existence of a gap between the training provided and its desired quality, as mentioned in the literature, indicates that reviewing and adapting the educational content to the actual needs of couples is essential to increase the effectiveness of these classes and prepare couples for married life (10-12). Across many nations, despite efforts in reproductive health education and intervention, inadequate access to information and services continues to contribute to unintended pregnancies (13, 14). Women's reproductive health is directly linked to their level of education and training, highlighting the importance of understanding their needs for effective healthcare provision (15, 16).

Proper education can be a powerful tool for shaping values and goals related to reproductive health, emphasizing the need to consider its long-term impact (17-19). Given that demographic and socioeconomic factors also significantly influence women's reproductive well-being, a comprehensive understanding of the target population is crucial (20-23), (24-26). To this end, prioritizing and addressing key educational needs before marriage is essential. Research indicates that many couples experience reproductive health challenges, underscoring the urgency of these educational interventions (27, 28).

Since the implementation of mandatory premarital training in Iran in 1991, all prospective couples have been required to complete a designated course and provide a health certificate prior to marriage registration. This legal framework necessitates a thorough understanding of the specific needs and challenges faced by individuals preparing for marriage (29). A needs assessment is crucial for ensuring that these training programs are tailored to address these needs effectively. While numerous studies have explored the needs of couples regarding premarital education in Iran, a comprehensive synthesis of this research is lacking. This narrative review addresses this gap by examining studies published between 2007 and 2023. By synthesizing the findings, this review aims to identify the key needs of couples before marriage.

## 2. Evidence Acquisition

The present study has been carried out using a narrative review method to examine related articles in the field of educational needs assessment of pre-marital classes published between 2007 and 2023, by searching the databases of Jihad University (Sid), PubMed, Google Scholar and Irandoc. At first, using keywords "reproductive health, premarital education, Iran and needs assessment", 63 primary articles were extracted. Following the application of predefined inclusion and exclusion criteria, 12 studies met the eligibility requirements and were included in this review. Inclusion Criteria were studies conducted between 2007 and 2023 in Iran focusing on needs assessment related to premarital education programs and available in full text. Exclusion Criteria include studies were not directly related to needs assessment in premarital education, editorials, commentaries, and opinion pieces and studies with significant methodological flaws (Figure 1).

## 3. Results

The review of the conducted studies and the findings indicate that all assessed studies were conducted in a descriptive-cross-sectional manner (Table 1). Sample sizes ranged from a minimum of 22 to a maximum of 2117 people. The predominant data collection instrument was the questionnaire. However, Qazvinian's study in 2021 (30) employed interviews, while Karbasian and Kalantari's study in 2014 (31) utilized a mixed-methods approach incorporating both questionnaires and interviews. The majority of the reviewed studies included female participants who were homemakers and male participants who were self-employed. The educational needs of urban and rural populations were found to be largely comparable in the majority of the studies conducted. While studies consistently showed above-average educational needs for both genders, women generally exhibited a higher level of need compared to men. While educational needs generally diminished with age for both men and women, employment status revealed a gender disparity: Employed women reported lower needs, whereas employed men reported higher needs. Based on the results of this review study, the educational topics needed in pre-marital classes were diverse and included areas such as: Marital and sexual health, prevention of common cancers in women, prevention of unwanted

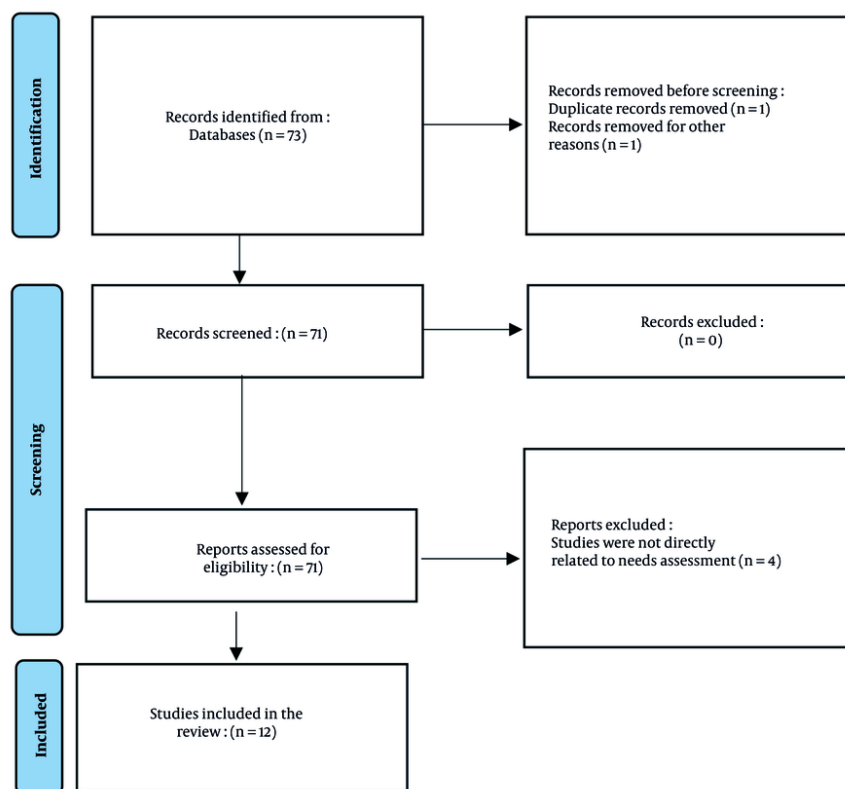


Figure 1. Prism chart of the study

and high-risk pregnancies, congenital diseases, premarital tests, sexually transmitted diseases, and menstrual health. For other issues, key areas of focus were mental health, the qualifications of educators, the use of appropriate educational technology, and ensuring sufficient educational content. Table 1 shows the list of extracted studies.

#### 4. Conclusions

This review synthesized existing literature to identify key needs among couples preparing for marriage, underscoring the necessity of comprehensive premarital education and support services. The identified needs encompassed a broad spectrum, ranging from interpersonal dynamics and psychological well-being to physical and sexual health, and family planning.

A recurring theme was the emphasis on mutual understanding between partners. This aligns with extensive research highlighting the critical role of effective communication, empathy, and shared values in successful long-term relationships (32, 42). Premarital education programs focusing on communication skills, conflict resolution strategies, and appreciating individual differences can significantly contribute to establishing a robust foundation for marital satisfaction and stability (43).

Psychological well-being emerged as another salient area. This finding underscores the importance of addressing emotional health and providing resources for couples to navigate the inherent stresses and transitions associated with marriage. Research suggests that premarital counseling interventions can effectively mitigate premarital anxiety, enhance relationship skills, and promote healthier relational dynamics (44). The

**Table 1.** A Summary of Some Studies Conducted Towards Needs Assessment in Premarital Education

Authors	Article Title	Year	Sample Size	City	Tool	First Need	Second Need	Third Need	Fourth Need	Fifth Need
Qazvinian et al. (30)	Sexual health education needs assessment of newly married women in Qom Iran: A qualitative study	2021	22	Qom	Interview	Communication skills	Mutual understanding	Media literacy	Sexual awareness	Educational resources
Vazifemand et al. (32)	Premarital educational of couples referring to Taybad Health Center	2020	382	Taybad	Questionnaire	Spouse and family relationship	Fertility	Sexual relations	-	-
Bostani et al. (33)	Sexual health education priorities: Perspective from engaged couples in Rasht	2017	840	Rasht	Questionnaire	Qualified trainers	Appropriate educational environment	Appropriate technology	Sexual satisfaction and function	Sexually transmitted diseases
Rezabighi et al. (34)	Educational needs of counseling class in Health Center of Kerman	2016	500	Kerman	Questionnaire	Sexual health	Contraceptive methods	Relationship with husband and family	Methods of prevention and early detection of cancers	Congenital diseases
Karbasiun and Kalantari (31)	The determination of young couples educational needs in Yazd	2014	480	Yazd	Interview and questionnaire	Menstrual hygiene	Pregnancy	Sexually transmitted diseases	High risk pregnancy	Congenital diseases and cancer
Mohammadi et al. (35)	Couples education needs referred to Ershad and Fazel Health counters of Tehran for pre-marriage tests in 2014	2014	186	Tehran	Questionnaire	Marital relations	Prevention of pregnancy	Marital relationship	Premarital tests	Sexual needs
Mokhtari Zanjani et al. (36)	Educational needs before marriage the point of view of couples referring to premarital counseling centers in Zanjan city	2012	424	Zanjan	Questionnaire	Fertility	Relationship with spouse	-	-	-
Khalegi Nejad et al. (37)	Investigating educational needs in premarital coupling classes	2012	740	Neyshabour	Questionnaire	Sexual hygiene	Prevention of common cancer	Congenital diseases	Family planning	Fertility
Shahhosseini et al. (38)	The effects of premarital relationship enrichment programs on marriage strength: A narrative review article Tehran	2014	8	Sari	Review	Communication skills	Self-awareness skill	Empathy skill	Problem solving skill & decision making skill	Self-assertiveness skill
Aghdak et al. (39)	Educational needs related to reproductive health in marriage candidates	2009	2117	Esfahan	Questionnaire	Prevention of common cancers	Sexual health	Unwanted high risk pregnancy	Premarital tests	Sexually transmitted diseases
Khalegi Nejad et al. (40)	Educational needs related to reproductive health in marriage candidates	2008	446	Mashhad	Questionnaire	Fertility	Family planning	Congenital diseases	Cancer	Sexual health
Pourmarzi et al. (41)	Comparative survey of youth's sexual and reproductive health educational needs in two stages before and after marriage, Tehran 2011	2011	450	Tehran	Questionnaire	Healthy sexual relationships	Pregnancy preparation	-	-	-

desire for education on interpersonal dynamics, specifically communication with a spouse, further underscores the importance of relational skills in marriage. This resonates with research highlighting the

strong association between effective communication patterns and marital satisfaction (38).

The expressed need for comprehensive education encompassed a wide range of topics, including reproductive health, family planning, and disease

prevention. This emphasizes the importance of equipping women with accurate information and resources to make informed decisions regarding their health and fertility. Addressing sexually transmitted infections (STIs), including prevention, transmission, and available testing, is also crucial for promoting sexual health and preventing adverse health outcomes. It has been established that the prevention of STIs and common cancers affecting women are important for individuals preparing for marriage. However, current premarital education programs fail to adequately address these crucial topics (39).

The expressed interest in utilizing appropriate technology for educational purposes reflects the increasing integration of technology into healthcare and education delivery. The breadth of content in premarital education exceeds the available course time, creating a significant challenge. Addressing this requires a strategic approach, including extending the program over several months and integrating new technologies to maximize learning. This suggests that incorporating online resources, mobile health applications, and other technological tools into premarital education programs could enhance accessibility, engagement, and knowledge retention (45).

Further research is needed to explore deeper insights into the experiences and perspectives of couples regarding premarital education. More rigorous evaluation studies are needed to assess the effectiveness of existing premarital education programs in meeting the identified needs. Research should focus on developing culturally sensitive and evidence-based premarital education programs tailored to the specific needs of Iranian couples. Longitudinal studies are also needed to assess the long-term impact of premarital education on marital satisfaction and stability. Furthermore, the potential role of technology and online platforms in delivering premarital education programs should be investigated.

The review highlights the need for increased access to quality premarital education programs across Iran. The study emphasizes the importance of tailoring premarital education to address the specific needs of different populations. The findings can inform the development and improvement of premarital education programs.

## Acknowledgements

The authors gratefully acknowledge the Research Council of Kermanshah University of Medical Sciences for the financial support.

## Footnotes

**Authors' Contribution:** All authors contributed to the initial idea of this study, data collection and interpretation, writing the article, and revising.

**Conflict of Interests Statement:** Authors confirm that there are no relevant financial or non-financial competing interests to this study.

**Data Availability:** The dataset used during the study are available from the corresponding author on reasonable request.

**Ethical Approval:** This review study is taken from the master's thesis of the health education and promotion department of ethic (IR.KUMS.REC.1403.055 ) approved of Kermanshah University of Medical Sciences [on 1403/2/12].

**Funding/Support:** This study was conducted with the support of the Vice Chancellor for Research and Technology of Kermanshah University of Medical Sciences.

## References

1. Samari G. Education and fertility in Egypt: Mediation by women's empowerment. *SSM Popul Health*. 2019;9:100488. [PubMed ID: 31993483]. [PubMed Central ID: PMC6978478]. <https://doi.org/10.1016/j.ssmph.2019.100488>.
2. Chen S. The Positive Effect of Women's Education on Fertility in Low-Fertility China. *Eur J Popul*. 2022;38(1):125-61. [PubMed ID: 35370527]. [PubMed Central ID: PMC8924343]. <https://doi.org/10.1007/s10680-021-09603-2>.
3. Afsari rad S, Arefi M, Golparvar M. [The Effect of Olson's Marriage Enrichment Program on the Responsibility and Empathy of Marriage Volunteers]. *Med J Mashhad Univ Med Sci*. 2020;63(5):2658-68. FA. <https://doi.org/10.22038/mjms.2022.19634>.
4. Assaf S, Moonzwe Davis L. Unrealized fertility among women in low and middle-income countries. *PLoS One*. 2022;17(11): e0276595. [PubMed ID: 36331909]. [PubMed Central ID: PMC9635705]. <https://doi.org/10.1371/journal.pone.0276595>.
5. Moodi M, Sharifirad GR. [The effect of education on the awareness and health behavior of couples participating in premarital counseling classes]. *Sci J Birjand Univ Med Sci*. 2013;3(15):32-40. FA.

6. Forty J, Navaneetham K, Letamo G. Determinants of fertility in Malawi: Does women autonomy dimension matter? *BMC Womens Health*. 2022;**22**(1):342. [PubMed ID: 3597111]. [PubMed Central ID: PMC9377123]. <https://doi.org/10.1186/s12905-022-01926-4>.
7. Siddiqui M, Kataria I, Watson K, Chandra-Mouli V. A systematic review of the evidence on peer education programmes for promoting the sexual and reproductive health of young people in India. *Sex Reprod Health Matters*. 2020;**28**(1):1741494. [PubMed ID: 32372723]. [PubMed Central ID: PMC7887991]. <https://doi.org/10.1080/26410397.2020.1741494>.
8. Betit AL, Kennedy C. The Need for Earlier Implementation of Comprehensive Sexual Education Within a Formal Classroom Setting and Beyond Based on the Influences of Technology. *Cureus*. 2022;**14**(8). e28552. [PubMed ID: 36185851]. [PubMed Central ID: PMC9519133]. <https://doi.org/10.7759/cureus.28552>.
9. Rezazadeh M, Sadri Damirchi E, Ghamarikivi H. [The effectiveness of premarriage educations on attitude toward marriage, resilience and marriage]. *Fam Counseling Psychotherapy*. 2019;**9**(1):109-24. FA.
10. Zmankhani F, Tizvir A, Dadashieynsheykh Z, Ataollahi S. [Quality gap assessment of premarital education and counseling in Alborz province in 2018]. *Payesh (Health Monitor) J*. 2020;**19**(3):299-309. FA. <https://doi.org/10.29252/payesh.19.3.299>.
11. Chowdhury S, Rahman MM, Haque MA. Role of women's empowerment in determining fertility and reproductive health in Bangladesh: a systematic literature review. *AJOG Glob Rep*. 2023;**3**(3):100239. [PubMed ID: 37396340]. [PubMed Central ID: PMC10310482]. <https://doi.org/10.1016/j.xagr.2023.100239>.
12. Hashemi M, Kohan S, Abdishahshahani M. Reproductive health self-care for female students: Educational needs assessment, Isfahan University of Medical Sciences 2018. *J Educ Health Promot*. 2020;**9**:17. [PubMed ID: 32154312]. [PubMed Central ID: PMC7034169]. [https://doi.org/10.4103/jehp.jehp\\_378\\_19](https://doi.org/10.4103/jehp.jehp_378_19).
13. Agbaglo E, Agbadi P, Tetteh JK, Ameyaw EK, Adu C, Nutor JJ. Trends in total fertility rate in Ghana by different inequality dimensions from 1993 to 2014. *BMC Womens Health*. 2022;**22**(1):49. [PubMed ID: 35197037]. [PubMed Central ID: PMC8867828]. <https://doi.org/10.1186/s12905-022-01629-w>.
14. Yaya S, Ameyaw EK, Idriss-Wheeler D, Shibre G, Zegeye B. Summary measures of socioeconomic and area-based inequalities in fertility rates among adolescents: evidence from Ethiopian demographic and health surveys 2000-2016. *BMC Public Health*. 2021;**21**(1):763. [PubMed ID: 33882875]. [PubMed Central ID: PMC8059022]. <https://doi.org/10.1186/s12889-021-10729-5>.
15. Kaombe TM. A bivariate Poisson regression to analyse impact of outlier women on correlation between female schooling and fertility in Malawi. *BMC Womens Health*. 2024;**24**(1):55. [PubMed ID: 38245736]. [PubMed Central ID: PMC10799448]. <https://doi.org/10.1186/s12905-024-02891-w>.
16. Mosisa G, Tsegaye R, Wakuma B, Mulisa D, Etefa W, Abadiga M, et al. Fertility desire and associated factors among people living with HIV in Ethiopia: a systematic review and meta-analysis. *Arch Public Health*. 2020;**78**(1):123. [PubMed ID: 33292626]. [PubMed Central ID: PMC7685622]. <https://doi.org/10.1186/s13690-020-00504-0>.
17. Alcaraz M, Hayford SR, Glick JE. Desired Fertility and Educational Aspirations: Adolescent Goals in Rapidly Changing Social Contexts. *J Marriage Fam*. 2022;**84**(1):7-31. [PubMed ID: 35935276]. [PubMed Central ID: PMC9355342]. <https://doi.org/10.1111/jomf.12815>.
18. Maeda E, Boivin J, Toyokawa S, Murata K, Saito H. Two-year follow-up of a randomized controlled trial: knowledge and reproductive outcome after online fertility education. *Hum Reprod*. 2018;**33**(11):2035-42. [PubMed ID: 30265305]. [PubMed Central ID: PMC6195802]. <https://doi.org/10.1093/humrep/dey293>.
19. Hosseini M, Saikia U, Dasvarma G. The gap between desired and expected fertility among women in Iran: A case study of Tehran city. *PLoS One*. 2021;**16**(9). e0257128. [PubMed ID: 34520504]. [PubMed Central ID: PMC8439469]. <https://doi.org/10.1371/journal.pone.0257128>.
20. Martins MV, Koert E, Sylvest R, Maeda E, Moura-Ramos M, Hammarberg K, et al. Fertility education: recommendations for developing and implementing tools to improve fertility literacy. *Hum Reprod*. 2024;**39**(2):293-302. [PubMed ID: 38088127]. [PubMed Central ID: PMC10833069]. <https://doi.org/10.1093/humrep/dead253>.
21. Baizan P, Nie W. The Impact of Education on Fertility During the Chinese Reform Era (1980-2018): Changes Across Birth Cohorts and Interaction with Fertility Policies. *Eur J Popul*. 2024;**40**(1):7. [PubMed ID: 38289489]. [PubMed Central ID: PMC10828303]. <https://doi.org/10.1007/s10680-023-09691-2>.
22. Harmon BE, San Diego ERN, Pichon LC, Powell TW, Rugless F, West NT, et al. Congregational health needs by key demographic variables: Findings from a congregational health needs assessment tool. *Eval Program Plann*. 2022;**94**:102138. [PubMed ID: 35820287]. [PubMed Central ID: PMC9464720]. <https://doi.org/10.1016/j.evalprogplan.2022.102138>.
23. Stonbraker S, Larson E. Health-information needs of HIV-positive adults in Latin America and the Caribbean: an integrative review of the literature. *AIDS Care*. 2016;**28**(10):1223-9. [PubMed ID: 27098484]. [PubMed Central ID: PMC4972685]. <https://doi.org/10.1080/09540121.2016.1173645>.
24. Kwon SJ, Im YM. Sexual health knowledge and needs among young adults with congenital heart disease. *PLoS One*. 2021;**16**(5). e0251155. [PubMed ID: 33951098]. [PubMed Central ID: PMC8099087]. <https://doi.org/10.1371/journal.pone.0251155>.
25. Huang Y, Miao L, Lyu B. Urban public health education services, health status, and increased fertility intentions of the rural migrant population. *Reprod Health*. 2023;**20**(1):108. [PubMed ID: 37488609]. [PubMed Central ID: PMC10367397]. <https://doi.org/10.1186/s12978-023-01648-2>.
26. Mulemena D, Phiri M, Mutombo N, Lukama C, Odhiambo JN, Kalinda C. Factors associated with fertility intentions among women living with and without human immunodeficiency virus in Zambia. *Womens Health (Lond)*. 2023;**19**:17455057231219600. [PubMed ID: 38130101]. [PubMed Central ID: PMC10748543]. <https://doi.org/10.1177/17455057231219600>.
27. Khakbazan Z, Maasoumi R, Rakhshae Z, Nedjat S. Exploring Reproductive Health Education Needs in Infertile Women in Iran: A Qualitative Study. *J Prev Med Public Health*. 2020;**53**(5):353-61. [PubMed ID: 33070507]. [PubMed Central ID: PMC7569014]. <https://doi.org/10.3961/jpmp.20.056>.
28. Fostik A, Fernandez Soto M, Ruiz-Vallejo F, Ciganda D. Union Instability and Fertility: An International Perspective. *Eur J Popul*. 2023;**39**(1):25. [PubMed ID: 37470875]. [PubMed Central ID: PMC10359239]. <https://doi.org/10.1007/s10680-023-09668-1>.
29. Moodi M, Miri MR, Reza Sharifirad G. The effect of instruction on knowledge and attitude of couples attending pre-marriage counseling classes. *J Educ Health Promot*. 2013;**2**:52. [PubMed ID: 24251288]. [PubMed Central ID: PMC3826018]. <https://doi.org/10.4103/2277-9531.119038>.

30. Qazvinian L, Khalajinia Z, Khalajabadi Farahani F, Gharlipour Z. [Sexual Health Educational Needs Assessment of Newly Married Women in Qom: A Qualitative Study]. *J Educ Community Health*. 2021;**8**(4):271-7. FA. <https://doi.org/10.52547/jech.8.4.271>.
31. Karbasiun P, Kalantari E. [The determination of young couples educational needs in Yazd]. *Tolooebehdasht*. 2014;**13**(2):113-27. FA.
32. Vazifemand A, Karimi Moonaghi H, Sadeghi T, Tatari F. [Premarital educational needs of couples referring to Taybad health center]. *Journal of Torbat Heydariyeh University of Medical Sciences*. 2020;**8**(2):57-68. FA.
33. Bostani Khalesi Z, Simbar M, Azins SA. [Sexual health education priorities: perspective in Rasht]. *J Clin Nurs Midwifery*. 2017;**6**(4):79-87. FA.
34. Rezabighi Davarani E, Khanjani N, Iranpour A, Mohsani M, Najarmansouri S. [Education needs of couples referring to pre-marriage counseling classes in the health center of Kerman city]. *J Health\_Based Res*. 2016;**2**(1):69-80. FA.
35. Mohammadi F, Pakdaman N, Arshi S, Kolahi A. [Couples' Educational Needs Referred to Ershad and Fazel Health Centers of Tehran for Pre-marriage Tests in 2014]. *J Torbat Heydarieh Univ Med Sci*. 2016;**8**(2). FA.
36. Mokhtari Zanjani P, Shiri Khedari P, Mazloumzadeh S, Zahari F, Rouhani M. [Education needs before marriage from the point of view of couples referring to pre-marriage counseling center in Zanjan city]. *J Nurs Midwifery Preventive Care*. 2012;**2**(2):57-64. FA.
37. Khalaghi Nejad K, DaghiqBin E, Muslimi L. [Investigating educational needs in premarital counseling classes]. *Nasim Tandorosti*. 2012;**1**(1):36-40. FA.
38. Shahhosseini Z, Hamzehgardeshi Z, Kardan Souraki M. [The effects of premarital relationship enrichment programs on marriage strength: A narrative review article]. *J Nurs Midwifery Sci*. 2014;**1**(3):62-72. FA. <https://doi.org/10.18869/acadpub.jnms.1.3.62>.
39. Aghdak P, Majlessi F, Zeraati H, Ardebily HE. [Reproductive health and educational needs among pre-marriage couples]. *Payesh (Health Monitor) J*. 2009;**8**(4):379-85. FA.
40. Khaleghinejad K, Abbaspour Z, Afshari P, Attari Y, Rasekh A. [Educational Needs In Premarital Counseling: Viewpoints Of Couples Referring To Health Care Centers In Mashhad]. *Iran J Med Educ*. 2009;**8**(2):247-53. FA.
41. Pourmarzi D, Rimaz S, Merghati Khoii EA, Razi M, Shokoohi M. [Comparative survey of youth's sexual and reproductive health educational needs in two stages before and after marriage, Tehran 2011]. *Razi J Med Sci*. 2013;**20**(106):30-9. FA.
42. Adegboyega LO. Influence of Spousal Communication on Marital Conflict Resolution as Expressed by Married Adults in Ilorin Metropolis, Kwara State: Implications for Counselling Practice. *Canadian J Fam Youth*. 2021;**13**(1):71-83. <https://doi.org/10.29173/cjfy29602>.
43. Halford WK, Markman HJ, Stanley SM. *The science of couples and family relationships: Development, dynamics, & intervention*. Hoboken, New Jersey: John Wiley & Sons; 2010.
44. Carroll JS, Doherty WJ. Evaluating the Effectiveness of Premarital Prevention Programs: A Meta-Analytic Review of Outcome Research. *Fam Relations*. 2003;**52**:105-18.
45. Mehrolhassani MH, Yazdi-Fezabadi V, Rajizadeh A. [Evaluation of Pre-Marriage Counseling Program in Iran: A Narrative Review of Structural, Procedural, and Outcome Dimensions]. *Evidence Based Health Policy, Management Economics*. 2018;**2**(3):208-25. FA.