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Relationship between Emotional Maturity and Communication Skills with Love-Making Styles

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This correlational study investigated the relationship between emotional maturity and communication skills with love-making styles among married working women enrolled in undergraduate and graduate courses at the Central Tehran Branch of Islamic Azad University. A convenience sample of 200 participants was selected, and data were analyzed using multivariate regression. Instruments included Barton's Communication Skills Questionnaire (1990), Singh and Bhargava's Emotional Maturity Scale (1990), and Sternberg's Triangular Love Scale (1986). Findings revealed significant positive correlations between emotional maturity, communication skills, and adaptive love styles (e.g., romantic, companionate, and consummate love), with negative correlations for maladaptive styles (e.g., lack of love, infatuation, empty love, and fatuous love). Emotional maturity and communication skills jointly predicted a substantial portion of variance in love-making styles. In conclusion, these competencies represent modifiable foundations for promotion healthy romantic relationships, highlighting the need for targeted interventions to enhance marital quality, particularly among women balancing multiple roles.

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Keywords: lovemaking style, emotional maturity, communication skills.

Throughout human history, love has captivated philosophers, poets, and scientists as one of the most profound dimensions of human experience (Sternberg et al., 2001). As a fundamental psychological phenomenon, love profoundly influences individual well-being and relationship quality (Hendrick & Hendrick, 1986). Within the marital context, understanding the multifaceted nature of love and its various manifestations holds considerable potential for addressing relational difficulties and enhancing marital satisfaction (Tonekaboni et al., 2024).

Contemporary research has increasingly recognized that lovemaking styles, which are the distinctive patterns through which individuals express and experience love, play a pivotal role in determining marital relationship quality (Rafiezadeh & Zarehneyestanak, 2021). Among the variables that may influence how individuals approach romantic relationships, emotional maturity and communication skills have emerged as particularly salient predictors (Moore et al., 2018; Mousavi, 2014). However, the mechanisms by which these factors collectively influence lovemaking styles remain only partially understood, particularly among married women who are balancing multiple life roles.

Emotional maturity represents a multidimensional construct encompassing the capacity to assume full responsibility for one's emotional states, regulate affective responses effectively, and express feelings appropriately within interpersonal contexts (Yasmin & Tin, 2019). Emotionally mature individuals demonstrate sophisticated emotional regulation strategies, maintaining control over their emotional responses and

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expressing emotions in contextually appropriate ways (Akrami et al., 2025). The developmental path toward emotional maturity encompasses several critical stages, such as self-awareness, individuation, self-regulation, empathy, intrinsic motivation, and social competence (Bhagat et al., 2016).

Theoretical models identify five core components of emotional maturity: emotional stability, emotional regression, social adaptation, personality integration, and autonomy (Duhan et al., 2017). Each component may differentially influence how individuals conceptualize, experience, and enact love within intimate relationships (Afkhamzadeh et al., 2022). Individuals who successfully achieve emotional maturity acquire the capacity to delay gratification, tolerate frustration, maintain commitment to long-term objectives, and flexibly adjust expectations in response to situational demands (Herwandha & Prastuti, 2021).

Empirical evidence highlights the link between emotional maturity and relationship outcomes. Research indicates that emotionally mature individuals often choose partners with similar emotional development, which may decrease dysfunctional relationship patterns (Ghasemi Varniab et al., 2020). Additionally, significant correlations have been found between emotional maturity and constructive lovemaking styles (Kakolian et al., 2024), suggesting that emotional development may serve as a foundation for healthy romantic attachment.

In this regard, communication is a core social process that enabling problem-solving, coordination, and mutual influence of thoughts, feelings, and behaviors in intimate relationships (Hargie, 2021). It serves as the main mechanism for negotiating meaning, resolving conflicts, and sustaining satisfaction (Dainton & Aylor, 2001). The quality of marital communication has been

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consistently identified as one of the most robust predictors of relationship stability and satisfaction (Ruffieux et al., 2014). Communication skills involve verbal and nonverbal competencies for sharing information, active listening, clear expression, feedback, and cue awareness (Ellison, 2015). Social learning theory suggests these patterns are acquired via observation and modeling, heavily influenced by family-of-origin experiences exerting particularly strong influences on adult communication styles (Hill et al., 2009).

In marriage, communication training reduces abuse and conflict while improving well-being and satisfaction (Farbod et al., 2014). Such skills correlate with adaptive lovemaking styles (Ruffieux et al., 2014) and mediate links between personal traits and relational outcomes (Martín-Raugh et al., 2025).

Despite growing literature examining predictors of relationship quality, significant gaps remain in understanding how emotional maturity and communication skills jointly influence lovemaking styles. First, most studies have examined these variables in isolation rather than investigating their combined effects (Nameni et al., 2016). Second, research has predominantly focused on Western populations, with limited attention to non-Western contexts where different cultural values may shape relationship dynamics differently (Tyolo et al., 2022).

Third, married women who simultaneously occupy multiple roles, as students, professionals, and spouses, represent an understudied population facing unique challenges in balancing competing demands while maintaining relationship quality. Understanding how emotional maturity and communication skills predict lovemaking styles in this population could inform targeted interventions designed to support relationship health amid

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complex role demands. Finally, given rising concerns about marital divorce rates (Damari et al., 2022), identifying modifiable factors that contribute to constructive lovemaking styles represents both a theoretical imperative and a practical priority for relationship education and clinical intervention.

The present study addresses these gaps by examining the relationships among emotional maturity, communication skills, and lovemaking styles in married women concurrently engaged in higher education. Specifically, this research investigates: (1) whether significant correlations exist between emotional maturity and lovemaking styles; (2) whether communication skills are associated with lovemaking styles; and (3) whether emotional maturity and communication skills jointly predict lovemaking styles when examined simultaneously in a multivariate framework. By explaining these relationships, this study aims to contribute theoretical insights regarding the psychological foundations of healthy romantic relationships while providing empirically grounded guidance for relationship education programs and clinical interventions designed to enhance marital quality.

Method

Statistical Population, Procedure, and Sampling Method

This study employed a correlational research design to examine the relationships among emotional maturity, communication skills, and lovemaking styles in married women. The target population comprised all married women simultaneously engaged in undergraduate and graduate studies at the Central Tehran Branch of Islamic Azad University during the 1403-1404 academic year.

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The sample consisted of 200 married female students recruited through convenience sampling. Sample size determination was based on the formula proposed by Tabachnick and Fidell (Tabachnick & Fidell, 2007) for correlation and regression analyses: $N \geq 50 + 8m$, where m represents the number of predictor variables. Given that the study included eight predictor variables, the minimum required sample size was calculated as 114 participants ($50 + 8 \times 8 = 114$). To enhance statistical power, account for potential attrition, and ensure robust findings, the sample was increased to 200 participants.

Inclusion criteria required participants to be: (a) currently married, (b) enrolled in undergraduate or graduate programs at the target institution, (c) employed either part-time or full-time, and (d) willing to provide informed consent. Participants were recruited from undergraduate psychology courses at the Sohenak Complex, where the researcher distributed questionnaires among eligible volunteers.

Prior to data collection, all participants received detailed information about the study's objectives, procedures, and ethical safeguards. Key ethical principles were emphasized, including: (a) voluntary participation with the right to withdraw at any time without consequences, (b) confidentiality and anonymity of all responses, and (c) secure data storage accessible only to the research team. Verbal informed consent was obtained from all participants after they confirmed understanding of these principles.

Questionnaires were administered in classroom settings under the researcher's supervision. Participants received standardized written and verbal instructions emphasizing the importance of reading each item carefully and responding honestly to all questions. The researcher remained available throughout the data

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collection session to address any questions or concerns. Completed questionnaires were collected immediately upon completion to ensure data integrity and minimize missing responses.

Instruments

Demographic Information Form

A researcher-developed form collected relevant demographic and background information, including age, educational level, years of marriage, employment status (part-time or full-time), and number of children. This information was used to characterize the sample and explore potential demographic influences on study variables.

Emotional Maturity Scale

The Emotional Maturity Scale, developed by (Singh & Bhargava, 1990), assesses multiple dimensions of emotional maturity across 48 items. The instrument measures five core components: (a) emotional instability, (b) emotional regression, (c) personality disintegration, (d) social maladjustment, and (e) lack of independence. Items are rated on a 5-point Likert scale ranging from 1 (never) to 5 (always), with higher scores indicating lower emotional maturity. Consequently, reverse scoring is applied when interpreting overall emotional maturity levels. Singh and Bhargava determined the internal consistency of this scale by calculating the correlation coefficients between the total scores and the scores of each of the 5 groups. The results were: .75 for emotional detachment, .63 for emotional withdrawal, .58 for social maladjustment, .86 for personality collapse, and .42 for lack of independence (Singh & Bhargava, 1990). Imani reported satisfactory reliability and construct validity with test-retest of r = .75 over a six-month interval among

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college students in an Iranian sample, supporting the scale's cultural applicability (Imani & Moheb, 2010).

Communication Skills Questionnaire

Barton's Communication Skills Questionnaire is an 18-item instrument designed to assess interpersonal communication competencies across three subscales, each containing six items: (a) verbal communication skills, (b) listening skills, and (c) feedback skills. Items are scored on a continuous scale, with subscale scores ranging from 6 to 30 (Barton, 1990). Higher scores indicate greater proficiency in the respective communication domain. Barton established initial content validity through expert review and criterion validity through correlations with behavioral observations of communication effectiveness (Fazli et al., 2022). In Iranian samples, Jalil Abkenar et al. confirmed the questionnaire's psychometric adequacy, reporting Cronbach's alpha coefficients of .88 (Jalil-Abkenar et al., 2018). The questionnaire has demonstrated utility in Iranian marital research, showing sensitivity to communication training interventions (Dehghan Manshadi et al., 2025).

Sternberg's Triangular Love Scale (Sternberg, 1986)

The Triangular Love Scale, developed by Sternberg (Sternberg, 1986), operationalizes his influential triangular theory of love by measuring three fundamental components across 45 items: (a) intimacy, (b) passion, and (c) commitment. Respondents rate each item on a 9-point Likert scale ranging from 1 (not at all) to 9 (extremely), with higher scores reflecting stronger presence of each love component. Based on differential combinations of these three components, the scale identifies eight distinct lovemaking styles: (1) Lack of love (absence of all

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components), (2) liking (intimacy alone), (3) infatuation (passion alone), (4) empty love (commitment alone), (5) romantic love (intimacy + passion), (6) companionate love (intimacy + commitment), (7) fatuous love (passion + commitment), and (8) consummate love (balanced presence of all three components). Sternberg (1986) reported internal consistency reliability coefficients of approximately .70 for the overall scale and individual subscales, with test-retest reliability of .80 over moderate time intervals. Convergent validity was established through correlations with related measures of relationship satisfaction and attachment. In Iranian populations, Askarpour & Mohammadipour validated the scale by demonstrating internal consistency with alpha cronbach coefficients including 45 items and three factors of intimacy, passion and commitment respectively are .86, .87 and .91 (Askarpour & Mohammadipour, 2016). The scale has been extensively utilized in Iranian family research, demonstrating cultural appropriateness and sensitivity to relationship quality variations (Rashidi Zafar et al., 2020; Rostami et al., 2025).

Following data collection, all questionnaires were screened for completeness and accuracy. Data were entered into SPSS version 28.0 for statistical analysis. Both descriptive and inferential statistical techniques were employed. Descriptive statistics (means, standard deviations, ranges, and frequency distributions) characterized the sample and study variables. Inferential analyses included Pearson product-moment correlation coefficients to examine bivariate relationships among emotional maturity, communication skills, and lovemaking styles. Multiple regression analysis was conducted to assess the joint predictive capacity of emotional maturity and communication skills for lovemaking

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styles, while controlling for intercorrelations among predictors. Prior to regression analysis, assumptions of normality, linearity, homoscedasticity, and absence of multicollinearity were verified. Statistical significance was established at $\alpha = .01$ to control for Type I error inflation given multiple comparisons.

Results

In the present study, 45% of the participants were bachelor's, and 55% were senior or postgraduate students. Also, 25 percent of participants were between 20 and 30, 62 percent were between 30 and 40, and 13 percent were over 40 years old.

Descriptive indicators of lovemaking styles, emotional maturity, and communication skills of the sample group, i.e., married female students, are shown in Table 1.

Table 1
Descriptive Indices of Lovemaking Styles, Emotional Maturity, and Communication Skills of the Sample Group

Variable	*N*	*M*	*Mdn*	*SD*	Minimum	Maximum
Communication Skills	200	72.0	63.0	27.2	32	85
Emotional Maturity	200	149.0	143.0	32.7	87	227
Lovemaking Styles	200	176.8	130.0	10.3	54	182

Note. M = mean; Mdn = median; SD = standard deviation.

As the above table shows, the average love style was 176.8, emotion maturity was 149.0, and communication skill was 72.0.

The result of the Pearson correlation test to confirm the existence of a relationship between the two variables of communication skills and love making styles is given in Table 2.

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Table 2
Pearson Correlations between Communication Skills and lovemaking Styles

Love Style	*r*	*p*
Lack of love	–.353	<.001
liking	.250	<.001
Infatuation	–.234	<.001
Empty love	–.272	<.001
Romantic love	.565	<.001
Compassionate love	.125	.025
fatuous love	–.300	<.001
consummate love	.422	<.001
Love style (overall)	.403	<.001

Note. N = 200. All correlations are Pearson's r.
p values are two-tailed

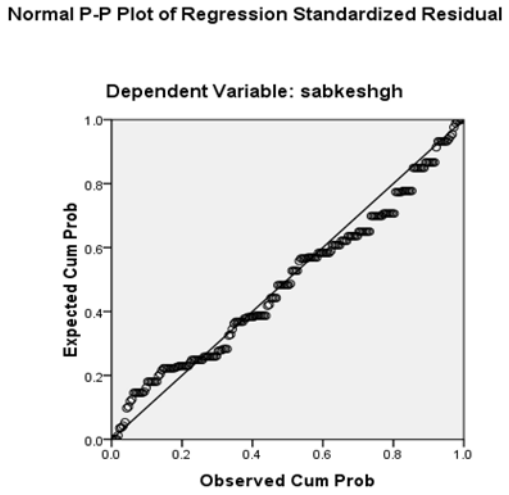


Fig 1. Relationship between communication skills and love making styles

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According to the results of Table 2, since the significance level of r is less than .01, the null hypothesis was rejected, and the research hypothesis was confirmed.

As can be seen, at a significance level of 99%, there was a significant relationship between communication skills and lovemaking styles.

The results of Pearson's correlation coefficient to confirm the existence of a relationship between two variables of emotional maturity and lovemaking styles are given in Table 3.

Table 3

Pearson Correlations between Emotional Maturity and lovemaking Styles

Love Style	*r*	*p*
Lack of Love	–.452	<.001
liking	.583	<.001
Infatuation	–.529	<.001
Empty Love	–.611	<.001
Romantic Love	.473	<.001
Compassionate Love	.492	<.001
fatuous Love	–.512	<.001
consummate Love	.603	<.001
Love Style (Overall)	.637	<.001

Note. N = 200. Correlations are zero-order Pearson product-moment coefficients. p values are two-tailed.

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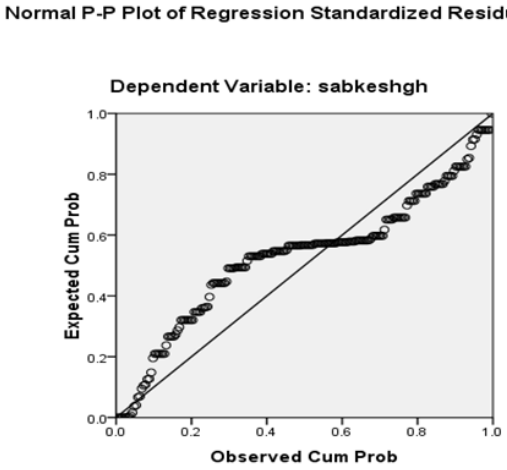


Fig 2. Relationship between emotional maturity and lovemaking styles

According to the results of Table 3, because the significance level of r is less than 0.01, the null hypothesis is rejected, and the research hypothesis is confirmed.

As can be seen, there is a significant relationship between emotional maturity and lovemaking styles at a significance level of 99%.

All the necessary assumptions for multivariable regression have been observed in the present study, and the results of multivariable regression show that the adjusted coefficient of determination is equal to 0.403; that is, 40.3% of the total changes in lovemaking styles are dependent on the predictor variable of communication skills and emotional maturity mentioned in this equation. Considering the significance of the F test value (68.199) at the error level of less than 0.01, it can be concluded that the regression model of the research is a good model, and the predictor variables can explain the changes in lovemaking styles.

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Table 4

Summary of Regression Coefficients

Predictor	*B*	*SE*	*β*	*t*	*p*
Constant	313.457	29.910	–	10.480	<.001
Communication Skills	.550	.541	.567	2.017	<.001
Emotional Maturity	.416	.156	.499	9.056	<.001

Note. N = 200.

According to Table 4, the coefficient of variables of communication skills and emotional maturity is equal to .567 and .499, which indicates the positive and direct contribution of communication skills and emotional maturity in the nose is the styles of lovemaking. According to the t-statistic and p-value of this variable, the results show that this coefficient is significant at the error level of 1%.

Discussion

The present study examined the relationships among emotional maturity, communication skills, and lovemaking styles in married women concurrently engaged in higher education and employment. The findings demonstrated that both emotional maturity and communication skills significantly correlate with lovemaking styles and can jointly predict variations in how married women experience and express love within their intimate relationships.

The results revealed significant positive correlations between emotional maturity and adaptive lovemaking styles, including romantic love, companionate love, and consummate love, while negative correlations emerged with maladaptive styles such as lack of love, infatuation, empty love, and fatuous love. These findings align with previous research demonstrating associations between emotional maturity and constructive relationship patterns (Ghasemi Varniab et al., 2020; Kakolian et al., 2024).

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The strong positive correlation between emotional maturity and overall lovemaking styles suggests that emotional development serves as a foundational capacity for experiencing and expressing mature forms of romantic love.

Emotionally mature individuals have enhanced capacities for managing affective experiences, delaying gratification, tolerating frustration, and maintaining long-term commitments—competencies that facilitate the development of balanced, healthy lovemaking styles characterized by intimacy, passion, and commitment (Herwandha & Prastuti, 2021; Yasmin & Tin, 2019). Furthermore, individuals who have achieved emotional maturity tend to select partners with comparable levels of emotional development, potentially creating dyadic patterns that reinforce adaptive relational behaviors and reduce the likelihood of dysfunctional love styles (Mirzaie Kondori et al., 2022; Sadeghi et al., 2016).

The particularly strong correlation between emotional maturity and consummate love suggests that achieving balanced integration of intimacy, passion, and commitment requires substantial emotional developmental capacity (Sternberg, 1986). This finding extends Sternberg's triangular theory by identifying emotional maturity as a psychological qualification for navigating the complex demands of maintaining simultaneously high levels of emotional closeness, physical attraction, and long-term commitment (Sternberg, 1986).

Communication skills demonstrated significant correlations with lovemaking styles, with positive associations with romantic love, consummate love, and overall lovemaking styles, while showing negative correlations with maladaptive styles. These findings support previous research establishing links between

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communication competencies and relationship quality (Farbod et al., 2014; Ruffieux et al., 2014).

Social learning theory posits that relational behaviors are largely acquired through observational learning and modeling (Hill et al., 2009). Many individuals internalize dysfunctional communication patterns from their families of origin, which subsequently manifest in their adult romantic relationships (Bandura, 1977). However, communication represents a modifiable skill set that can be enhanced through targeted education. Evidence suggests that communication skills training effectively reduces relational conflict, decreases emotional abuse, and enhances both psychological well-being and adaptive lovemaking patterns (Amini et al., 2013; Yousefi et al., 2024).

The somewhat lower correlations between communication skills and lovemaking styles compared to emotional maturity may reflect that while emotional maturity represents a relatively stable personality characteristic, communication skills constitute more specific behavioral competencies that can be more readily modified through intervention (Ellison, 2015). Additionally, effective communication both requires and facilitates emotional understanding, empathy, and regulation (Martín-Raugh et al., 2025).

The multivariate regression analysis revealed that emotional maturity and communication skills jointly accounted for a substantial proportion of variance in lovemaking styles, with both demonstrating significant independent contributions. These results suggest that emotional and communicative competencies represent important foundations for healthy romantic love.

These findings can be interpreted within Sternberg's (1986) triangular theory, which conceptualizes love as comprising

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intimacy, passion, and commitment. Emotional maturity and communication skills may facilitate consummate love by supporting each component: emotional maturity enhances intimacy through promoting emotional openness and empathic understanding, sustains passion through emotional vitality, and strengthens commitment through capacity for long-term planning (Duhan et al., 2017). Similarly, communication skills facilitate intimacy through self-disclosure and active listening, maintain passion through effective expression of desire, and reinforce commitment through collaborative problem-solving (Dainton & Aylor, 2001).

These findings have significant implications for relationship education and clinical interventions, highlighting emotional maturity and communication skills as modifiable targets for preventive and therapeutic programs. Interventions such as cognitive-behavioral, mindfulness, and emotion-focused approaches can effectively enhance emotional self-awareness and regulation (Akrami et al., 2025), while evidence-based communication skills training can be delivered through premarital education, couples counseling, and community workshops (Farbod et al., 2014).

Several limitations warrant consideration. First, the cross-sectional correlational design precludes causal inferences. Longitudinal research is needed to establish temporal precedence and examine whether emotional maturity and communication skills prospectively predict changes in lovemaking styles over time. Second, the sample comprised exclusively married women studying and working in Tehran, limiting generalizability to men, other geographic regions, or individuals not pursuing higher education. Third, all data were collected via self-report

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questionnaires, introducing potential method biases. Future studies should incorporate partner reports and behavioral observations to provide convergent validation.

At conclusion, this study demonstrates that emotional maturity and communication skills significantly predict how married women experience and express romantic love. Emotionally mature individuals who communicate effectively are better positioned to develop and sustain consummate love characterized by balanced intimacy, passion, and commitment. Given the centrality of marital quality to individual well-being and family functioning, continued research examining factors shaping lovemaking styles represents an important priority for relationship science and clinical practice.

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