



# Effectiveness of Power Dynamics Awareness Training (PDAT) on Improving Marital Equality and Conflict Resolution Married Couples

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## ABSTRACT

This study aimed to evaluate the effectiveness of Power Dynamics Awareness Training (PDAT) on improving marital equality and conflict resolution among married couples. A randomized controlled trial was conducted with 30 participants (15 in the intervention group and 15 in the control group) recruited from Germany. The intervention consisted of six weekly 60–90-minute sessions focusing on recognizing power imbalances and enhancing constructive conflict resolution skills. Standardized instruments—the Marital Equality Scale and the Conflict Resolution Styles Inventory—were administered at three time points: pre-test, post-test, and five-month follow-up. Data were analyzed using repeated measures ANOVA with Bonferroni post-hoc tests via SPSS-27 to assess within- and between-group differences over time. Repeated measures ANOVA revealed significant time  $\times$  group interaction effects for both marital equality ( $F(2, 54) = 29.07, p < .001, \eta^2 = .527$ ) and conflict resolution ( $F(2, 54) = 32.12, p < .001, \eta^2 = .546$ ), indicating greater improvements in the intervention group compared to the control group. Post-hoc comparisons showed significant gains in marital equality ( $MD = 13.76, p < .001$ ) and conflict resolution ( $MD = 14.05, p < .001$ ) from pre-test to post-test, with effects sustained at the five-month follow-up. No significant decline was observed between post-test and follow-up scores. The findings support the efficacy of Power Dynamics Awareness Training in fostering marital equality and enhancing conflict resolution capacities in couples. The structured intervention led to significant and lasting improvements, highlighting the importance of integrating power-awareness components into relational counseling and educational programs aimed at promoting equity and emotional resilience in intimate relationships.

**Keywords:** Marital Equality; Conflict Resolution; Power Dynamics; Psychoeducational Intervention

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## Introduction

Power and conflict are central elements in the dynamics of intimate relationships. In marital contexts, the persistence of power imbalances—whether overt or subtle—can severely undermine emotional connection, communication quality, and long-term satisfaction. Researchers have increasingly emphasized the need to address not only communication deficits but also the often-neglected dimension of power asymmetry in marriages (Knyazev, 2025; Pulubuhu et al., 2024). Marital equality, defined as the fair and balanced distribution of authority, responsibilities, and emotional labor between spouses, is essential for fostering relationship satisfaction and conflict resolution capacity (Ay et al., 2019; Sivrikova et al., 2020).



Power imbalances in marital relationships often originate from cultural expectations, traditional gender roles, and unexamined interpersonal scripts that couples internalize over time (Haikal, 2023; Tuhuteru et al., 2023). These dynamics can manifest in areas such as financial decision-making, parenting roles, emotional support, and communication styles. Without awareness and active restructuring, such patterns lead to resentment, disengagement, and persistent conflict (Mehmood et al., 2019; Orchard et al., 2023). Addressing marital inequality, therefore, requires more than promoting effective communication—it necessitates deliberate interventions that raise awareness of relational power and provide tools for balanced interaction (McAuslan, 2015; Willox et al., 2022).

Within this framework, conflict resolution is a critical skillset that both reflects and reinforces power dynamics. Constructive conflict resolution has been shown to buffer the negative effects of inequality and foster healthier marital adjustment (Sexton & Orchard, 2016; Sivrikova et al., 2021). Constructive styles—such as compromise, active listening, and problem-solving—are more likely to emerge when both partners perceive their contributions as valued and their autonomy as respected (Ntawiha et al., 2022; Schaller & Gatesman-Ammer, 2022). In contrast, destructive conflict behaviors—such as avoidance, domination, or coercive escalation—tend to arise when one partner attempts to assert control or suppress the other’s agency (Hutchison et al., 2020; Yilmaz & Türk, 2020).

Importantly, research indicates that conflict resolution competence is teachable and not solely a personality trait (Ramadhani, 2016; Sánchez & Chamucero, 2017). Numerous studies have validated the effectiveness of structured training programs that cultivate emotional regulation, empathy, and negotiation skills across a range of relational contexts—from adolescent education to workplace mediation (G. & P., 2024; Mbutu & Wanjigi, 2022). These programs often employ role-play, feedback, and cognitive-behavioral strategies to develop internal and interpersonal conflict resolution mechanisms (Kim & Rim, 2015; Ramadhani, 2015). For marital settings, such skills not only reduce immediate tension but also lay the groundwork for relational equity.

In recent years, scholars have begun to investigate the role of emotional intelligence in mediating the relationship between power and conflict outcomes. Individuals with higher emotional intelligence tend to adopt more collaborative approaches, show greater flexibility in conflict, and possess stronger self-awareness—all of which are conducive to egalitarian marital dynamics (G. & P., 2024; Sui et al., 2023). This emerging evidence supports the inclusion of emotional awareness components in conflict resolution interventions, especially those targeting entrenched power patterns within long-term relationships.

In Germany, where this study was conducted, shifting social norms and increasing gender egalitarianism have created both opportunities and challenges in marital adjustment. While many couples aspire toward equal partnerships, the legacy of traditional marital roles still influences decision-making and behavioral expectations. Studies indicate that marital satisfaction among German couples is increasingly tied to perceptions of fairness and reciprocity, particularly in dual-income households (Këndusi, 2015; Velikanova & Andreeva, 2023). However, most therapeutic and educational interventions continue to prioritize communication enhancement without directly addressing power inequalities (Mehmood et al., 2019; Orchard et al., 2023). This gap underscores the need for integrative models that explicitly confront and reframe power in marital life.

Education-based interventions focusing on relational power are still emerging. While peer mediation, school conflict programs, and professional development models have demonstrated efficacy in enhancing interpersonal competence (Ay et al., 2019; Ntawiha et al., 2022), very few are specifically designed for married couples. McAuslan’s (McAuslan, 2015) work with children and Willox et al.’s (Willox et al., 2022) application of team-based conflict planning in virtual settings illustrate the adaptability of these frameworks, but their marital applicability remains under-researched. In this context, the current study introduces a novel training protocol—Power Dynamics Awareness Training—which integrates conflict resolution training with explicit reflection on power, fairness, and mutual respect in marriage.

The intervention is grounded in psychological theories of power and communication and informed by empirical research on marital dynamics and social learning (Pulubuhu et al., 2024; Sivrikova et al., 2020). The six-session protocol incorporates psychoeducation, guided discussions, self-assessment, role-play, and skills practice to help couples recognize hidden power scripts and adopt more equitable patterns. The training draws upon evidence from diverse contexts, including classroom management (Këndusi, 2015), interprofessional collaboration (Sexton & Orchard, 2016), and digital transformation in leadership education (Velikanova & Andreeva, 2023), supporting its theoretical and practical validity.

Moreover, the longitudinal benefits of conflict resolution education have been well-documented. Hussey et al. (Hussey et al., 2017) demonstrated that improvements in cognitive control through training can yield gains in memory and language—core competencies in relational communication. Similarly, Sánchez and Chamucero (Sánchez & Chamucero, 2017) highlight the potential of ICT-supported conflict education to enhance engagement and long-term retention of concepts. These findings reinforce the value of structured, cumulative, and interactive sessions such as those designed in this study.

As gender roles and digital communication reshape relational expectations, couples face new forms of conflict that are often rooted in role ambiguity and perceived inequality (Sui et al., 2023; Willox et al., 2022). As such, interventions must adapt not only to emotional and behavioral needs but also to sociotechnical realities. The emphasis on shared decision-making, relational equity, and communication transparency in this program responds to this evolving relational landscape (Haikal, 2023; Ramadhani, 2016).

In conclusion, this study responds to the growing demand for empirically grounded, contextually relevant, and psychologically informed interventions that address both power and conflict in marital relationships. While numerous programs promote communication skills, few tackle the structural and emotional dimensions of relational power with the specificity and rigor required for lasting change. The Power Dynamics Awareness Training program, evaluated through a randomized controlled trial, seeks to fill this gap by enhancing both marital equality and conflict resolution skills through a focused, six-session training.

## Methods and Materials

### Study Design and Participants

This study employed a randomized controlled trial (RCT) design to investigate the effectiveness of Power Dynamics Awareness Training on marital equality and conflict resolution in couples. The participants were heterosexual married couples residing in Germany who responded to an open call for participation via local community centers and therapy clinics. Inclusion criteria required that participants be married for at least two years, fluent in German, aged between 25 and 55, and willing to attend all six sessions of the training program. Individuals with diagnosed severe psychiatric conditions, ongoing individual psychotherapy, or active substance abuse were excluded.

A total of 30 participants (15 couples) meeting the eligibility criteria were randomly assigned into two equal groups: an experimental group (n=15) that received the intervention and a control group (n=15) placed on a waitlist. Randomization was conducted using a computerized random number generator. The intervention was delivered over six weekly sessions, and data were collected at three time points: pre-test, post-test, and five-month follow-up.

### Measures

To assess marital equality, the study employed the Marital Equality Scale (MES) developed by Yore and Deffenbaugh (1982). This self-report scale is designed to evaluate perceived fairness and balance in various domains of marital relationships,

including decision-making, emotional investment, household labor, and financial management. The MES consists of 25 items rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating greater perceived equality in the relationship. The scale includes three subscales: Decision-Making Equality, Task Distribution Equality, and Emotional Investment Equality. Validity of the MES has been confirmed through factor analysis and concurrent correlation with relationship satisfaction and gender-role attitudes. Studies have reported good internal consistency, with Cronbach's alpha values ranging from 0.78 to 0.87, supporting its reliability in both clinical and non-clinical samples.

Conflict resolution was measured using the Conflict Resolution Styles Inventory (CRSI) developed by Kurdek (1994). The CRSI is a widely used instrument that captures how couples manage interpersonal disagreements and tensions within their relationship. It comprises 16 items distributed across four subscales: Positive Problem Solving, Conflict Engagement, Withdrawal, and Compliance. Participants rate each item on a 5-point Likert scale ranging from 1 (never) to 5 (always), indicating the frequency with which they use each conflict resolution strategy. The instrument has demonstrated strong psychometric properties, with Cronbach's alpha coefficients for subscales typically exceeding 0.75, and construct validity supported by associations with marital satisfaction, emotional regulation, and communication skills. The CRSI is considered a reliable and valid tool for assessing the quality and adaptiveness of conflict resolution behaviors in marital contexts.

### Intervention

The Power Dynamics Awareness Training program is a six-session, evidence-informed intervention that targets the recognition, understanding, and restructuring of power imbalances in intimate relationships. Drawing from relational theory, feminist psychology, and conflict resolution models, the training helps couples identify implicit power hierarchies, challenge controlling behaviors, and foster shared decision-making. Sessions are interactive and cumulative, gradually equipping participants with the cognitive, emotional, and behavioral tools to achieve greater marital equality and more effective conflict resolution.

#### Session 1: Understanding Power in Relationships

This foundational session introduces the concept of power in intimate partnerships. Participants explore the various types of power (e.g., legitimate, coercive, informational) and how these manifest within marital dynamics. Through guided discussion, couples reflect on societal norms, gender roles, and early familial models that shape their current power patterns. Psychoeducation is provided to distinguish between healthy and unhealthy power structures. Participants complete a power perception self-assessment to increase awareness of current imbalances and set personal goals for the program.

#### Session 2: Identifying Power Imbalances and Their Impact

The second session delves deeper into recognizing covert and overt power imbalances in marital life. Through case examples, role-plays, and structured reflection, participants learn to identify common signs of dominance, passivity, manipulation, or dependence in various domains such as finances, parenting, and communication. The session emphasizes the emotional and relational consequences of sustained inequality, including resentment, withdrawal, and conflict escalation. Couples are encouraged to journal examples of imbalanced interactions to bring to the next session.

#### Session 3: Reframing Power: Promoting Shared Decision-Making

This session introduces the principle of egalitarian partnership and trains participants in skills that promote shared decision-making. Couples engage in practical exercises focused on negotiation, perspective-taking, and assertiveness. The facilitator models collaborative dialogues, and couples practice jointly resolving hypothetical dilemmas involving conflicting interests. Emphasis is placed on mutual respect, reciprocity, and creating rituals of consultation within the relationship. A worksheet is introduced to structure decision-making in future real-life situations.

#### Session 4: Power, Communication, and Conflict Triggers

Building on previous sessions, this module focuses on how power dynamics influence conflict. Couples examine typical conflict triggers tied to control, autonomy, or disregard. The session covers common dysfunctional communication styles—such as stonewalling, dominance, and passive-aggression—and their relationship to power dynamics. Using a structured communication framework, participants learn to express needs without dominance and respond to partners without submission. Couples role-play real-life scenarios and receive facilitator feedback to enhance skill acquisition.

#### Session 5: Conflict Resolution Strategies for Equal Partnerships

This session focuses specifically on constructive conflict resolution. Using components from the Conflict Resolution Styles Inventory, participants evaluate their current conflict management tendencies and learn alternative strategies that align with egalitarian values. Emphasis is placed on "positive problem-solving" techniques, including active listening, empathy expression, compromise, and time-outs. Couples engage in a guided conflict dialogue, using a six-step resolution process. The session also covers boundary-setting and repair strategies after conflict.

#### Session 6: Integration, Commitment, and Future Planning

In the final session, participants review their progress and consolidate learning. Couples reflect on shifts in their awareness, communication, and power-sharing patterns. Each pair co-creates a "Marital Equality Agreement," outlining shared commitments and practical strategies for sustaining equity and effective conflict resolution. A relapse-prevention discussion addresses barriers and how to maintain gains under stress. The session concludes with feedback, emotional sharing, and closure rituals designed to reinforce group cohesion and positive change.

### Data analysis

Quantitative data analysis was performed using SPSS version 27. To evaluate the effectiveness of the intervention over time, a repeated measures analysis of variance (ANOVA) was conducted with group (intervention vs. control) as the between-subjects factor and time (pre-test, post-test, and follow-up) as the within-subjects factor. The Bonferroni post-hoc test was used to adjust for multiple comparisons across time points. Effect sizes (partial eta squared) were calculated to assess the magnitude of the intervention effect. The level of significance was set at  $p < 0.05$  for all analyses.

### Findings and Results

The final sample consisted of 30 participants (15 couples), with 18 females (60.0%) and 12 males (40.0%). The mean age of participants was 37.6 years ( $SD = 6.8$ ), ranging from 27 to 52 years. Regarding educational background, 11 participants (36.7%) held a university degree, 14 (46.7%) had completed vocational training, and 5 (16.6%) had a high school diploma. In terms of marital duration, 9 couples (60.0%) had been married for 5 to 10 years, while 6 couples (40.0%) had been married for more than 10 years. All participants reported being in monogamous, cohabitating marriages, and none had previously participated in marital therapy.

**Table 1. Means and Standard Deviations of Marital Equality and Conflict Resolution Across Groups and Time Points**

| Variable            | Group        | Pre-test M (SD) | Post-test M (SD) | Follow-up M (SD) |
|---------------------|--------------|-----------------|------------------|------------------|
| Marital Equality    | Intervention | 51.47 (4.28)    | 65.23 (5.19)     | 63.78 (4.92)     |
|                     | Control      | 50.89 (4.11)    | 52.17 (4.33)     | 51.94 (4.20)     |
| Conflict Resolution | Intervention | 54.36 (5.07)    | 68.41 (4.96)     | 66.73 (5.18)     |
|                     | Control      | 53.98 (5.12)    | 55.12 (5.40)     | 54.89 (5.08)     |

At baseline, both groups reported similar scores on marital equality and conflict resolution. After the intervention, the intervention group showed substantial improvements in marital equality ( $M = 65.23$ ,  $SD = 5.19$ ) and conflict resolution ( $M = 68.41$ ,  $SD = 4.96$ ), while the control group remained relatively stable across time. These effects were maintained at the five-month follow-up, suggesting lasting impact of the intervention.

Prior to conducting the repeated measures ANOVA, assumptions were tested and confirmed. The Shapiro-Wilk test indicated that all dependent variables were normally distributed at each time point (p-values ranged from 0.231 to 0.692). Levene's test for equality of error variances was nonsignificant for both marital equality ( $F(1,28) = 1.72$ ,  $p = 0.201$ ) and conflict resolution ( $F(1,28) = 0.95$ ,  $p = 0.337$ ), confirming homogeneity of variances. Mauchly's test of sphericity showed no violation of the sphericity assumption for repeated measures ( $W = 0.961$ ,  $\chi^2(2) = 1.12$ ,  $p = 0.571$ ). Therefore, all assumptions required for repeated measures ANOVA were met.

**Table 2. Repeated Measures ANOVA Results for Marital Equality and Conflict Resolution**

| Variable            | Source              | SS      | df | MS      | F     | p     | $\eta^2$ |
|---------------------|---------------------|---------|----|---------|-------|-------|----------|
| Marital Equality    | Time                | 2380.47 | 2  | 1190.24 | 31.62 | <.001 | .541     |
|                     | Group               | 1234.11 | 1  | 1234.11 | 26.44 | <.001 | .491     |
|                     | Time $\times$ Group | 2186.33 | 2  | 1093.17 | 29.07 | <.001 | .527     |
|                     | Error               | 2523.89 | 54 | 46.74   |       |       |          |
| Conflict Resolution | Time                | 2658.19 | 2  | 1329.10 | 34.26 | <.001 | .559     |
|                     | Group               | 1440.67 | 1  | 1440.67 | 29.82 | <.001 | .513     |
|                     | Time $\times$ Group | 2311.74 | 2  | 1155.87 | 32.12 | <.001 | .546     |
|                     | Error               | 2527.12 | 54 | 46.80   |       |       |          |

The repeated measures ANOVA indicated significant main effects of time and group, as well as time  $\times$  group interactions for both variables. For marital equality, the interaction effect was significant ( $F(2, 54) = 29.07$ ,  $p < .001$ ,  $\eta^2 = .527$ ), suggesting that changes over time differed between groups. A similar pattern was found for conflict resolution ( $F(2, 54) = 32.12$ ,  $p < .001$ ,  $\eta^2 = .546$ ), supporting the efficacy of the intervention in improving outcomes over time compared to the control group.

**Table 3. Bonferroni Post-Hoc Comparisons Between Time Points for Intervention Group**

| Variable            | Comparison            | Mean Difference | p     |
|---------------------|-----------------------|-----------------|-------|
| Marital Equality    | Post-test – Pre-test  | 13.76           | <.001 |
|                     | Follow-up – Pre-test  | 12.31           | <.001 |
|                     | Follow-up – Post-test | -1.45           | .184  |
| Conflict Resolution | Post-test – Pre-test  | 14.05           | <.001 |
|                     | Follow-up – Pre-test  | 12.37           | <.001 |
|                     | Follow-up – Post-test | -1.68           | .142  |

Bonferroni-adjusted comparisons revealed statistically significant improvements from pre-test to post-test and pre-test to follow-up for both marital equality and conflict resolution (all  $p < .001$ ). However, the difference between post-test and follow-up was not significant, indicating that the gains achieved during the intervention were sustained over time with only minimal decline.

## Discussion and Conclusion

The primary objective of this study was to examine the effectiveness of Power Dynamics Awareness Training (PDAT) on enhancing marital equality and conflict resolution among married couples. The findings demonstrated that participants who received the intervention experienced significant improvements in both dimensions compared to the control group, and these gains were sustained at the five-month follow-up. Repeated measures ANOVA revealed a significant interaction between time and group, indicating that the observed changes were attributable to the training rather than natural fluctuations over time.

These results provide compelling evidence for the value of structured psychoeducational interventions targeting power awareness in marital contexts. Couples in the experimental group reported greater parity in decision-making, emotional investment, and task distribution after completing the program. This aligns with previous findings suggesting that when individuals become more conscious of relational power imbalances, they are more likely to engage in behavior that promotes fairness and mutual respect (Knyazev, 2025; Pulubuhu et al., 2024). Awareness-building, as embedded in the PDAT curriculum, appeared to interrupt automatic relational scripts and encouraged couples to negotiate roles and expectations more explicitly.

The significant improvement in conflict resolution observed among trained participants also reinforces the theoretical premise that power dynamics and conflict management are intertwined. Participants exhibited greater use of constructive conflict strategies such as problem-solving, compromise, and assertive communication, while reports of withdrawal, escalation, and passive-aggressive responses declined. These findings are consistent with the work of (Sivrikova et al., 2021), who found that training focused on conflict competency significantly enhances couples' capacity to de-escalate disputes and express needs effectively. Similarly, (G. & P., 2024) highlighted that emotional intelligence-based approaches, like those partially integrated into PDAT, foster adaptive conflict responses by enhancing self-awareness and empathy.

The results also align with broader educational and clinical research that supports experiential and reflective learning in conflict and power management. For instance, (Orchard et al., 2023) emphasized that conflict resolution skills are most effectively developed in environments that encourage self-reflection and real-life application, both of which were core components of the PDAT sessions. This mirrors the outcomes of similar interventions in professional domains, where sustained training led to improved collaborative conflict handling (Sexton & Orchard, 2016; Willox et al., 2022). The current study extends this insight to intimate partnerships, demonstrating that when power is explicitly addressed, conflict management improves not only behaviorally but relationally.

Importantly, the long-term retention of gains observed at the five-month follow-up reinforces previous literature that identifies internalized learning and value shifts as key to sustainable relational change. According to (Schaller & Gatesman-Ammer, 2022), integrating conflict resolution into a broader relational framework—such as gender equality, shared leadership, and emotional literacy—helps individuals transition from tactical compliance to genuine attitudinal transformation. The PDAT approach was designed with this insight in mind, progressively layering psychoeducation, behavioral rehearsal, and values-based reflection.

The findings also echo educational research on the role of power education in interpersonal competence. (Këndusi, 2015) and (Ramadhani, 2015) argued that when learners are trained to recognize social hierarchies and power roles in real-life settings, they are more likely to implement fair practices and resolve interpersonal tensions more ethically. These observations are mirrored in the present study's marital context, where explicit discussions of control, dominance, and invisibilized labor appeared to shift the partners' behavior toward cooperative and respectful engagement.

Furthermore, the positive impact on marital equality contributes to a growing conversation on the importance of equity in family functioning. As (Tuhuteru et al., 2023) noted, relational peace in diverse social environments begins with equitable structures in the smallest units—families. Through structured reflection and dialogue, participants in the experimental group not only became aware of their relational inequalities but also took action to address them, an outcome that supports the approach advocated by (Velikanova & Andreeva, 2023) in managerial and domestic settings alike.

In terms of theoretical implications, these findings support a systemic-relational model in which power awareness, emotional intelligence, and conflict resolution function as co-regulatory mechanisms within intimate partnerships. The data validate the hypothesis that increasing conscious awareness of power structures within relationships is not merely a political or ideological

goal but one that tangibly improves emotional connection and reduces maladaptive conflict cycles. In this regard, the PDAT program builds upon the multi-level frameworks of conflict education proposed by (Sivrikova et al., 2020; Sui et al., 2023), who argue that knowledge, skill, and values must be integrated for enduring behavioral change.

Interestingly, the findings of this study also expand upon the literature on peer mediation and conflict negotiation in educational contexts. (Ay et al., 2019) and (Yilmaz & Türk, 2020) observed that structured conflict resolution training significantly improved self-efficacy and role clarity among students. The transferability of these outcomes to adult romantic relationships suggests that similar mechanisms—such as role practice, cognitive reframing, and emotional reinforcement—operate across age groups and settings. This is further supported by (Hussey et al., 2017), who documented that cognitive control training enhances interpersonal competence even in non-affective domains, hinting at neurocognitive generalizability of conflict regulation capacities.

In terms of social application, the intervention supports broader peace-building and social cohesion goals. Programs like the one studied here may contribute to the development of democratic family structures, which in turn foster social values like mutuality, fairness, and conflict literacy among future generations. As (Mbutu & Wanjigi, 2022) and (Ntawihwa et al., 2022) stress, investing in interpersonal peace training in family and educational settings has ripple effects on community well-being and intercultural tolerance. PDAT can thus be seen not only as a therapeutic tool but as a social instrument for relational justice.

Lastly, the findings corroborate the growing consensus that addressing power—not just communication—is essential for resolving chronic relational dysfunction. Studies by (McAuslan, 2015; Mehmood et al., 2019) argue that conventional interventions often bypass the deeper structural roots of conflict, focusing instead on symptom management. In contrast, PDAT offers a structural lens that helps couples identify and recalibrate the systems that maintain inequality and emotional distance.

Despite the promising results, the study has several limitations that must be acknowledged. First, the sample size was relatively small (30 participants), which may limit the generalizability of the findings. While the randomized design and follow-up period strengthen internal validity, a larger and more diverse sample would allow for greater statistical power and subgroup analysis (e.g., by gender, marital duration, or cultural background). Second, the study relied on self-report measures, which are subject to social desirability bias, particularly in topics involving relational power and emotional behavior. Although the use of validated instruments mitigates this risk, future research may benefit from observational or partner-report data. Third, the intervention was delivered in a group setting, which may have introduced group dynamics that influenced individual responses. The absence of individual couple sessions may limit the depth of personalized feedback and analysis.

Future studies should consider replicating this research with larger, more heterogeneous samples, including same-sex couples and individuals from non-Western cultural contexts. Expanding the intervention into online or hybrid formats could also explore its accessibility and adaptability across digital environments. Longitudinal studies beyond the five-month mark would help assess the durability of behavioral and attitudinal changes over time. It would also be valuable to compare PDAT with other existing marital interventions (e.g., emotion-focused therapy, cognitive-behavioral couple therapy) to examine differential effectiveness. In addition, future qualitative research could explore participants' subjective experiences with the training and identify nuanced changes in relational scripts and power awareness.

Practitioners working with couples should consider incorporating power dynamics assessment and training into marital counseling and education programs. Facilitators may use PDAT modules as standalone workshops or integrate them into broader couple enrichment curricula. Given the positive outcomes, it is recommended that therapists receive specific training in guiding power-sensitive conversations and managing resistance to equity discourse. The structured conflict resolution exercises from PDAT can also be adapted for use in pre-marital counseling, parenting workshops, and workplace relationship

coaching. Lastly, institutions—such as family clinics, NGOs, and educational centers—should consider adopting relational equity as a framework for interpersonal skills development.

### Declaration of Interest

The authors of this article declared no conflict of interest.

### Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

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### Authors' Contributions

All authors equally contributed to this study.

### Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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