



RESEARCH ARTICLE

Satisfaction Model in Romantic Relationships: Basic Psychological Needs, Mindfulness, Relationship Quality, Attribution Styles

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ABSTRACT

Relationships are an important component of human mental health. In this study, the relationships between romantic relationship satisfaction and basic psychological needs, mindfulness, relationship quality, and attribution styles in university students were examined within the framework of the proposed model of Satisfaction in Romantic Relationships. The study sample consisted of 1057 university students from Türkiye. According to the results of the study, basic psychological needs predict Romantic Relationship Satisfaction. The relationship between basic psychological needs and romantic relationship satisfaction is mediated by causality-responsibility attribution styles, mindfulness, and relationship quality. Relationship quality and mindfulness mediate the relationship between causality-responsibility attribution styles and romantic relationships satisfaction. Mindfulness predicts romantic relationships satisfaction. In the relationship between mindfulness and romantic relationship satisfaction, the relationship quality mediates for the I.Structural Model, and the mediating effect is not significant for the II.Structural Model.

During young adulthood, individuals generally prioritize establishing rapport with members of the opposite sex. In this developmental phase, commitment to family relationships often declines, while commitment to friendships and romantic partnerships increases (Jorgensen-Wells et al., 2021; Seifert & Hoffnung, 1997). Romantic relationships, which frequently serve as a foundation for emotional connections and partner selection, become a central focus in this life stage (Arnett, 1997; Lindsey, 2020). The presence of healthy romantic relationships in young adulthood significantly facilitates individuals' adaptation to various life challenges (Furjman & Schaffer, 2003). Consequently, fulfilling romantic relationships are among the fundamental needs of university students (Küçükarslan & Gizir, 2013).

The quality of an individual's relationship with an intimate partner occupies a significant place in their life, as it is closely tied to the perception of support received from those on whom they rely. Romantic partners are primary sources of this anticipated support (McLeod et al., 2020; Pierce et al., 1991). Perceiving adequate support from one's romantic partner has a substantial positive impact on relationship satisfaction (Cramer, 2002; Çağ, 2011; Lawrence et al., 2008). Another key factor that enhances the quality, dynamics, and satisfaction within romantic relationships is the fulfillment of basic psychological needs (Eşici, 2014; Galliher

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et al., 1998; Glasser, 2003). In these relationships, partners who actively support each other's psychological needs foster greater closeness and intimacy (Legault, 2017). Rooted in Self-Determination Theory, these basic psychological needs emphasize an inherent human tendency toward well-being, with a focus on personality development within social contexts.

According to the theory, the individual strives to integrate different parts of his personality, and the satisfaction of basic psychological needs is required for this integration. These needs are in the form of autonomy, competence, and relevance. The need for autonomy is characterized as the capacity to self-regulate behavior and accept responsibility for one's actions. The need for competence is defined as the perception of being capable of effectively performing tasks, while the need for relatedness is understood as a sense of belonging achieved through forming close relationships with others (Deci & Ryan, 1985; 2000). Individuals with a high level of need satisfaction are expected to take responsibility for their choices because they make their choices autonomously (Deci & Ryan, 1985). The ways in which individuals interpret events within their relationships, including whether they attribute responsibility to their partners, significantly impact relationship satisfaction. These interpretations reflect individuals' attribution styles within the relational context. Attribution involves inferences regarding the cause of an event or the assignment of responsibility. In close relationships, negative attributions lead individuals to view their partners in a negative light, which can heighten conflict, hinder reconciliation, and diminish overall relationship satisfaction (Fincham & Bradbury, 1993; Thomas & Weston, 2020).

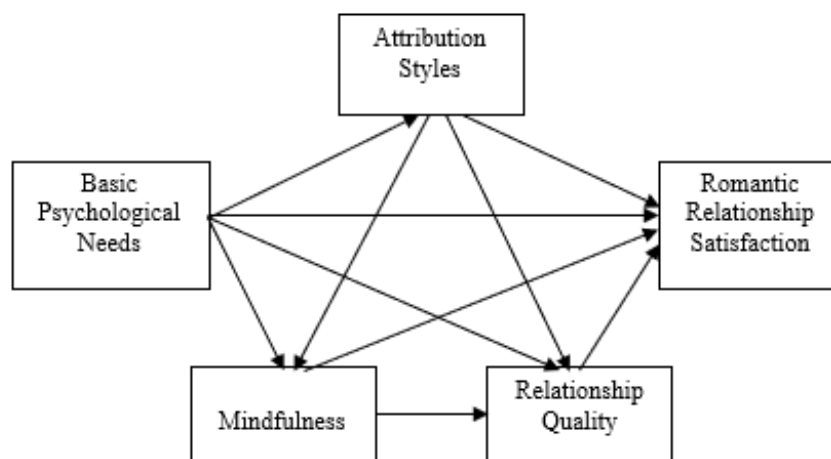
Relationship difficulties often center more on the "past" and "future" rather than the "present." Mindfulness, defined as nonjudgmental awareness of the present moment, has been shown to positively influence close relationships. By fostering mindfulness, individuals are more likely to respond constructively and forgivingly, without retribution or judgment, focusing on positive aspects of themselves and their partners. Examining mindfulness in relation to basic psychological needs reveals positive associations with the needs for competence (Martin et al., 2017) and autonomy (Karabacak & Demir, 2017). Furthermore, intrinsic motivation has been found to predict mindfulness (Levesque & Brown, 2007). Research also suggests that individuals with a satisfied need for autonomy demonstrate high mindfulness skills, and those with greater mindfulness report higher satisfaction in fulfilling autonomy, competence, and relatedness needs (Chang et al., 2015; Ryan et al., 2005).

Romantic relationships are widely recognized as closely linked to individual happiness (Demir & Weitekamp, 2007). One possible explanation is that individuals devote a substantial portion of their time to interactions with their romantic partners (Collins & Laursen, 2004). Satisfaction within romantic relationships, therefore, appears to be theoretically associated with the fulfillment of basic psychological needs, mindfulness, relationship quality, and attribution styles.

Purpose of the Present Study

The primary aim of the present study is to investigate the relationships between romantic relationship satisfaction and factors such as basic psychological needs, mindfulness, relationship quality, and attribution styles among university students. The hypothesized model, developed in alignment with the study's objectives, is presented in Figure 1. As shown in Figure 1, the hypotheses tested in this study are outlined below. Attribution styles encompass causality and responsibility sub-dimensions, each of which was examined using two distinct models during the model testing phase. The research hypotheses are as follows:

1. Hypothesis: Basic psychological needs directly predict satisfaction in romantic relationships and indirectly through the causality attribution style, mindfulness, and relationship quality.
2. Hypothesis: The causality attribution style directly predicts satisfaction in romantic relationships and indirectly through relationship quality and mindfulness.
3. Hypothesis: Basic psychological needs directly predict satisfaction in romantic relationships and indirectly through the responsibility attribution style, mindfulness, and relationship quality.
4. Hypothesis: The responsibility attribution style directly predicts satisfaction in romantic relationships and indirectly through relationship quality and mindfulness.
5. Hypothesis: Mindfulness directly predicts satisfaction in romantic relationships and indirectly through the relationship quality.

Figure 1. Hypothesis Model

Methodology

Participants

The research sample comprises 1,057 university students from Türkiye who were enrolled during the 2018-2019 academic year across various faculties and departments at Sivas Cumhuriyet University, located in the province of Sivas, Türkiye. All participants were engaged in romantic relationships at the time of the study. The sample was constructed using the stratified sampling method, a type of random sampling.

The sample included 584 female and 473 male students. Of these, 153 students (14.5%) were from the Faculty of Education (total students: 2,819), 25 (2.4%) from the Faculty of Science (total students: 1,144), 418 (39.4%) from the Faculty of Engineering (total students: 4,816), 40 (3.8%) from the Faculty of Medicine (total students: 1,429), and 421 (39.9%) from the Faculty of Economics and Administrative Sciences (total students: 4,666). The number of participants was determined by calculating the proportion of students in each faculty relative to the university's total student population (51,636) following the stratified sampling approach.

Participants' ages ranged from 18 to 27, with a mean age of 20.75. Students who were not in a romantic relationship at the time of data collection were excluded from the study. The duration of romantic relationships among participants varied from 2 months to 7 years. Individuals experiencing severe psychiatric conditions (such as acute phases of schizophrenia or other psychotic disorders) that could interfere with scale responses were also excluded from the study.

Procedure

The study was approved by the Ethics Committee of Sivas Cumhuriyet University (Date 01.02.2019). All procedures performed in studies involving human participants were in accordance with the ethical standards of the Sivas Cumhuriyet University Ethics Committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study. Following the acquisition of permissions and ethics committee approval, data on the student populations of individual faculties and the total student body at Sivas Cumhuriyet University were retrieved from the university's official website. Careful calculations determined the required data sample from each faculty. Data collection was focused on the Faculty of Education, Faculty of Science, Faculty of Engineering, Faculty of Medicine, and the Faculty of Economics and Administrative Sciences, selected due to their substantial student populations.

The designated faculties were visited at different times, with randomly selected classes included in the data collection process. Prior to data collection, students were provided with a thorough ethical explanation of the study, emphasizing that participation was entirely voluntary. The data collection form included a control item aligned with the criterion of "being in a romantic relationship." The collected data were subsequently reviewed,

and any data not meeting the specified criteria were excluded from the analysis.

Measures

Relationship Assessment Scale (RAS): The scale was developed by Hendrick (1988) to measure satisfaction in romantic relationships, and a study of adaptation of the scale to the Turkish sample was carried out by Curun (2001). Confirmatory factor analysis fit indices calculated with the single-factor structure of the RAS using the data collected in this study are as follows: CMIN / DF = 2.45, GFI = .99, CFI = .99, and RMSEA = .037. When the fit index values are examined, it is seen that the scale fits the data well. The Cronbach Alpha coefficient was calculated as .81.

Basic Psychological Needs Scale in Relationship (BPNSR): Basic Psychological Needs Scale is a series of scales developed to determine the satisfaction level of the basic psychological needs of individuals in many areas of life, including general, work, physical activity and interpersonal relations, and has different versions in these fields. This study uses the interpersonal relations version developed by La Guardia et al. (2000). This version was adapted into Turkish by Güleç (2020) for romantic relationships. The scale consists of 3 sub-dimensions and 9 items: basic psychological needs autonomy (3 items), competence (3 items), and relatedness (3 items). Using the data collected in this study, the confirmatory factor analysis fit indices calculated with the single-factor structure of the Basic Psychological Needs in Relationships Scale are as follows: CMIN / DF = 3.44, GFI = .98, CFI = .92, and RMSEA = .05. When the fit index values are examined, it is seen that the scale fits the data well. The Cronbach Alpha coefficient was calculated as .60.

Mindful Attention Awareness Scale (MAAS). The Turkish adaptation of the Mindful Attention Awareness Scale (MAAS), originally developed by Brown and Ryan (2003), was created by Özyeşil et al. (2011). For the current study, a single-factor confirmatory factor analysis was conducted, yielding the following fit indices: CMIN/DF = 4.44, GFI = .95, CFI = .80, and RMSEA = .06. Based on these fit indices, the scale demonstrates an acceptable fit with the data. The Cronbach's alpha coefficient for the scale was calculated at .69.

Quality of Relationship Inventory (QRI). The Quality of Relationship Inventory (QRI), originally developed by Pierce et al. (1991), was adapted for a Turkish sample by Özabacı (2011). The inventory comprises a three-factor structure: social support, conflict, and depth. In this study, analyses were conducted using the scale's total score. Confirmatory factor analysis of the scale, based on data collected for the study, produced the following fit indices: CMIN/DF = 4.72, GFI = .95, CFI = .80, and RMSEA = .06. The Cronbach's alpha coefficient for the scale was .62.

Relationship Attribution Measure (RAM). The Relationship Attribution Measure (RAM), developed by Fincham and Bradbury (1992) to assess attributional styles in relationships, was adapted into Turkish by Tutarel Kışlak (1999). In scoring, the total scores for both the causality and responsibility sub-dimensions are derived by separately calculating the causality dimensions (stability, generality, focus) and the responsibility dimensions (intention, motive, blame). For the current study, confirmatory factor analysis was conducted using the six-factor structure of the scale, yielding the following fit indices: CMIN/DF = 5.86, GFI = .98, CFI = .87, and RMSEA = .07. These fit indices indicate that the scale demonstrates an acceptable fit with the data. The Cronbach's alpha reliability coefficient for the scale was .60.

Data Analysis

SPSS 22.0 and AMOS 22.0 package programs were used to analyze the data. Descriptive statistics and correlation of variables were carried out in SPSS program, while testing of structural equation model was conducted in AMOS. In addition, the mediating effect of variables was examined in the tested model. The mediating effects were determined by bootstrapping analysis.

Results

Descriptive Statistics and Correlation Analysis Regarding the Variables of the Satisfaction Model in Romantic Relations

The coefficients of skewness and kurtosis of model variables are among the accepted values ($-10 < \text{kurtosis} < 10$; $-3 < \text{skewness} < 3$) (Kline, 2011). Correlation results was found that all of the indicator variables were in statistically significant relationships ($p < .05$; $p < .01$). In line with this information obtained, it was concluded that the relationships between research variables can be tested with the structural equation model. Descriptive

statistics of the research variables are presented in Table 1 and correlation coefficients are presented in Table 2.

Table 1. Descriptive Statistics of Variables

Variables	Range	M	Sd	Skewness	Kurtosis	Cronbach alpha
Autonomy	12.00	18.57	2.35	-1.23	1.11	.60
Competence	13.00	18.09	2.76	-1.13	.99	
Relatedness	13.00	18.42	2.41	-1.10	.99	
Romantic Relationship Satisfaction	37.00	40.40	6.41	-.98	.94	.81
Mindfulness	21.00	76.93	4.45	.05	-.77	.69
Relationship Quality	17.00	55.77	3.38	-.47	-.38	.62
Intent	6.00	5.65	1.55	.88	.20	.60
Motive	8.00	6.31	1.69	.53	-.29	
Blame	6.00	5.68	1.09	.38	-.19	
Stability	8.00	6.89	1.81	.64	-.11	
Generality	12.00	9.03	2.13	-.32	-.03	
Focus	8.00	7.66	1.61	.04	-.29	

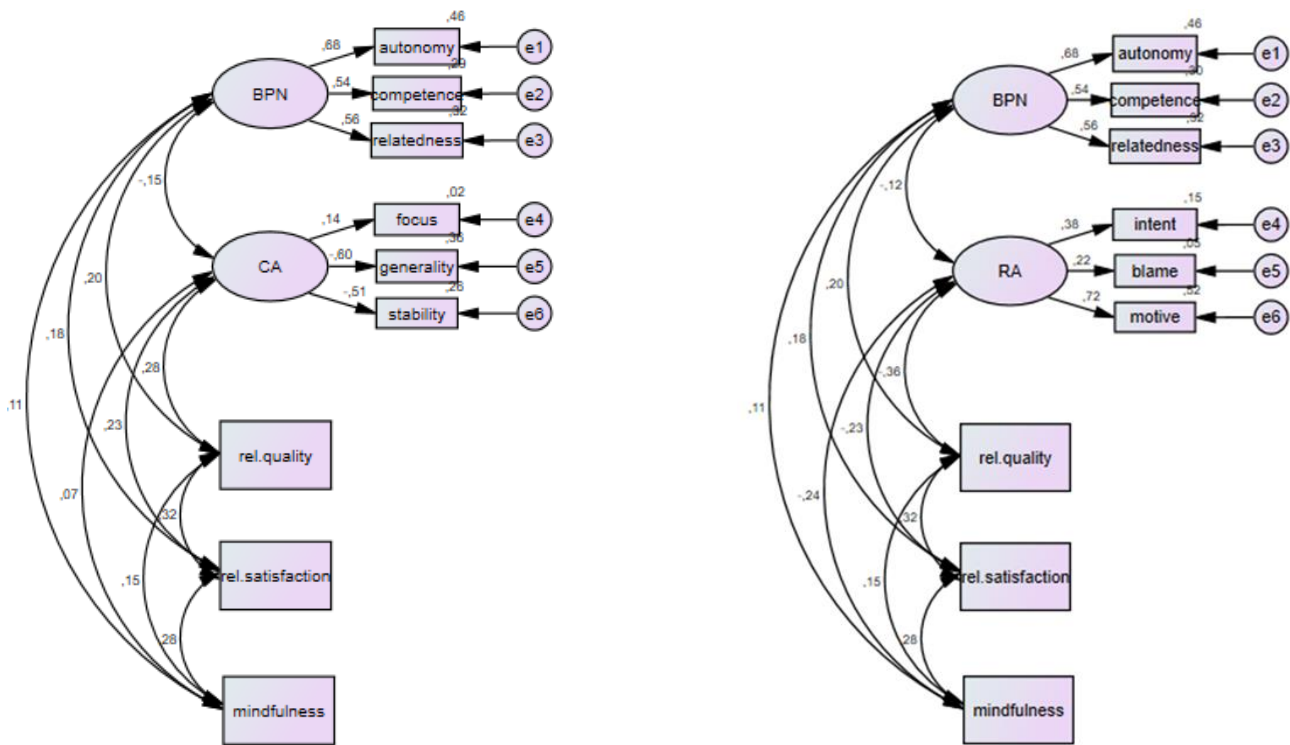
Table 2. Pearson Product Moment Correlation Coefficients of Research Variables

	Autonomy	Competence	Relatedness	Romantic Relationship Satisfaction	Mindfulness	Relationship Quality	Intent	Motive	Blame	Stability	Generality
Autonomy	1										
Competence	.36**	1									
Relatedness	.38**	.32**	1								
Romantic Relationship Satisfaction	.16**	.06*	.09**	1							
Mindfulness	.06*	.14**	.01	.28**	1						
Relationship Quality	.16**	.10**	.08*	.31**	.15**	1					
Intent	-.003	.07*	.01	-.08**	-.06	-.19**	1				
Motive	-.07*	-.07*	-.03	-.15**	-.18**	-.24**	.28**	1			
Blame	-.08**	.08**	-.08**	-.12**	-.05	-.08**	.16**	.17**	1		
Stability	.03	.01	.07*	-.14**	-.09**	-.18**	.12**	.22**	.09**	1	
Generality	.05	.06*	.04	-.14**	-.02	-.15**	.19**	.23**	.11**	.30**	1
Focus	-.07*	-.11**	-.003	.06*	-.08*	-.04	.05	.09**	.01	.03*	-.15**

* $p < .05$, ** $p < .01$

The measurement models is presented in Figure 2. The fit index values for measurement models are these $\chi^2/sd=3.65$; CFI=.94; GFI=.98; NFI=.92; RMSEA=.050 (including the causality attribution) and $\chi^2/sd=3.41$; CFI=.94; GFI=.99; NFI=.92; RMSEA=.05 (including the responsibility attribution).

Figure 2. Measurement Models

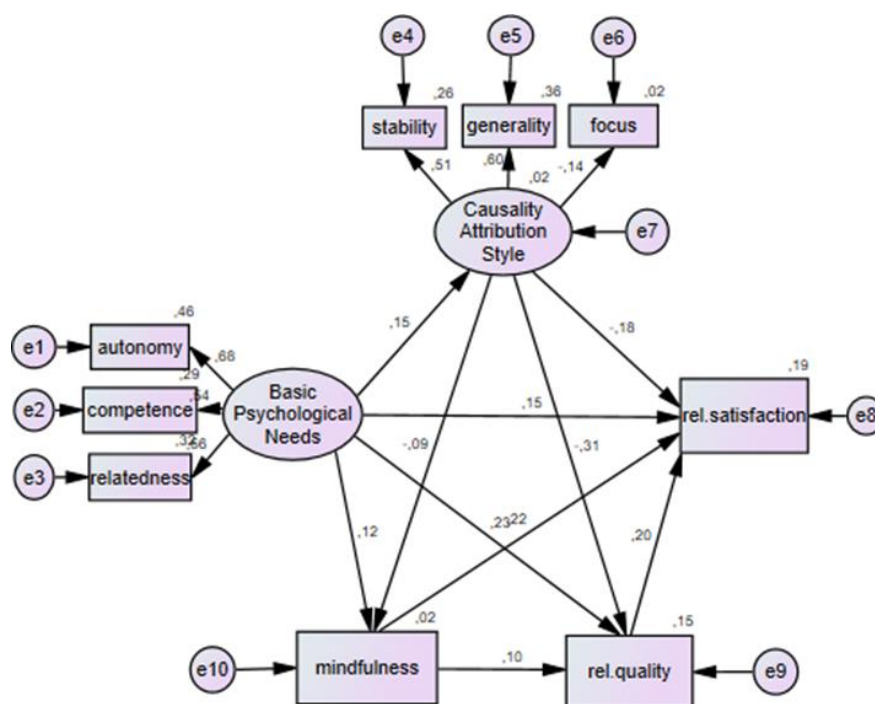


Hypothesis 1-2-5: Findings Regarding the Explanation of Satisfaction in Romantic Relationships with Basic Psychological Needs, Causality Attribution Style, Mindfulness, and Relationship Quality

Figure 3 shows the I. Structural Model and path coefficients proposed to test Hypothesis 1-2-5. The fit index values for Structural Model I are these: $\chi^2/df=3.66$; CFI=.94; GFI=.98; NFI=.92; RMSEA=.05; SRMR=.03. Bryne (2010) measures good fit; $\chi^2 /df < 5$ CFI > .90 GFI > .90 NFI > .80 RMSEA < .07. Looking at all fit indices, it can be interpreted that the data fits the model perfectly.

According to the path coefficients, basic psychological needs, mindfulness, relationship quality, and causality attribution style directly predicts romantic relationship satisfaction. A one-unit increase in basic psychological needs scores leads to increases of ($b=.70, \beta = .15, t = 3.71, p < .001$) in romantic relationship satisfaction, and ($b=.41, \beta = .12, t = 3.09, p = .002$) in mindfulness, and ($b=.53, \beta = .23, t = 5.44, p < .001$) in relationship quality; on the other hand, it causes a decrease of ($b=-.10, \beta = -.15, t = -2.54, p = .011$) in causality attribution style scores. Again, when Figure II is examined, it can be stated that one unit of increase in mindfulness scores leads to increases of ($b=.31, \beta = .22, t = 7.49, p < .001$) in romantic relationship satisfaction, and ($b=.08, \beta = .11, t = 3.35, p < .001$) in relationship quality. One-unit increase in relationship quality is reflected in romantic relationship satisfaction as an increase of ($b=.38, \beta = .20, t = 5.98, p < .001$). Figure II show that one unit of increase in causal attribution style leads to decreases of ($b=-1.27, \beta = -.18, t = -3.74, p < .001$) in romantic relationship satisfaction, ($b=-.44, \beta = -.09, t = -1.98, p = .047$) in mindfulness, and ($b=-1.13, \beta = -.31, t = -5.74, p < .001$) in relationship quality. In the model test, it has been determined that Mindfulness has an indirect effect of ($b=.03, \beta = .02$), the Relationship Quality of ($b=.09, \beta = .03$) and the Causality Attribution Style of ($b=-.58, \beta = -.08$) on the relationship between Basic Psychological Needs and Romantic Relationship Satisfaction. In the relationship between Causality Attribution Style and Romantic Relationship Satisfaction, Mindfulness has an indirect effect of ($b=-.04, \beta = -.01$) and Relationship Quality of ($b=-.04, \beta = -.01$). Finally, in the relationship between Mindfulness and Romantic Relationship Satisfaction, Relationship Quality has an indirect effect of ($b=.03, \beta = .02$).

Figure 3. Structural Model I: Standardized Path Coefficients



Testing Structural Model I revealed that mindfulness, relationship quality, and causality attribution style mediate the relationship between basic psychological needs and romantic relationship satisfaction. Furthermore, mindfulness and relationship quality serve as mediating factors between causality attribution style and romantic relationship satisfaction. Additionally, relationship quality mediates the relationship between mindfulness and romantic relationship satisfaction. Bootstrapping analysis was conducted to determine the effect of mediation. In the relationship between basic psychological needs and romantic relationship satisfaction, bootstrapping analysis results were found to be ($\beta = .02, p < .10, 90\% \text{ CI} = -.03, .000$) for mindfulness, ($\beta = .03, p < .10, 90\% \text{ CI} = -.08, -.005$) for relationship quality and ($\beta = -.08, p < .10, 90\% \text{ CI} = -.01, .08$) for causality attribution style. In the relationship between causality attribution style and romantic relationship satisfaction, bootstrapping analysis scores were determined as ($\beta = -.01, p < .05, 95\% \text{ CI} = -.12, -.05$) for mindfulness and ($\beta = -.01, p < .05, 95\% \text{ CI} = -.02, -.000$) for relational quality. In the relationship between mindfulness and romantic relationship satisfaction, bootstrapping analysis score of relationship quality is ($\beta = .02, p < .05, 95\% \text{ CI} = .01, .03$).

Hypothesis 3-4-5: Findings Regarding the Explanation of Satisfaction in Romantic Relationships with Basic Psychological Needs, Responsibility Attribution Style, Mindfulness, and Relationship Quality

In Figure 4, Structural Model II and path coefficients proposed to test Hypothesis 3-4-5 are shown. The fit index values for Structural Model II are as follows: $\chi^2/df=3.42$; CFI=.94; GFI=.99; NFI=.92; RMSEA=.048; SRMR=.03. Bryne (2010) measures good fit; $\chi^2 /df < 5$ CFI > .90 GFI > .90 NFI > .80 RMSEA < .07. Looking at all fit indices, it can be interpreted that the data fits the model perfectly.

According to Figure 4, basic psychological needs directly and significantly predict romantic relationship satisfaction, mindfulness, relationship quality, and responsibility attribution style. Mindfulness, relationship quality, and responsibility attribution style directly and significantly predict romantic relationship satisfaction. responsibility attribution style directly and significantly predicts mindfulness and relationship quality. The relationship between mindfulness and relational quality was not found statistically significant. A one-unit increase in basic psychological needs scores leads to an increase of ($b=.50, \beta = .11, t = 2.86, p = .004$) in

romantic relationship satisfaction, ($b=.28$, $\beta = .08$, $t = 2.15$, $p = .03$) in mindfulness, and ($b=.38$, $\beta = .15$, $t = 3.85$, $p < .001$) in relationship quality; on the other hand, it leads to a decrease of ($b=-.05$, $\beta = -.11$, $t = -2.17$, $p = .03$) in responsibility attribution style scores. A one-unit increase in mindfulness scores causes an increase of ($b=.30$, $\beta = .21$, $t = 7.08$, $p < .001$) in romantic relationship satisfaction. A one-unit increase in relationship quality is reflected in romantic relationship satisfaction as a ($b=.44$, $\beta = .23$, $t = 7.14$, $p < .001$) increase. Figure 3 shows that one unit of increase in responsibility attribution style leads to decreases of ($b=-.90$, $\beta = -.08$, $t = -1.93$, $p = .049$) in romantic relationship satisfaction, ($b=-1.70$, $\beta = -.23$, $t = -4.86$, $p < .001$) in mindfulness, and ($b=-1.84$, $\beta = -.32$, $t = -6.17$, $p < .001$) in relationship quality. In the model test, in the relationship between Basic Psychological Needs and Romantic Relationship Satisfaction Mindfulness exhibit a sort of influence by ($b=.08$, $\beta = .03$), Relationship Quality was ($b=.11$, $\beta = .05$) It has been determined that it has an indirect effect of. Mindfulness has an indirect effect by ($b=-.02$, $\beta = -.01$) and Relationship Quality by ($b=-.08$, $\beta = -.01$) on the relationship between Responsibility Attribution Style and Romantic Relationship Satisfaction.

In testing Structural Model II, as illustrated in Figure 4, it was observed that mindfulness, relationship quality, and responsibility attribution style serve as mediators in the relationship between basic psychological needs and romantic relationship satisfaction. Additionally, both mindfulness and relationship quality function as intermediaries in the association between responsibility attribution style and romantic relationship satisfaction. However, relationship quality does not exhibit a mediating effect in the connection between mindfulness and romantic relationship satisfaction. Bootstrapping analysis was conducted to determine the effect levels of mediation. In the relationship between basic psychological needs and romantic relationship satisfaction bootstrapping analysis scores were found to ($\beta = .03$, $p < .05$, 95% CI = .005, .05) for mindfulness, ($\beta = .05$, $p < .05$, 95% CI = .01, .07) for relationship quality, and ($\beta = -.13$, $p < .05$, 95% CI = .05, .11) for responsibility attribution style. In the relationship between responsibility attribution style and romantic relationship satisfaction, bootstrapping analysis scores were determined as ($\beta = -.02$, $p < .05$, 95% CI = -.17, -.10) for mindfulness and ($\beta = -.08$, $p < .05$, 95% CI = -.03, -.001) for relationship quality.

Discussion

The current study examined the factors influencing mothers' decisions to permit risky play among their preschool children. Findings indicated that mothers who were employed and/or possessed a university degree were more inclined to permit risky play among their preschool-aged children. Additionally, the study observed that older mothers exhibited a greater tendency to permit such activities. Tolerant and democratic parental attitudes were positively associated with the willingness to allow risky play, whereas overprotective attitudes were negatively associated. Notably, mothers' age, educational level, and employment status emerged as significant determinants of their willingness to allow risky play. However, authoritarian parental attitudes did not significantly impact mothers' decisions regarding risky play.

An important finding of this study reveals that working mothers are more tolerant of their children's engagement in risky games. The findings of Akdemir and colleagues (2023) also support this perspective. Working mothers' access to childcare and education services can facilitate the creation of environments suitable for risky play (Kangas & Rostgaard, 2007; Lewis, 2003). These services provide safe and supervised spaces where children can engage in risky activities (Boyd et al., 2010). Moreover, working mothers can model and encourage risk-taking based on their own courageous experiences (Aughinbaugh & Gittleman, 2004; Little, 2015; Twigger-Ross & Breakwell, 1999). Such experiences can help working mothers encourage risk-taking in their children and better understand the benefits of risky play on children's personal development and growth. However, there are also studies in the literature suggesting that working mothers may be less inclined to allow their children to engage in risky play due to time constraints and housework (Oliver et al., 2022). These opposing views suggest that the relationship between working mothers' attitudes towards risky play may be complex and context-dependent.

The current research suggests that mothers with a university degree exhibit a higher inclination to support and permit risky play, consistent with prior literature (e.g., Cevher- Kalburan & Ivrendi, 2016). Several factors may contribute to the positive association between mothers' higher educational attainment and permissiveness towards risky play. Specifically, some studies (e.g., Akdemir et al., 2023; Karaca & Aral, 2020) propose that higher levels of education correlate with a more progressive parenting approach that underscores the significance of allowing children to engage in activities involving risk-taking. Risk-taking is acknowledged as

a pivotal factor in children's development of autonomy and independence (Murray & Hrusa Williams, 2020). Consequently, mothers with higher educational levels are reported to be more inclined to encourage risk-taking in their children compared to parents with lower educational backgrounds (Akdemir et al., 2023; Cevher-Kalburan & Ivrendi, 2016).

The study findings reveal a positive correlation between mothers' age and their endorsement of risky play, indicating that older mothers are more likely to permit such activities compared to younger mothers. This propensity among older mothers may stem from their accumulated parenting experience, which fosters a sense of trust and a tolerant attitude (Morrongiello & Major, 2002). Additionally, the environments in which older parents were raised were often less risk-averse, potentially contributing to their encouragement of their children's engagement in risky play (Gill, 2007). Conversely, younger and less experienced parents may adopt a more cautious approach towards risky play, influenced in part by the prevailing culture of risk aversion in recent years (Yılmaz, 2020). Understanding the reasons for different attitudes towards risky play requires considering parents' age and parenting experience.

The finding that mothers with democratic and permissive parental attitudes tended to permit more risky play aligns with previous research emphasizing the positive influence of these parenting styles on children's autonomy and development. Yanuarsari et al. (2021) discovered that children raised under democratic parenting tend to cultivate independence, responsibility, courage to take risks, and self-confidence. Furthermore, such children demonstrate improved academic performance and the development of their inherent abilities. Similarly, the present study's findings indicated that permissive parenting increased permission for risky play. However, according to Yanuarsari et al. (2021), children raised with permissive parenting tend to exhibit lower levels of independence, slower development, decreased motivation, and a lack of self-control and confidence. This contradictory finding may suggest that societal considerations significantly influence parents' decisions to grant freedom to their children (Brussoni et al., 2012; Little, 2015). Essentially, societal pressures may compel parents to adhere to socially accepted norms rather than prioritize their children's best interests (Jelleyman et al., 2019). In the study by Yanuarsari et al. (2021), mothers who exhibit permissive parenting attitudes may protect their children from risky situations and prevent them from meeting their real needs in order to be perceived as "good mothers". However, in this study, mothers may have a better understanding of the benefits of risky play for children and may encourage their children to take risks during play.

The opposite relationship between overprotective parental attitudes and allowing risky games is consistent with similar research results in the literature (Cevher-Kalburan & Ivrendi, 2016; Ungar, 2009). Such parents' high levels of concern about child safety and well-being may cause them to take a more cautious approach to risky games that they perceive as potentially dangerous and harmful (Morrongiello et al., 2009; Şimşek, 2023; Tandy, 1999; Valentine & McKendrick, 1997; Yokum, 2018). These concerns of overprotective parents may constitute an obstacle to their children's development and learning as a result of risk-taking (Eager & Little, 2011). Preventing risk-taking at a young age may negatively affect the development of children's risk management skills, which may make them more vulnerable to risky situations (Brussoni, 2020; Brussoni & Olsen, 2013).

Discussion

Discussion on the Direct Prediction of Satisfaction in Romantic Relationships by Basic Psychological Needs, Attribution Styles, Mindfulness, and Relationship Quality

The findings of the study indicate that basic psychological needs are positive predictors of romantic relationship satisfaction. This suggests that when individuals experience fulfillment of their basic psychological needs within their romantic relationships, their overall satisfaction with these relationships increases. This outcome is supported by previous literature (Eryılmaz & Doğan, 2013; Hadden et al., 2015; Knee et al., 2005; La Guardia & Patrick, 2008). Research further indicates that individuals with a strong sense of autonomy are more capable of understanding their partners' perspectives, as they exhibit greater empathy and honesty. This ability contributes to their effectiveness in establishing and sustaining relationships (Hodgins & Liebeskind, 2003; Hodgins et al., 1996). Deci and Ryan (2014) state that couples in very close relationships

meet each other's basic psychological needs, or that meeting basic psychological needs by partners will increase intimacy in a romantic relationship. In addition, supporting basic psychological needs means better dual functionality and more trust in the relationship, which meets the most desirable romantic relationship. In addition to functionality, the commitment and consistency of partners in a romantic relationship increase the satisfaction of the relationship. Supporting essential psychological needs promotes commitment and coherence in the relationship (Vallerand & Bissonette, 1992). In the Self-Determination Theory, the innate needs of the individual are autonomous, competent, and related/socialization. Individuals whose needs are supported in their romantic relationships are expected to achieve greater satisfaction from their relationships (Knee et al., 2005).

Another finding is that attribution styles negatively predict romantic relationship satisfaction. The negative prediction situation indicates that the increase in attribution styles scores will decrease romantic relationship satisfaction. In other words, from the point of view of causality attribution style, individuals' interpretations of their partners' negative behaviors will not change this negative behavior of their partner. Romantic relationship satisfaction also decreases when this behavior is true for other aspects of the relationship and is a result related to the partner (personality traits, etc.). There are studies that have obtained parallel findings to this finding (Durtschi et al., 2011; Fitzpatrick et al., 2001; Flechter et al., 1987; Johnson, 2014; Zuschlag, 1987). When one partner perceives the other's actions as intentionally negative or self-serving, they may attribute blame to the partner for this behavior, which can lead to a decline in romantic relationship satisfaction. Existing literature supports this finding (Durtschi et al., 2011; Fitzpatrick et al., 2001; Fletcher et al., 1987; Johnson, 2014; Zuschlag, 1987).

The relationship of attributional styles to marital quality has been studied in different cultures. It has been found that it has acquired a universal character rather than a cultural context (Sabourin et al., 1991). When the marriage quality is evaluated according to the style of attribution, marriage quality is related to depression (Fincham et al., 1989), negative affect (Karney et al., 1994), violence in relationship (Fincham et al., 1997), and anger (Senchak & Leonard, 1993). Attribution styles, which are frequently studied in marriage, have also been studied in the romantic relationships of unmarried individuals, and similar results have been obtained (Johnson, 2014). The attributions of partners regarding their behavior towards each other are generally related to relationship quality (Bradbury & Fincham, 1990; Thompson & Snyder, 1986). Even the relationship between attribution and relationship quality is one of the phenomena in the literature focusing on close relationship (Fincham, 2003). In particular, attributes that emphasize the impact of negative events in relationships and minimize the impact of positive events are linked to lower relationship quality. Accordingly, for example, attributing responsibility for a negative partner behavior (for example, coming home late) means seeing it as reflecting intentional, accusatory, and selfish motivation (i.e. the spouse is self-centered), which is more likely to promote conflict. Therefore, the burdening of responsibility occurs more frequently among partners who have more intensive problems than do others. This is because assuming responsibility tends to be more prominent in the functioning of marriages that clinically seek support, and these spouses are prone to responsibility attribution (Davey et al., 2001).

The study results also indicate that mindfulness positively predicts romantic relationship satisfaction. This positive predictive relationship suggests that higher mindfulness scores correspond with increased satisfaction in romantic relationships. A review of the literature reveals findings consistent with this result (Brown & Ryan, 2003; Brown & Ryan, 2004; Epstein & Baucom, 2002; Karabacak & Demir, 2016; Kozłowski, 2012; Jones et al., 2011; Wachs & Cordova, 2007). Gambrel and Keeling (2010) state that mindfulness can be used to increase relationship satisfaction since it improves main focus, communication, and empathy skills. Mindfulness also predicts romantic relationship satisfaction by providing constructive responses in the relationship (Barnes et al., 2007; Gesell et al., 2020). Assuming that individuals with a high level of mindfulness will not be able to react automatically to conflict situations in the relationship, mindfulness can be expected to positively affect romantic relationship satisfaction. Wach and Cardova (2007) found that mindfulness predicts relationship satisfaction through increasing emotional skills.

Relationship quality is another variable whose effect has been investigated in the research and found as a predictor of Satisfaction in Romantic Relationships. Research findings indicate that the increase in the quality of the relationship will also increase the satisfaction in romantic relationships. The high quality of the

relationship means that the perceived social support and depth (feeling important and safe) in the romantic relationship is high and the conflict is low (Özabacı, 2011). Accordingly, parallel findings are observed in the literature (Boldaz Telli, 2019; Çağ, 2011; Darcan Ayer, 2016; Gökçe Yücel, 2013; Kirschbaum et al., 1995; Komproue et al., 1997; Lawrence et al., 2008). Research on relationships demonstrates that spousal support, along with feelings of significance and safety within the relationship, substantially influences relationship outcomes (Özabacı, 2011). Consequently, individuals who feel valued and secure in their relationships, perceive adequate support from their partners, and report minimal conflict or discord are likely to experience higher levels of satisfaction in their romantic relationships.

Discussion on the Mediating Effect of Attribution Styles, Mindfulness, and Relationship Quality in the Relationship Between Basic Psychological Needs and Satisfaction in Romantic Relations

The research found that attribution styles have a mediating effect on satisfaction in romantic relationships and basic psychological needs. The findings support that relationship quality mediates the relationship between basic psychological needs and satisfaction in romantic relationships. Several studies support this finding. For instance, Knee et al. (2005) highlighted the significance of basic psychological needs in understanding how individuals approach and manage conflict within their romantic relationships. Their research further revealed that individuals whose basic psychological needs, particularly the need for autonomy, are supported within their romantic relationships exhibit less defensive behavior in conflict situations, display greater understanding, and consequently derive higher satisfaction from the relationship. In addition, supporting the basic psychological need benefits not only the individual but also the partner in terms of their response to the conflict. By supporting their basic psychological needs, partners are unconsciously more moderate and understanding in conflict situations in their relationships. Relationships that involve being more moderate and understanding can be considered to be strong in terms of social support, and in such relationships, conflicts are experienced less and more constructively. The literature shows that individuals whose basic psychological needs are supported in their relationships are more open to their partners when they are emotionally distressed (Ryan et al., 2005), and this openness is reflected in the other partner (Knee et al., 2005). The more open the partners are with each other increases the depth in the relationship. As a result, it can be argued that basic psychological needs will increase satisfaction by increasing the quality of the relationship.

Another finding of the research is that mindfulness has a mediating role in the relationship between basic psychological needs and satisfaction in romantic relationships. The field literature supports this finding. There is a strong relationship between the satisfaction of basic psychological needs and self-determination behavior and mindfulness (Brown & Ryan, 2003). Hodgins and Knee (2002) suggest that individuals achieve autonomy by cultivating mindfulness, which helps them disengage from automatic responses. This perspective emphasizes the habitual nature of individuals' behaviors; when behaviors become automatic, autonomy and the fulfillment of basic psychological needs are compromised. Research indicates that individuals whose basic psychological needs are met have greater control over their behaviors (Deci & Ryan, 2000). Given that mindfulness involves focusing on the present and regulating reactions, individuals with fulfilled psychological needs are expected to demonstrate higher levels of mindfulness. Such individuals are more likely to shift from reacting to the daily dramas of life to observing them with a detached, objective perspective (Shapiro et al., 2006). In other words, when basic psychological needs are satisfied, individuals are more likely to remain present, enabling them to approach situations rationally and with an objective, third-person perspective. Within relationships, this enhanced mindfulness not only fosters rational responses but also encourages more constructive behavior toward various events (Barnes et al., 2007; Quinn-Nilas, 2020; Smedley et al., 2021), ultimately contributing to greater satisfaction in romantic relationships (Kozlowski, 2012; Wachs & Cordova, 2007).

Discussion on the Mediating Effect of Mindfulness and Relationship Quality in the Relationship Between Attribution Styles and Satisfaction in Romantic Relations

The findings indicate that mindfulness mediates the relationship between attribution styles and romantic relationship satisfaction, a result supported by existing literature. Individuals who are able to distinguish new situations based on past experiences and make rational evaluations about experiences are individuals with high

levels of mindfulness (Brown et al., 2007). Individuals who make negative attribution are more likely to exhibit reactive behaviors rather than rational assessments (Ulusoy & Duy, 2013). This suggests that negative attributions may diminish relationship satisfaction by reducing mindfulness. Negative attributions are also linked to ruminative thoughts, which hinder individuals from remaining present and may contribute to aggressive behaviors (Bishop et al., 2004; Shapiro et al., 2006). This dynamic is likely to further decrease satisfaction in romantic relationships. Research indicates that negative emotions adversely impact mindfulness, and such negative cognitive patterns tend to evoke negative emotions in individuals. Furthermore, studies have found a negative relationship between depression and mindfulness (Ülev, 2012) and a positive relationship between mindfulness and attributional styles (Fincham et al., 1989). Withdrawal from relationships and a decline in relationship satisfaction are also recognized as common symptoms of depression.

In the present study, relationship quality was found to mediate the relationship between attribution styles and satisfaction in romantic relationships. This finding aligns with the broader literature, which offers further support for this result. Generally, individuals who make conflict-promoting attributions are less likely to report trust, satisfaction, and positive feelings toward their romantic partner (Fincham et al., 2000). Negative attributions that foster conflict within relationships are frequently identified as sources of persistent negative emotions and even perceptions of betrayal. By constantly giving negative reactions, people who make negative attributes can intensify negative affection not only for themselves, but also for their partners (Johnson, 2014). This negative affection and lack of trust in your partner will negatively affect the quality of the relationship. Also, Johnson (2014) found that individuals who make more conflict-promoting attributes will lose trust and depth in their relationships. There is a link between their attribution style and the subsequent behavior of the partners towards each other. Several studies have found a relationship between attributional styles and subsequent positive and negative behaviors. For example, Bradbury and Fincham (1992) state that conflict-promoting attributional styles are linked to low problem-solving skills and increased negative behaviors toward partners. Similarly, another study demonstrates that individuals who make negative attributions are less adept at resolving issues with their partners (Miller & Bradbury, 1995). It is anticipated that the relationship quality of couples who struggle to effectively resolve conflicts will decline, leading to a corresponding decrease in their overall relationship satisfaction.

Discussion Regarding the Mediating Effect of the Relationship Quality Between Mindfulness and Satisfaction in Romantic Relations

The relationship between mindfulness and satisfaction in romantic relationships found that the relationship quality has a mediating effect. The literature supports this finding. Hodgins and Knee (2002) state that individuals with higher mindfulness can use their awareness skills before automatically responding to feedback from their environment. They reported that people with lower mindfulness may react more aggressively in conflicting situations. Mindfulness focuses on skills such as being deliberately flexible in increasing attention across situations and reducing ruminative thoughts and emotions that can lead to aggressive reactions (Bishop et al., 2004; Shapiro et al., 2006). The decrease in ruminative thoughts and emotions will decrease the reactive behaviors and conflict; therefore, it will contribute to the quality of the relationship (Ökten, 2016).

Mindfulness focuses directly on experience with mind and body, without the origin of the event, assumptions, expectations, and desires. For example, a person who smiles at his friend in a hallway, if his friend does not smile at him, explains: "My friend did not smile when I smiled at him." The explanation of a person with a low level of mindfulness is as follows: "He should have smiled at me because I know he saw me. He must be angry with me, and he doesn't want to be my friend." (Bishop et al., 2004). When this example is evaluated in terms of romantic relationships, it is thought that individuals who make evaluations equivalent to the evaluation of a person with a low level of mindfulness may go through such experiences as having conflict with their partners and not feeling important in a relationship. In the context of Self-Determination Theory, it can be interpreted that the fact that mindfulness is associated with a lower defense rate (Brown et al., 2007; Ryan et al., 2005) will increase the quality of the relationship by helping the individual to end up with reconciliation.

Implications and Limitations

The literature review supports that the relationships of married individuals are examined frequently, but there are still not enough studies on the romantic relationships of unmarried individuals. As romantic relationships play a substantial role in the lives of university students transitioning from late adolescence to young adulthood,

understanding the dynamics of these relationships becomes crucial. The significance of this topic, along with the tendency for individuals to select future marital partners during their university years, suggests that further research should focus on this area. Practitioners can address the problems that their clients within the scope of the variables and findings of the Satisfaction Model in Romantic Relationships tested in this research. In addition, it is suggested that psychological counselors who work with the exploration of a partner before marriage can theoretically provide information from the data of this research in the psychoeducation and psychological counseling services they provide.

In line with the results of this study, group psychological counseling programs can be developed, enabling individuals to recognize the attributions they make about their partners' behaviors in their romantic relationships, restructuring their cognitive processes, and teaching mindfulness exercises in their romantic relationships. Similarly, in line with the results of the research, support can be provided to couples who are found to have low relationship satisfaction in terms of meeting the basic psychological needs of themselves and their partners in their romantic relationships by taking the assumptions of the theory into account and by reading the literature on Self-Determination Theory presented in the present study and in other sources. The limitation of this study is the use of a cross-sectional evaluation and self-report scales. It is recommended that the relevant variables should be evaluated by longitudinal studies. This study focused only on university students. Future studies may want to expand this to those who do not go to the university, or older people. Another limitation is that this is from one university in Turkey. It can be expanded to other ethnic groups within Turkey and to other areas and then to big universities to small colleges to see if there are any differences.

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