

THE RELATIONSHIP BETWEEN ATTRIBUTIONAL STYLES AND
PSYCHOLOGICAL TENDENCIES OF UNIVERSITY STUDENTS IN THEIR
CLOSE RELATIONSHIPS



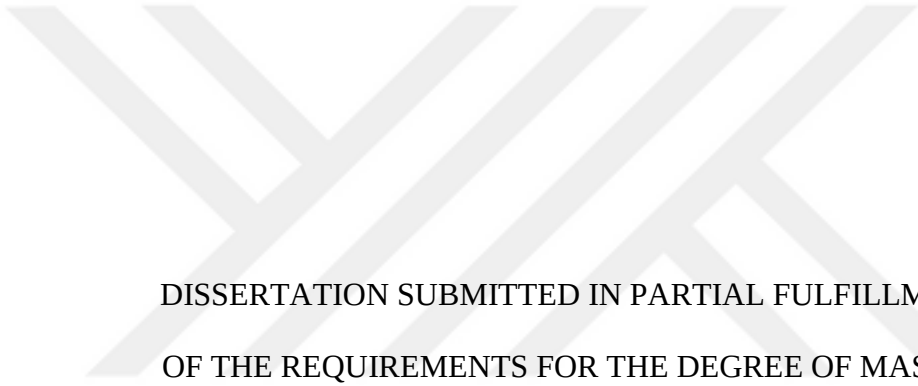
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CLOSE RELATIONSHIPS

BY
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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

This research purposed to examine the relationship between attribution styles and psychological tendencies of university students in their close relationships. The other aims of the study are to examine whether there is a meaningful difference between the attribution styles and psychological tendencies of university students according to their gender, age and romantic relationship duration.

The universe of the research is university students studying at Yeditepe University in the 2020-2021 academic year. Convenient sampling and criterion sampling methods were used to determine the sample of the study. The criteria used in the study group were that the participants were individuals in early adulthood (19-26 years old) and had at least one romantic relationship in their life. In this context, the study group of the research is the university students who continue their education at Yeditepe University in the 2020-2021 academic year, study in the fields of social and natural sciences, agree to participate in the research voluntarily, are in early adulthood (19-26 years old) and have had a romantic relationship at least once in their life. The study group consisted of 250 students in total, 76% of whom were female (n=190), and 24% were male (n=60). The Personal Information Form, The Relationship Attribution Measure (RAM) and the Multidimensional Relationship Questionnaire (MRQ) were used to obtain the research data. Demographic information form and scales were filled by the participants via Google Form on the internet.

The data obtained in the research were analyzed using the SPSS (Statistical Package for Social Sciences) for Windows 25.0 program. Descriptive statistical methods (number, percentage, mean, standard deviation) were used while evaluating the data.

Pearson Correlational Analysis was performed to understand the relationship between normally distributed data. Independent sample t-test was used to compare two groups, one-way analysis of variance was used to compare more than two groups, and Bonferroni test was used to determine which group the difference originated from.

The findings of the research are as follows:

There was no statistically meaningful relationship between the total scores of the Relationship Attribution Measure and the total scores of the Multidimensional Relationship Questionnaire. A statistically negative and significant relationship was found between the total scores of the Relationship Attribution Measure and the Relational Satisfaction, Relational Esteem, and Relational Assertiveness sub-dimension scores of the Multidimensional Relationship Questionnaire. A statistically significant positive relationship was found between the total scores of the Relationship Attribution Measure and the sub-dimensions of Fear of Relationship/Relational Anxiety, Relationship Monitoring and External Relational Control of the Multidimensional Relationship Questionnaire. There was no statistically significant relationship between the total scores of the Relationship Attribution Measure and the sub-dimension scores of the Multidimensional Relationship Questionnaire with Focus on Relationships Extremely and Internal Relational Control.

The Relationship Attribution Measure total scores and sub-dimension scores did not show a statistically significant difference in terms of the gender and age of the participants. It was observed that there was a significant difference in terms of the duration of the romantic relationship.

Among the Multidimensional Relationship Questionnaire sub-dimension scores, only focus on relationship extremely showed a significant difference according to the

gender of the participants. According to the results of the analysis, it was seen that male participants' focus on relationship extremely sub-dimension scores were higher than female participants. The Multidimensional Relationship Questionnaire total scores and sub-dimension scores did not show a statistically significant difference according to the age of the participants. It was observed that the total scores of the Multidimensional Relationship Questionnaire differed significantly according to the duration of the romantic relationship.

Keywords: Close Relationships, Young Adults, Attributions in Close Relationships, Psychological Tendencies in Close Relationships.

ÖZET

Bu araştırma, üniversite öğrencilerinin yakın ilişkilerindeki yüklenme stilleri ile psikolojik eğilimleri arasındaki ilişkiyi incelemeyi amaçlamıştır. Araştırmanın diğer amaçları ise üniversite öğrencilerinin yüklenme stilleri ile psikolojik eğilimlerinin öğrencilerinin cinsiyet, yaş ve romantik ilişki süresine göre anlamlı bir farklılık olup olmadığını incelemektir.

Araştırmanın evreni, 2020-2021 eğitim-öğretim yılında Yeditepe Üniversitesi'nde eğitim öğretim gören üniversite öğrencileridir. Araştırmanın çalışma grubunda kullanılan ölçütler, katılımcıların erken yetişkinlik dönemindeki bireyler (19-26 yaş) olması ve hayatında en az bir romantik ilişki yaşamış olması şeklinde belirlenmiştir. Bu kapsamda, araştırmanın çalışma grubu, 2020-2021 eğitim-öğretim yılında Yeditepe Üniversitesi'nde eğitimine devam eden, sosyal ve fen bilimleri alanlarında okuyan, araştırmaya gönüllü olarak katılmayı kabul eden, erken yetişkinlik döneminde (19-26 yaş) olan ve hayatında en az bir kere romantik ilişki yaşamış olan üniversite öğrencilerinden oluşmuştur. Çalışma grubunun %76'sı kadın (n=190), %24'ü erkek (n=60) olmak üzere toplamda 250 öğrenciden oluşmaktadır. Araştırma verilerinin elde edilmesinde, Kişisel Bilgi Formu, İlişkilerde Yüklenme Ölçeği (İYÖ) ve Çok Boyutlu İlişki Ölçeği (ÇBİÖ) kullanılmıştır. Kişisel bilgi formu ve ölçekler katılımcılara internet üzerinden Google Form yoluyla doldurtulmuştur.

Araştırmada elde edilen veriler, SPSS (Statistical Package for Social Sciences) for Windows 25.0 programı kullanılarak analiz edilmiştir. Verileri değerlendirilirken tanımlayıcı istatistiksel metotları (sayı, yüzde, ortalama, standart sapma,) kullanılmıştır. Normal dağılım gösteren verilerin birbirleri arasındaki ilişkiyi anlamak için Pearson Korelasyonel Analiz yapılmıştır. İki grup karşılaştırılması için bağımsız örneklem t

testi, ikiden fazla grup karşılaştırılmasında tek yönlü varyans analizi, farklılığın hangi gruptan kaynaklandığını tespit etmek için Bonferroni testi uygulanmıştır.

Araştırmada elde edilen bulgular şunlardır:

İlişkilerde Yükleme Ölçeği toplam puanları ile Çok Boyutlu İlişki Ölçeği toplam puanları arasında istatistiksel olarak anlamlı bir ilişki bulunmamaktadır. İlişkilerde Yükleme Ölçeği toplam puanları ile Çok Boyutlu İlişki Ölçeğinin İlişki Doyumu, İlişkide Kendine Güven ve İlişki Girişkenliği alt boyut puanları arasında istatistiksel olarak negatif yönde anlamlı bir ilişki bulunmaktadır. İlişkilerde Yükleme Ölçeği toplam puanları ile Çok Boyutlu İlişki Ölçeği İlişki Korkusu/Kaygısı, İlişki İzlenimi Ayarlama ve Dışsal İlişki Kontrolü alt boyut puanları arasında istatistiksel olarak pozitif yönde anlamlı bir ilişki bulunmaktadır. İlişkilerde Yükleme Ölçeği toplam puanları ile Çok Boyutlu İlişki Ölçeği İlişkiye Yüksek Düzeyde Odaklanma ve İçsel İlişki Kontrolü alt boyut puanları arasında istatistiksel olarak anlamlı bir ilişki bulunmamaktadır.

İlişkilerde Yükleme Ölçeği toplam puanları ve alt boyut puanları katılımcıların cinsiyetlerine ve yaşlarına göre istatistiksel olarak anlamlı bir farklılık göstermemiştir. Romantik ilişki sürelerine göre ise anlamlı bir farklılık gösterdiği görülmüştür.

Çok Boyutlu İlişki Ölçeği alt boyut puanlarından sadece İlişkiye Yüksek Düzeyde Odaklanma katılımcıların cinsiyetlerine göre anlamlı bir farklılık göstermiştir. Analiz sonucuna göre, erkek katılımcıların İlişkiye Yüksek Düzeyde Odaklanma alt boyut puanlarının kadın katılımcılara göre daha yüksek olduğu görülmüştür. Çok Boyutlu İlişki Ölçeği toplam puanları ve alt boyut puanları katılımcıların yaşlarına göre istatistiksel olarak anlamlı bir farklılık göstermemiştir. Çok Boyutlu İlişki Ölçeği

toplam puanlarının romantik ilişki süresine göre anlamlı bir farklılık gösterdiği görülmüştür.

Anahtar Kelimeler: Yakın İlişkiler, Genç Yetişkinler, Yakın İlişkilerde Yüklemeler, Yakın İlişkilerdeki Psikolojik Eğilimler



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TEŞEKKÜR BÖLÜMÜ

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1. INTRODUCTION

1.1. Problem Statement of the Study

Human beings, who need to communicate with each other and share their experiences, are defined as a social being. For this reason, it is very important for people to have social relations and the level of closeness of these relations (Eryilmaz & Ercan, 2010). Close relationships encompass relationships in which individuals have interpersonal relationships, such as family relationships, friendships, and romantic relationships. Some people think that close relationship defines love between couples, while others define said related relationship as trust in intimacy (Hendrick, 2016). The concept of closeness has multiple definitions. Some researchers define intimacy as sharing, connectedness or a feeling of closeness (Choi, 2012). Others state the concept of intimacy as investing in the relationship, dedication, etc. (Moss & Schwebel). The concept of intimacy discussed in this thesis is romantic intimacy.

One of the significant theorists emphasizing the importance of close relationships in psychology is Erikson (Eryilmaz & Ercan, 2010). When Erikson's developmental stages are examined, it is seen that the task of forming close relationships is important in the developmental stage called isolation versus intimacy in young adulthood. Intimacy is the individual's ability to establish a healthy and emotional relationship without losing her/his identity. In this case, the close relationships that a person will develop during this period are important basis for their future relationships (Erikson, 1968).

According to Arnett, adulthood is a distinctive developmental period that covers the ages between 18 and 25 years, which is neither adolescence nor young adulthood.

Adulthood differs from adolescence and young adulthood in three basic dimensions. These dimensions are: demographic differences, subjective differences, and identity discovery differences. According to Arnett, adulthood is not a universal and unchanging in life, it is a culturally constructed period. At the same time, the relevant period is distinguished according to social roles and normative expectations (Arnett, 2000). In the emerging adulthood, the process we call identity discovery is experienced intensely. In this process, close relationships and romantic intimacy are very active. All the friendship relations between mother, father, child and their surroundings are called close relations. The most important point that distinguishes these relations from each other is the difference between the proximity interactions (Arnett, 1997).

As Arnett (2000) and Erikson (1968) stated, close relationships in early adulthood significantly affect the future lives of individuals. In particular, the cognitive system of individuals shapes how the emotions, behaviors and thoughts that are revealed in the relationship are interpreted and perceived (Erikson, 1968). In this respect, how the interactions in close relationships are explained by individuals, in a way, which attribution styles and psychological tendencies they apply shape the satisfaction and happiness in the related relationship (Fincham & Bradbury, 1992).

The content of the attribution actually refers to the attribution itself. If we support this statement with an example; It is seen that the person who has problems with the family, a person who has been pressured in the family and has not experienced unconditional acceptance, is quite afraid to tell other people what he thinks or to express his/her own ideas (Bradbury & Fincham, 1990). Attributions are a meaningful concept in close relationships to understand how people interpret and react to each other's behavior (Hall & Fincham, 2006). The fact that the attribution is cognitive indicates that the attribution has an effect on the behavior of the person in close

relationships. That is, attributions are at the base of people's behavior patterns and have a role in determining the quality of the relationship (Bradbury & Fincham, 1990). In a relationship without happiness, one or both partners have an erroneous perception of the other person's behavior, including alogical, distorted or biased attributions (Demirtaş, Baytemir, & Güllü, 2018). Such perception situations are also associated with Cognitive Behavioral Approaches. As stated by Cognitive Behavioral Approaches, individuals' existing beliefs and relationship schemes significantly shape their attitudes, behaviors and emotional reactions in relationships. Especially since early childhood, The first close relationship that individuals form with their caregivers determines how they will interpret their partners' behaviors and emotions in the formation of their relationship schemes in their minds and in their relations with their partners in the future. In other words, experiences with caregivers in early childhood create expectations for individuals with whom close relationships are established in the future. When we consider these, it is observed that close relationships are generally established similar to those established with parents (Bowlby, 1973). In this context, it becomes a very important issue to determine which attribution styles that individuals have in the background of the satisfaction and happiness they have in their close relationships.

Attribution theory is a theory that deals with how people respond to the causes of events and situations. According to this theory, it is necessary to examine causal attributions about situations and objects in order to understand people and their relationships (Tutarel-Kışlak, 1999). Attributions between partners have two dimensions. These attributions are causal attributions and responsibility attributions (Hall & Fincham, 2006). Causal attributions are about what occurs an event or behavior. In other words, in causal attributions, when the individual encounters a potential problem, s/he tries to reveal the reason. Responsibility attributions are about

who is responsible for an event or behavior (Bradbury & Fincham , 1990). Attributions that the partners make on each other are associated with the quality of the relationship. Studies reveal that people with high relationship satisfaction use attributions that emphasize negative situations very little, while people with low relationship satisfaction use attributions that emphasize negative situations much more (Demirtaş, Baytemir, & Güllü, 2018).

Another important factor in the perception system that individuals have in close relationships, along with their attribution styles, is their psychological tendencies. Psychological tendencies are defined as a concept that includes both the self-schema and the relationship schema of the individual (Hendrick, 2016). According to Snell, Schicke, and Arbeiter, psychological tendencies revealed by individuals in close relationships are a phenomenon that depicts both the individual's self-perception and his perception of others (Snell, Schicke, & Arbeiter, 2002). The self, which is in the personality of the person, is in constant interaction with its environment and the self-perception is realized through this interaction. Self-perception consists of the individual's own ideas and beliefs. In addition, this perception of people has an active role on their behavior. People with high self-perception live in harmony with themselves and their environment (Bayat, 2003). Especially in self psychology, ego psychology and object relations theory, it is emphasized how the individual's self-directed cognitive schemes shape the concepts of "I" and "We" in the relationship (Hendrick, 2016).

Heinz Kohut is the founder of self psychology. Self psychology sees the self as the sum of the id, ego, and superego (Kohut, 1971). When it first emerged, he thought of self as a self-representation within ego and as a way of perceiving oneself. In his second theory, he describes the self as an upper organization, “the core of personality,

the center of perceptions and initiatives” (Kohut, 1998). Self-objects are people who are important in the child's life. In self psychology, the concepts of I and we are seen as objects perceived by the child as an individual part of the self (Ardalı & Erten, 1999). As mentioned, in line with the propositions of the theory, psychological tendencies are very important in the formation of the individual's self-schema and relationship schema from the perspective of Heinz Kohut.

Anna Freud, the representative of the ego psychology theory, stated that the ego has a different structure from the beginning. According to the theory, the function of the ego is to improve relationships with people and to regulate impulses and emotions in relationships. For this purpose, the theory emphasizes the importance of strengthening the ego. In ego psychology, the concept of self can be thought of as ego. Since this will improve impulse control, it will make it easier for the person to establish close relationships (Anlı, 2016). As mentioned, psychological tendencies in line with the suggestions of the theory are very important in Anna Freud's eyes in order to establish a healthy close relationship with our partners. As the ego gets stronger, the level of healthy relationship with our partners increases.

Object relations theory examines the child's relations with important objects in his life and the situations experienced with these relations. In object relations theory, which aims to understand human behavior and relations, our relations with early objects (parents) are an important factor in the close relations that we will establish in the future (Gündoğan, 2016). Approaches focusing on object relations are formed with the contribution of many theorists, not just a single theorist. These theories state that the resulting pathologies consist of dysfunctional and unhealthy interactions in the child's relations with the caregiver environment, and as a result of these unhealthy interactions, the child's divided, fragmented and false self-structures develop. These

unhealthy interactions also negatively affect I and we concepts of the person (Emil Ögünç & Eren, 2012). On the basis of this theory, psychological tendencies are very important in terms of relations with objects in the first years of life, from the point of view of object relations theorists.

Psychological tendencies, which give an idea about the schemas of individuals and others, consist of 12 sub-dimensions. These sub-dimensions are: relational esteem, relational preoccupation, relational consciousness, relational motivation, relational monitoring, relational anxiety, fear of relationship, relational assertiveness, internal relational control, external relational control, relational satisfaction and relational depression (Snell, Schicke, & Arbeiter, 2002). To briefly describe the sub-dimensions, they are summarized as follows: Relational esteem sub-dimension; It is the tendency of a person to positively evaluate his/her own abilities and capacity when person establishes a close relationship with another person. Relational preoccupation sub-dimension; The person's mind is constantly full about his/her close relationships in his/her life and he is obsessed with this situation. Internal relational control sub-dimension; It is a situation which the person believes that the close relationships s/he has realized in her/his life are mostly due to his/her personal control and his/her own actions. Relational consciousness sub-dimension; It is the person's ability to recognize the positive and negative aspects of close relationships. Relational motivation sub-dimension; It is a person's desire to be in a close relationship. Relational anxiety sub-dimension; It is a state of anxiety when a person develops an emotional connection with someone of the opposite sex. Relational assertiveness sub-dimension; It is the act of assertiveness in the close relationships that exist in one's life. Relational depression sub-dimension; It is the state of feeling disappointed and unhappy about one's close relationships. External relational control sub-dimension; Contrary to internal relational

control, It is a state where the person believes that the close relationships that exist in his/her life are mostly not under his/her control and that they happen by chance.

Relational monitoring sub-dimension; It is to attach importance to how one's close relationships are perceived and evaluated by other people. Fear of relationship sub-dimension; It is the fear of being in close contact with another person. Relational

satisfaction sub-dimension; It is the state of being satisfied or happy with one's close relationship (Büyükşahin, 2005).

When the literature on close relationships at national and international is scanned, articles in which attribution styles and psychological tendencies are examined separately are recognised. However, no study was found in which attribution styles and psychological tendencies were examined together. In national and international studies conducted in Turkey on attribution styles, studies with variables such as whether it differs in men and women, close relationships and attachment styles, marital satisfaction and problem-solving skills were found. In a study, it was stated that the attributions used differ between male and female, and in general, female use more attributions than male (Tutarel-Kışlak, 1994). In another study, it was found that the attributions used did not differ between men and women (Taysi, 2007). It has been found that the attributions made by the couples to explain each other's behaviors are determinative in their communication and marital satisfaction during the conflict (Curun, 2014). It is stated that partners who live in disharmony make attributions that increase negative events while partners who live in harmony make attributions that reduce negative events. It has been found that when the partners' relationships are compatible, they attribute less responsibility to their negative behaviors, and when their relationships are incompatible, they evaluate their partner's behavior more deliberately and blame their spouses (Tutarel-Kışlak, 1999). In another study, it was seen that

individuals who reduced conflicts in the relationship used attributions less, while individuals who increased conflict used attributions more (Hall & Fincham, 2006). However, interaction was not found between the partners' attributions and attachment styles. It is stated that there is only a negative relationship between the two dimensions of attributions and marital satisfaction (Tutarel Kışlak & Çavuşoğlu, 2006).

It has been observed that the gender variable is examined in detail in studies conducted in Turkey and abroad on psychological tendencies. Looking at other studies, studies with variables such as relationship satisfaction, cheating, and early maladaptive schemas were found. In a study conducted with young adults on psychological tendencies (focus on relationship extremely, fear of relationship/relational anxiety, relational satisfaction, relational esteem, relational monitoring, external relational control, relational assertiveness, internal relational control) in terms of gender, a significant difference was found only in the sub-dimension of focusing on the relationship at a high level. In this direction, it has been observed that men focus on their relationships at a higher level than women (Baltacıoğlu, 2016). In a thesis study with adults, it was seen that as relational satisfaction increases, cheating decreases. In addition, in the same thesis study, it was observed that as psychological tendencies increase, early maladaptive schemas also increase (Yurtseven C. , 2019). In another thesis study, it was revealed that the variables that best predicted the level of relationship satisfaction were self-confidence in the relationship and trust in the spouse. The variables that best predict the level of evaluation of the quality of the options are future time orientation, passionate love, and relational fear/anxiety. It has been stated that when individuals' close relationships are not going well, men think more negatively than women, fear losing their relationships, and focus more on their relationships (Büyükşahin, 2006). In line with the information obtained from the

theoretical point of view, the creation of a study that examines these two variables together will play an important role in obtaining information about the close relationships of early adulthood, especially for experts and psychologists working in the field of guidance and psychological counseling. Therefore, the problem statement of the research is summarized as "Is there a significant relationship between the attributional styles and psychological tendencies of university students in their close relationships ?”

1.2. Purpose of the Study

The main purpose of this study is to examine whether there is a relationship between the attribution styles and psychological tendencies of university students in their close relationships. The sub-objectives determined in line with this main purpose are as follows:

- a) Is there a significant relationship between the attributional styles and their psychological tendencies of university students in close relationships?
- b) Do university students' attributional styles in close relationships show a significant difference in terms of age / gender / the duration of the romantic relationship?
- c) Do university students' psychological tendencies in close relationships show a significant difference in terms of age / gender / the duration of the romantic relationship?

1.3. Importance of Research

This research is important in three aspects:

1. It is important in that there are few studies examining attribution styles and psychological tendencies as variables and that society is shaped on the basis of close relationships.
2. It is believed that a better understanding of the relationship between the attribution styles of university students in their close relationships and their psychological tendencies will contribute to the literature on close relationships and the practices in the field.
3. It is estimated that especially for experts and psychologists working in the field of guidance and psychological counseling, it will play an important role in making sense of the developmental task of early adulthood, the process of forming close relationships.

1.4. Assumptions

The findings of this research are based on some assumptions:

1. It will be assumed to represent the universe of the research group.
2. It will be assumed that the university students who participated in the study answered the Personal Information Form, the Multidimensional Relationship Scale and the Attribution Scale in Relationships sincerely and in a way that reflects their real situation.
3. It will be assumed that the Personal Information Form used in the study measures the demographic characteristics of the participants, the Multidimensional Relationship Scale measures psychological tendencies in close

relationships, and the Relationship Attribution Scale measures individuals' attribution styles in their romantic relationships.

4. It will be assumed that the data collection tools in the research include the validity and reliability conditions.

1.5. Limitations

This research has some limitations in terms of measurement tools and sample.

The limitations of the research are discussed below:

1. In terms of time, the research is limited to the relationship between the attribution styles and psychological tendencies of university students in their close relationships.
2. In terms of time and sample, the research is limited to the students studying at Yeditepe University in the 2020-2021 academic year and participating in the practice voluntarily.
3. In terms of measurement tools used in research data collection; , the research is limited to the qualities measured by Personal Information Form, and the Relational Attribution Measure and Multidimensional Relationship Scale

1.6. Definitions

Intimacy: The definition of intimacy in a romantic relationship is the positive emotional closeness, level of commitment, physical intimacy and cognitive intimacy that the individual experiences with his/her partner (Moss & Schwebel).

Attribution: It is the effort people spend to understand the underlying causes of their own behavior or the behavior of others and to evaluate how they perceive these behaviors (Baron & Byrne, 2000).

Attributional Styles in Close Relationships: They are the variables included in the RAM by Şennur-Tutarel Kışlak prepared by Fincham and Bradbury. These variables are;

a) Causal attributions: It deals with what the event, situation and behavior reveals.

b) Responsibility attributions: It is the examination of the dimensions related to the responsibility of the event, situation and behavior (Tutarel-Kışlak, 1999).

Psychological Tendencies in Close Relationships:

Snell et al. (2002) and adapted to Turkish by Büyükşahin (2005), all psychological tendencies related to close relationships included in the Multidimensional Relationship Scale are summarized as follows;

a) Relational esteem: It is the tendency of a person to positively evaluate his/her own situation and capacity when person has a close relationship with another person.

b) Focus on relationship extremely: The three dimensions listed below represent a high level of focus on the relationship.

- i. **Relational preoccupation:** The person is obsessed with the close relationships in his/her life and his/her mind is constantly busy.
- ii. **Relational consciousness:** It is the person's ability to perceive the positive and negative aspects of their close relationships.

iii. **Relational motivation:** It is a person's need to be in a close relationship.

c) **Internal relational control:** It is the belief that the person's close relationships are mostly caused by his/her personal control and his/her own behavior.

d) **Relational anxiety:** It is the person's anxiety about establishing an emotional intimacy with someone of the opposite sex or interacting with other person.

e) **Relational assertiveness:** It is the state of being assertive towards close relationships.

f) **External relational control:** It is the belief that the person's close relationships develop beyond his/her control or that they develop as a result of chance or coincidence.

g) **Relational monitoring:** It is the importance of giving importance to how one's close relationships are evaluated by others.

h) **Fear of relationship:** It is the fear of having a close relationship with other person.

i) **Relational satisfaction:** It is the state of being satisfied or happy with one's close relationship (Büyükşahin, Çokboyutlu İlişki Ölçeği: Geçerlilik ve güvenirlik çalışması, 2005).

2. LITERATURE REVIEW

In the related literature section, theoretical information on the concepts of close relationship, attribution styles and psychological tendencies is presented. After the theoretical framework, researches made in the country and abroad on the related concepts are included.

2.1. The Concept of Intimacy and Close Relationship(s)

As a social being, individuals tend to form close relationships with other individuals around them. The concept of intimacy, which is mentioned in many types, is a basic requirement for relationships. The mentioned concept of intimacy includes mother, father and child relationship, other familial relationships, close friendships, long-term romantic relationships and the like. The intimacy to be mentioned here is romantic intimacy. All of our relationships with romantic partners are very important for our lives (Hendrick, 2016). Literatürde romantik ilişkideki yakınlığa ilişkin net bir tanım yoktur. Çünkü yakın ilişkiler kişiye ve kültüre göre değişkenlik gösteren bir kavramdır. There are different researchers who make different definitions (Kızıldağ, Körük, Kara, Demirtaş Zorbaz, & Erslan Çapan, 2019). If we talk about these definitions;

The word intimacy is derived from the word 'intimus'. This Latin word means 'inner' and 'inmost' (Hatfield & Rapson, Love and intimacy, 1994). According to Prager (1998), intimacy is a type of interaction where partners share personal or private things with each other, experience and share positive feelings about themselves and their interactions, and both parties understand each other correctly. In a study conducted with 113 partners living together to define intimacy, Lippert and Prager (2001) realized

that the concept of intimacy has qualities such as expressing the feelings of the partners towards each other, feeling the mutual understanding of the partners, having a satisfactory interaction between the partners and revealing positive emotions in the relationship.

Reis ve Shaver (1988) define intimacy as an interpersonal operational process. This process first begins when the individual expresses himself personally and explains his/her feelings and thoughts to the other party. Next, other person reflects his or her response in a supportive and empathetic way. Finally, the first person who expresses himself/herself perceives the reaction given to him/her and feels approved and cared for. A sense of intimacy arises when these situations occur as a whole and the person is valued by their partner.

Intimacy requires emotional intimacy and more than that. Close relationships lead to close interactions and experiences as well as close behaviors. For this reason, it is a process that needs to be processed rather than a process to be reached. Accordingly, intimacy can be conceptualized and measured. It can also be thought of in an individual, social or cultural context (Hendrick, 2016).

Close relationships include warmth, self-disclosure, intimacy, commitment, and compassion. Men and women have different tendencies in close relationships. When women talk about their 'moments of intimacy', they focus on warm feelings, love and affection. Women rarely talk about sex. For men, the most basic feature of intimacy is sex and physical intimacy. Partners who feel close and who trust each other feel cared and validated while revealing their personal information and feelings to each other. This situation is also very important for the relationship (Hatfield & Rapson, Love and intimacy, 1994).

There are some theories that examine the concept of intimacy in depth and consider the factors specific to adulthood that affect the close relationships of individuals and the family factor. Erikson's theory of psychosocial development, Arnett's emerging adulthood theory and Ainsworth's attachment theory come first among these theories.

In Erikson's psychosocial development theory, he mentions that human development continues throughout life and basically has eight stages. Each period emerges as the age progresses and the time comes. The developmental stage corresponding to young adulthood is the period of intimacy versus isolation (17-30 years). In this period, it is very important for individuals to establish close relationships with their environment. The person who establishes close relationships in a healthy way during this period has the power to give and receive love towards them. Otherwise, the person who distance himself from his own self and his/her environment have difficulty in establishing relationships with others, and may become psychologically lonely or he may seek to establish relationships frequently. However, this search also fails which affects the person's future close relationships. It is a very important condition for a person to survive the period of isolation against intimacy and to manage their relationships in the future with firm steps (Erikson, 1968; 1980).

Arnett, on the other hand, defines the period between the ages of 18-25 as 'emerging adulthood'. This period is very different from adolescence. This is a period when parents start to interfere less and the individual starts to become independent. The process called identity discovery intensifies in this period. In this process of identity discovery, a person's ideas about himself/herself and his/her world are shaped by his/her experiences in close and romantic relationships, which is a very important factor (Arnett, 1997; 2000). Ainsworth emphasizes the importance of the relationship between

the first caregiver and the child in infancy in attachment theory (Ainsworth & Bell, 1970). Our experiences of relating and attachment first begin in infancy. It is largely based on our interactions with our caregiver. How the person who cares for the individual looks at him, how he sees him, what kind of attachment style he establishes with him, what kind of attachment style the individual creates with his/her environment in his/her future life has an extremely important effect. Attachment styles are based on whether to be secure, anxious, fearful or dismissive (Hendrick, 2016). The romantic attachment of individuals who develop secure attachment to their first caregiver in their adult life is related to each other. The individual who has high self-esteem can establish healthier relationships in close relationships (Ainsworth & Bell, 1970).

There are theoretical approaches that examine different perspectives on close relationships. In this section, the literature on theories of close relationships will be reviewed.

Shaver, Hazan, and Bradshaw's Attachment Theory

Shaver, Hazan, and Bradshaw were influenced by the attachment theories of Bowlby and Ainsworth. According to them, the romantic relationship in adulthood is a bond developed towards partners as in infancy to families or primary caregivers (Hazan & Shaver, 1987). Shaver, Hazan, and Bradshaw discussed Ainsworth's secure attachment, avoidant attachment and anxious attachment styles within the framework of close relationships. Individuals with secure attachment do not have difficulty in establishing intimacy in their romantic relationships, they have a positive perception and they do not have fear of rejection. Individuals with avoidant attachment have difficulty in establishing intimacy in their romantic relationships. Individuals with anxious attachment also tend to have more close relationships with their partners because they tend to think that their partners do not love them (Kızıldağ et al. 2019).

Lee's Theory of Love Styles

According to John Lee, romantic love is not a homogeneous emotion and there are multiple styles of love. He first identified three basic love styles. He refers to these love styles as eros (passionate love), ludus (game-playing love), and storge (friendship love). Eros (passionate love) is a style of passionate love with a sexual component associated with the physical attraction of partners. Ludus (game-playing love) is a style of love which love is like a game with multiple partners, for pleasure through sex. Storge (friendship love) is a style of love based on friendship and sharing, in which sex plays little role (Lee, 1973). The combination of these three basic love styles creates secondary love styles. Pragma love style (logical love) is storge and ludus, agape love style (altruistic love/ all-giving, selfless love) is eros and storge, mania love style (possessive, dependent love) is formed by the combination of eros and ludus love styles. Pragma (logical love) is a love style in which there are some criteria and calculations in choosing a partner. For example, does the person's partner have a good background, what is his/her salary status, what is his/her professional outlook? considers such situations. Pragma (logical love) is a love style in which there are some criteria and calculations in choosing a partner. For example, does the person's partner have a good background, what is his/her salary status, what is his/her professional outlook? considers such situations. Agape (altruistic love/all-giving, selfless love) is a style of love that involves unconditional love and self-sacrifice, in which one does not expect anything in return from one's partner. Mania (possessive, dependent love) is a love style that has factors such as jealousy, obsessive thinking, lack of trust, and fear of abandonment that occur between partners (Marzec & Lukasik, 2017).

Hatfield, Berscheid, and Walster's Theory of Romantic Love

According to Hatfield and Walster, there are two types of love: Passionate love and Companionate love. Passionate love is an emotional state associated with sexual issues, pain and happiness, anxiety and relaxation. When the individual reaches the lover in passionate love, s/he reaches excitement, happiness and sexual satisfaction. The most important difference between the concept of companionate love and passionate love is the concept of intimacy. While in companionate love people already have intimacy, in passionate love individuals long for intimacy. According to Hatfield, intimacy is people's efforts to be cordial with the other person. In addition, passionate love is fed with mystery and pleasure, while companionate love is a love fed with joy (Hatfield, 1982).

Stendhall's Theory of Passionate Love

Stendhall explained passionate love in seven processes: the liking process, the expectation process, the hope process, the romantic attraction process, the crystallization process, the separation process, and the second crystallization process. In the liking process, partners interact and begin to find each other attractive. During the expectation process, the partners fantasize about the processes they will go through with each other. During the hope process, partners evaluate whether there is hope by considering their love. During the hope process, partners evaluate whether there is hope by considering their love. After this process, love occurs and this process is called the romantic attraction process. During the crystallization process, the partners spend time with each other, discover new beauties and find the happiness in love. The individual begins to experience the fear of being rejected by her/his partner and enters the process of separation with uncertainty. In the second crystallization process, which is the last process, individuals start to think about whether their love will continue, and their love will either die or continue to live through efforts (as cited in Atak & Taştan, 2012).

Moss and Schwebel's Theory of Romantic Intimacy

According to Moss and Schwebel, love consists of five components. The first component is physical intimacy, which includes physical contact between partners. The second component is cognitive intimacy, which involves partners recognizing each other's values and goals. The third component is emotional intimacy, which involves partners' emotional self-discovery. The fourth component is commitment, which is the willingness of partners to continue with each other. The fifth component is reciprocity, which is related to the strength and quality of interaction in the relationships of the partners (Kara, 2019).

Levinger and Snoek's Model of Relationship Levels

In Levinger and Snoek's model of relationship levels, there are four levels of relationship: zero contact, awareness, superficial, and interrelation. In the zero contact level, individuals are not aware of each other. In the zero contact stage, there is no interpersonal relationship between individuals. In the awareness stage, there is no interpersonal relationship between individuals. Individuals only know each other's physical appearance. In the superficial relationship, the relationship between individuals has begun. In the type of interrelation relationship, interpersonal relationships occur according to the interaction between individuals (Kızıldağ, Körük, Kara, Demirtaş Zorbaz, & Ersan Çapan, 2019).

Hinde's Model of Interpersonal Relationships

According to Hinde's interpersonal relationship model, relationships are built on interactions. The interaction that individuals leave on each other is very important. Every relationship affects itself and is affected by other relationships. Relationships arise from the interactions of people. According to this model, there are some dimensions in which relationships are defined. These dimensions are; the quality,

content, similarity, continuity, development of the interactions, the completion of each other in the behaviors of the people and the perception of the people they are in contact with. One or more of these dimensions may take place in the relationship (Atak & Taştan, 2012).

Evolutionary Love Theory

The evolutionary perspective states that love is a harmony and exists to solve the problems that occur in life (Nazlı, et al., 2020). According to the evolutionary love theory, the main purpose of individuals to establish close relationships is to achieve successful reproduction in order to ensure the continuity of generations (Kızıldağ, Körük, Kara, Demirtaş Zorbaz, & Erslan Çapan, 2019). They need to perform tasks consisting of 7 stages in total in order to succeed this purpose. These tasks are resource display, exclusivity, commitment and marriage, sexual intimacy, reproduction, resource sharing and parental investment (Buss, 2006). Resource display is the attitude and behavior of an individual in order to attract a spouse whom he or she wants as a lover. One of the partners cooking for the other can be shown as an example of showing resource display. Exclusivity is the state of guaranteeing the commitment of spouses to each other. For example, it is when a man stops flirting with other women. Commitment and marriage are steps that individuals take towards marriage. Sexual intimacy is an act of love that includes emotional attachment as well as sexuality. Reproduction is a condition that must be done in order for the other four actions to be functional. An example of a reproduction duty is a woman getting pregnant. Resource sharing is the situation which a man shares his financial support and protection with his wife and children so that they can lead a peaceful life. The man's resource sharing is very important for the life of his wife and children. Parental investment is the attitude of children towards their nutrition, education and love. According to this theory, if the

children of the two partners do not reach the maturity to reproduce themselves, the first six tasks of love will not be completed successfully (Atak & Taştan, 2012).

Adams' Equity Theory

The concept of equality is very important in close relationships. The concept of equality, which is mentioned in Adams' theory of equality, is that partners in close relationships benefit each other, be fair, and meet each other's needs. When there is inequality in close relationships, the attachment of the partners to each other and the pleasure they get from the relationship decreases. Stress and tension increase between partners. In case of equality, the sense of justice in the relationship increases. This situation contributes positively to the commitment of the partners to each other and their satisfaction with the relationship (Kızıldağ, Körük, Kara, Demirtaş Zorbaz, & Ersan Çapan, 2019).

Rusbult's Investment Model

The basis of the investment model developed by Rusbult is based on two theories, namely Social Exchange Theory and Interdependence Theory. However, there are differences from these two models. According to these two theories, if the price individuals pay in their close relationships is less than the rewards they receive, the relationship will continue, but if the opposite is the case, the relationship will probably end. According to the investment model, relationships can end even if individuals receive rewards in their relationships, and relationships can continue when individuals do not receive rewards. Finally, it states that the reason for this is the commitment in relationships. It consists of three components: relationship satisfaction level, relationship investment size and quality of alternatives. Relationship satisfaction is the positive things that partners get from a close relationship such as having a good time, having fun, and sexuality. Relationship investment is the resources created between the

partners in the relationship process such as the individual's spending time for a relationship, shared experiences, mutual friends, and gifts they receive for each other. Relationship investment is a psychological force for relationship maintenance that increases commitment in relationship. Quality of alternatives is when partners evaluate relationship options other than the current relationship such as being with another partner, spending time with friends or family, and being alone. The quality of alternatives negatively affects the individual's commitment to the current relationship.

2.2. Attributional Styles

2.2.1. Attribution and Attribution Theories

Since human is a social being, he regulates his/her emotions, behaviors and thoughts with the formative power of social influence in the process of communication with others. Social psychology, which examines the social impact of other people on the individual and the process of its formation, is a branch of psychology that examines the interaction of people with each other and their relations with each other. An important factor that emerges in the close relationships of individuals in the field of social psychology is the attribution styles they use in their cognition world and the impressions they create. In particular, the person evaluates the events and situations in his/her life by making attributions according to his/her own thoughts, feelings and behaviors. When the individual meets new people, he makes various impressions about the person he meets. These impressions are formed according to the attitudes, behaviors and dressing style of the other person. In this direction, attribution can be called the characteristics attributed to the other individual according to his/her behavior and appearance (Duman, 2004).

In social psychology, the term attribution has two meanings. The first of these is 'causal attribution' and the second is 'dispositional attribution'. In 'causal attribution', the individual looks at the explanations of the behaviors and seeks the answer to the question why. In 'dispositional attribution', the individual tries to make inferences from the behavior of the other person regarding his/her personality traits (Malle, 2011). In another definition, attributions are divided into two groups as causal attributions and responsibility attributions. Causal attributions are about what or who causes an event or behavior. For example, how did the conflict between the partners arise? deals with the question. Responsibility attributions are about who and what is responsible for an event. For example, who is responsible for the discussion that occurs between the partners? deals with the question (Bradbury & Fincham, 1990). Which of the attributions to make depends on how unique the behavior of the person is, the consistency of the person's behavior and the interpretation of that behavior by others (Ertürk, 2010).

The human need to understand herself/himself and those around her/him and to predict the next behavior actually leads her/him to use the attribution process. According to Heider, people want to regulate their life course and control their destinies in order to make their life the best they can. Therefore, individuals unconsciously enter the attribution process (Duman, 2004).

The attribution process is a psychological event that affects one's impression of others. Underlying this process is the desire to search for the underlying causes of other people's behavior. The desire of people to understand the people around them leads the person to use the attribution processes (Ertürk, 2010). The attribution process consists of 3 steps. The first step is to observe the behavior. At this stage, the individual makes inferences by observing the verbal or nonverbal behavior of the person s/he meets for

the first time. At the same time, the individual forms the basis of his/her attributions by observing herself/himself. The second step is to determine the purpose. At this stage, after observing the behavior, the individual considers whether the behavior is purposeful and judges the purpose of the behavior. It should be considered that there may be a margin of error in estimating the purpose of the behavior. Because there may be more than one description of a behavior in some cases. The third step is to attribute based on personal characteristics. Attribution are made depending on the personality traits of that person. At this stage, the individual attribute about his/her own behavior with the other person. The attribution here is made according to either personal characteristics or environmental factors (Koçak , 1999).

Heider's Common Sense Theory

Fritz Heider was one of the first psychologists to introduce the concepts of attribution theory. Heider's studies are based on an ordinary person's effort to understand other people's behavior (Koçak A. , 1999). Heider states that the basis of attribution processes is the desire to understand the reasons for people's behavior. Two people who don't know each other want to understand the underlying reasons for each other's behavior. This desire plays an important role in people's understanding of the perceptual and attribution processes related to each other. When it is said that I would do this if I were faced with such behavior, the person would attribute a certain purpose to a person who has a mindset close to himself (as cited in Cüceloğlu, 2006).

Heider stated that both causality perceptions and responsibility perceptions are important factors for explaining a situation. He stated that in addition to the situations that caused the event, the situations responsible for the event also have a significant importance in the explanation of the event. For Heider, the underlying cause of the individual's behavior is effective in explaining and elaborating the behavior, whether the individual does that behavior intentionally or unintentionally (Heider, 1958).

According to Heider, a behavior is formed by two basic factors. These are personal components and environmental components. Personal components are divided into experimentation and skill. The skill section is also divided into two as purpose and effort (Koçak A. , 1999). A person's behavior is due to the case of the person or the characteristics of person. When it is thought that a person borrows money from another person and does not pay back the money, the reasons that come to mind are listed as follows: A traffic accident may have happened to the person (environmental components/conditions) or someone who is not loyal to his/her debt (personal characteristics/personal components). Behaviors that occur as a result of environmental

conditions are defined as situational attribution, and behaviors that occur as a result of personal characteristics are defined as dispositional attribution (as cited in Cüceloğlu, 2006).

Jones and Davis' Correspondent Inferences Theory

Heider's theory forms the basis of the attribution theory. After Heider, Jones and Davis, who worked on the attribution theory, developed the Correspondent Inferences Theory. The Correspondent Inferences Theory emphasizes the personality traits of individuals. It states that the decisions made by individuals are based on their personality traits and tendencies. According to the theory, we try to infer whether people's behavior matches their personality traits. However, it may be misleading to state that it is caused only by personality traits, and it is stated that environmental and external factors may also have an effect (Jones & Davis, 1965).

In the studies of Jones and Davis, they further developed the finding that the attribution process mentioned by Heider changes according to the personal needs of the individual (as cited in Koçak, 1999). According to them, emphasizing personal factors when explaining a person's behavior occurs only under three conditions: The first condition is that the behavior should not be performed by other people and the level of social desirability should be low. In a sense, the behavior of the person is not a desired and expected behavior by the society. The second condition is that the person freely performs the relevant behavior. In other words, the person must have decided and implemented this behavior as an autonomous individual. The third and final condition is that the person's behavior creates unexpected, idiosyncratic results. It creates a kind of marginal atmosphere (as cited in Cüceloğlu, 2006). In this way, they tried to understand whether there is a compatibility between the behaviors of individuals and their personality traits (as cited in Koçak, 1999).

Kelley's Covariation Model

Kelley developed the covariation model by adding to Heider's work. Heider set out from two main factors while explaining the attribution theory. These factors are personal/internal and environmental/external factors. However, he did not specify in which cases personal/internal factors occur, and in which cases environmental/external factors occur. In addition to what Heider said, Kelley stated in which situations people attribute personal/internal or environmental/external factors (Kelley & Thibaut, 1978).

Kelley's model deals with the concept of attribution in a three-dimensional way. Because of these dimensions, the relevant model can be thought of as a three-dimensional cube (as cited in Koçak, 1999). The reason for taking the theory in 3 dimensions is that three dimensions are used when deciding the 'reasons' underlying other people's behavior, that is, when seeking an answer to why the person does that behavior (Kelley H. , 1967). The mentioned 3 dimensions; consistency, consensus and distinctiveness. Consistency dimension is the information about whether an individual will give the same reaction to an event in the same situation and condition. For example, when a person is hungry, does he always act in anger? the question can be given as an example of consistency. The consensus dimension is the situation in which other people give the same reactions when faced with the same stimulus at different times. It seeks an answer to the question of whether other people will behave in a similar way when faced with a situation. Distinctiveness dimension is whether people react to events in the same way or not. In this dimension, does the individual act that way only towards that person or does he/she treat other people in the same way? search for an answer to the question. For example, is the person always smiling at the same person, or is he smiling at everyone? (Cüceloğlu, 2006; Jones, Kanouse, Kelley, Nisbett, Valins, & Weiner, 1972).

Kelley's theory is based on the covariation between potential causes, effects, and consequences of behavior. These common variables are used to explain the attributions one makes for one's own mood and the behavior of others (as cited in Koçak, 1999). According to Kelley, if a person's behavior is not a normal behavior and shows itself in different situations, it is decided that this behavior is a characteristic of the person. If the behavior is inconsistent and occurs in a situation-specific, situational conditions are considered to be the basis of the behavior. To give an example of this situation, if a student always wears beautiful and expensive clothes in and out of school, it is considered that this person likes to wear beautiful and expensive clothes. However, if the student dresses beautifully and stylishly only on Monday, it is considered to be a situation related to Monday (Act: Cüceloğlu, 2006).

Weiner's Attribution Theory of Motivation

Weiner's attribution model examines the ways in which people describe their achievement or failure in accomplishing aims or performing a duty. According to Weiner, there are two dimensions that define the reasons of achievement and failure. The first dimension is called the causality dimension. The causality dimension can be due to internal (personal) or external (situational) reasons. Internal causes are the abilities exhibited by the individual and the effort that individual exhibits during the duty. External causes are a chance the person may have as well as the difficulty of the duty. Apart from the causality dimension, the other dimension is called the stability dimension and this dimension describes the continuity of the causes. The related causes can be supposed as stable or instable. Stable causes are individuals' abilities and task difficulty. Instable causes are defined as the amount of effort a person spends and the luck that person encounters. This dimension determines the expectation that people will improve about the probability of achievement/failure some other time. In the case of

stable causes, persons can expect a similar result. In the case of instable, persons can expect a different result (Schmitt, 2015).

Attribution will affect the future behavior of a person. If a individual thinks of a failure as a lack of personal effort (internal, unstable cause), s/he may be motivated to do better other time. On the contrary, if s/he thinks of failure as a personal lack of talent (internal, stable cause), s/he loses motivation to perform the relevant behavior (Schmitt, 2015).

To summarize briefly what has been said about attribution theories so far, attribution theories try to understand the underlying causes of people's behavior. He divided the reasons for these behaviors into two as personal (internal) or environmental (external) characteristics. Five important theorists, Heider, Jones and Davis, Kelley and Weiner, who played a role in laying the foundations of the theory, are mentioned. Although the relevant theorists have discussed the different dimensions of the attribution process, when their common points are considered, it is revealed that the person tries to make sense of and predict the behavior of other people in his social relations for various reasons. In a sense, the attribution process; It is observed that individuals try to create impressions about other people by focusing on different factors such as internal or external factors, continuous or discontinuous factors. In this context, the importance of examining the attribution process in close relationships emerges.

2.2.2. Attribution in Close Relationships

People form an impression based on their verbal and nonverbal behavior and dressing style towards people they meet for the first time. Some characteristics are attributed to individuals based on these behaviors and appearances. This process is also called the attribution process. Attributions are a very important concept in romantic

relationships (Cüceloğlu, 2006). It is seen that when attributions in close relationships are started to be researched, it is generally focused on marital relationships, the related subject has expanded to include other relationships in the future researches, and the studies on attributions related to close relationships have increased (Fincham F. , 2001). Attributions made in romantic relationships are the situations in which the events that occur during the romantic relationship are interpreted by the partner (Taylor, Peplau, & Sears, 2007).

Attributions are seen as a cognitive element, and one of the most researched cognitive elements in close relationships are the attributions that partners make to each other in the face of lived events (Fincham, 2001; Tutarel Kışlak, 2006). While wrong thinking styles that cause some attributions are defined as irrational beliefs according to Ellis' model; According to Beck's model, it is defined as cognitive distortions. The person uses these ways of thinking to make sense of events and the causes of events (as cited in Türküm, Kızıldaş, & Sarıyer, 2004).

When attribution styles in romantic relationships are examined, two dimensions that are frequently investigated are observed (Tutarel Kışlak, 1995). The first of these dimensions is causal attributions and the second is responsibility attributions. Causal attributions examine the partner's explanations for an event. For instance, how did the conflict between the partners arise? deals with the question. Responsibility attributions examine the partner's responsibility for the event. For example, who is responsible for the discussion that occurs between the partners? deals with the question (Bradbury & Fincham , 1990). Causality attributions; consists of focus, stability and globality dimensions, and responsibility attributions; consists of intention, selfish motivation and blame dimensions (Tutarel-Kışlak, 1999).

Attributions made by one of the partners to the behavior of the individual on the other side are related to the quality of the relationship. It determines the nature of the relationship and is at the basis of the behavior patterns of the partners. In relationships that continue under difficult conditions, a negative behavior of one partner by making negative attributions accelerates the negative behavior of the other partner. This, in turn, negatively affects the quality of the relationship in which individuals are involved (Bradbury & Fincham, 1990). In studies on romantic relationships, there is evidence that maladaptive attributions negatively affect problem-solving skills in relationships. The partner who makes maladaptive attributions performs negative behaviors during the discussion in the relationship (Bradbury, Fincham, & Beach, 2000).

Partners who have problems in their relationships are prone to see the other partner as the cause of the problems and difficulties experienced. They emphasize internal factors to highlight the causes and negativities of problems. Partners who do not have problems in their relationships attribute their partners' negative behaviors to external causes. This relationship explains the behavioral differences between partners who experience distress and those who do not (Fincham F., 1985).

2.2.3. Research on Attributional Styles

Looking at the literature on attribution styles, it is noticed that research on attribution styles mostly focuses on the relationships of married individuals. Many studies have been conducted on attributions and marital adjustment. It is stated that the attributions made by the partners to the events that took place in their marriage are related to their marital satisfaction. When the partners who are happy in their relationships are compared with the partners who are unhappy, it is seen that the unhappy partners make attribution on each other. It has been observed that partners

who are unhappy and stressed in their relationships focus more on negative events and less on positive events (Bradbury & Fincham , 1990). Spouses who do not have problems in their relationships show a positive attribution bias by making more benign attributions to their behavior, while spouses who have problems show a negative attribution bias by making less benign attributions to their behavior. This finding shows that it can determine its effect on marital satisfaction. It is seen that couples who are not happy in their relationships focus more on their spouse's negative behavior (Fincham, Beach, & Baucom, 1987).

In a study conducted in 1995, the relationships between gender, marital adjustment, depression, and causal and responsibility attributions were examined. A total of 224 people, 112 married women and 112 men, participated in the research. Individuals between the ages of 19-75 participated. In the study, Beck Depression Inventory (BDI), the Marital Adjustment Test (MAT) and the Relationship Attribution Measure (RAM) were used. As a result of the research, it was found that people who are incompatible with their spouses attribute more to their spouse's negative behaviors than those who are compatible. It has also been revealed that depressives are more attributing to negative partner behaviors than non-depressives. As the adjustment score increased and the depression score decreased, it was observed that even if the spouse behaved negatively, a positive response was given and the tension was not maintained (Tutarel Kışlak, 1995).

In a study conducted in 2012, partner-perception ideal conflicts, attributions and expectations in romantic relationships of individuals in emerging adulthood were examined. A total of 386 people, 176 men and 210 women, participated in the research. Participants are undergraduate and graduate university students aged 18-25. Firstly, the scale of the romantic partner ideals was used in the research. One week later, scales

regarding the quality of the current romantic relationship, attributions and perceived expectations in the relationship were used. According to the results of the research, attributions were connected to internal and controllable factors such as love, passion and effective communication in good romantic relationships, and uncontrollable, external factors in bad relationships. The causality focus was found to be the strongest attribution dimension in adults. In the research, perception-partner ideal conflicts proved to be an important and positive factor on attributions. When the perception-partner ideal conflicts increase, the attributions increase (Stephanou, 2012).

In a study conducted in 2012, the predictive power of attribution styles, attachment styles and personality traits on marital adjustment was investigated. A total of 124 married individuals, 57 women and 67 men, participated in the study. The age of the participants is between 23-53 years. In the study, the Relationship Attribution Measure, Experiences in Close Relationships-Revised, Adjective Based Personality Scale and the Marital Adjustment Test were used. As a result of the research, it was found that responsibility attributions were low in women with high marital adjustment, and the same dimension was higher in men with low marital adjustment. In addition, it was found that women with low marital adjustment made less causal attribution, while men with high marital adjustment made more causal attribution (Özer & Güngör, 2012).

In a postgraduate study conducted in 2014, the effect of attachment styles on the attributions of negative events in the marital relationship was examined. A total of 177 people, including 141 married and 36 unmarried, participated in the research. In the research, the Relationship Scales Questionnaire (RSQ), the Relationship Attribution Measure (RAM), and the Relationship Attribution Measure-Own Version were used. In the study, the unmarried group and the married group and the married group were

compared within themselves. According to the results of the research, it was found that the attributions did not differ in terms of the attachment styles in the married group. However, age does not affect the attributions made in marriage. Younger married individuals tend to attribute more negative spousal behavior. On the other hand, attributions to negative spouse behavior differ significantly in terms of positive and negative self-models in the unmarried group. Accordingly, those with positive self-models attributed more negative to negative spouse behavior than those with negative self-models. When the married and unmarried groups were compared in terms of attributions, it was found that the participants in the unmarried group made more negative attributions to both their spouse's behavior and their own behavior compared to the married ones (Okşak, 2004).

In a study conducted in 2014, the relationship of communication conflicts, gender, and attributions with marital satisfaction was investigated. 102 married couples (102 men and 102 women) participated in the study. The age of the participants ranged from 22 to 64 years old. In the study, Conflict Communication Styles Scale (CCSS), Bem Sex Role Inventory (BSRI), the Relationship Attribution Measure (RAM), and the Marital Comparison Level Index (MCLI) were used. In the research findings, it was found similar in terms of the total score and its sub-dimensions from the Marital Comparison Level Index (MCLI) and the total score and all sub-dimensions from the Relationship Attribution Measure (RAM). According to the results of the research, the more negative behaviors one of the partners attribute to the negative behaviors of the other person, the less positive behaviors they will do. This situation reduces the relationship satisfaction between the partners. It has been shown that responsibility attributions are more important predictors of marital satisfaction and stress than causal attributions. Motivation, which is the sub-dimension of responsibility attributions, was

found to be a positive predictor of the conflict sub-dimension. As a result, the research found that the partners were generally similar in terms of the variables of the study, and the attributions made by the spouses to explain each other's behaviors, their communication during the conflict, and the feminine and masculine personality traits were determinative in the explanation of marital satisfaction (Curun, 2014).

In a study conducted in 2016, the investigation of marital conflict in university graduate working married individuals in terms of causality-responsibility attribution styles and perceived power was investigated. A total of 226 married couples, 113 men and 113 women, who graduated from a four-year university in Kayseri in 2015 and are working in a job, participated in the research. The Marital Conflict Questionnaire, Sense of Power Scale, and the Relationship Attribution Measure were used in the study. According to the results of the research, there is a positive and important relationship between the conflict prevalence score and conflict frequency score and causality and responsibility attributions, and it was concluded that the negativities experienced in relationships where marital conflict is frequently experienced are attributed to responsibilities. In addition, it was determined that the dimensions attribution of responsibility and causality increased the prevalence of conflict. According to the result, it can be said that both causality and responsibility attributions are related to marital conflict. When the findings about the extent to which it predicts marital conflict, it was concluded that causality and responsibility attribution dimensions significantly predicted the prevalence and frequency of marital conflict. According to the results of the study, it was found that the scale scores of marital conflict, perceived power, causality and attribution dimensions did not differ significantly in terms of gender (Öztürk, 2016).

In a study conducted in 2017, the relationship between marital satisfaction, constructivist thinking and attributions was examined. A total of 202 married individuals, 142 women and 60 men, participated in the research. Marital Life Scale, Constructive Thinking Inventory and the Relationship Attribution Measure were used in the study. According to the results of the research, there is a significant positive relationship between constructive thinking and attributions; there is a negative significant relationship between attributions and marital satisfaction. The probable reason why the partners use causal or responsibility attributions is explained as having a low level of thinking in the emotional coping sub-dimension of constructivist thinking and a high level of thinking in the superstitions sub-dimension (Demirtaş, Baytemir, & Güllü, 2018).

In a study conducted in 2019, the aim is to evaluate the users' attribution style in the process of obtaining information, based on Weiner's attribution theory of emotion. The study consists of 72 students studying in different humanistic fields at the International Imam-Reza University. Necessary information in the study was collected with an attribution questionnaire and two research questionnaires. In the research, it was understood that the success and failure of most of the participants in their attributions were due to internal reasons. In the study, it was seen that individuals who attribute their emotions to internal factors have a higher level of satisfaction. It has been observed that individuals who attribute their emotions to external factors experience lower levels of satisfaction and exert less effort in their attitudes (Behzadi & Sanatjoo, 2019).

In a study conducted with married individuals in 2019, the predictive effect of forgiveness and attribution in marriage on marital satisfaction was examined. A total of 190 people, 160 female and 30 male, participated in the research. Most of the

participants are university graduates or higher. In the research; Marital Offense-Specific Forgiveness Scale (MOFS), the Relationship Attribution Measure and Marital Satisfaction Scale were used. According to the results of the research, there is a negative significant relationship between marital satisfaction and attribution in relationships. As the attributions between partners increase, marital satisfaction decreases. In addition, attributions in relationships significantly predict marital satisfaction (Deniz, Uzun, & Yıldırım Kurtuluş, 2019).

In a thesis study conducted with university students in 2020, the relationships between romantic relationship satisfaction and mindfulness, basic psychological needs, relationship quality and attribution styles were examined. This review has been examined within the framework of the Satisfaction in Romantic Relationship model. A total of 241 people (105 men, 136 women) were included in the research for the scale adaptation study; A total of 1057 people (584 women, 473 men) participated in the study to test the Satisfaction Model in romantic relationships. Relationship Satisfaction Inventory, Mindful Attention Awareness Scale, the Basic Psychological Needs Satisfaction Scale, the Quality of Relationship Inventory and the Relationship Attribution Measure were used in the study. In the study, it was found that attribution styles negatively predicted romantic relationship satisfaction. As the attribution style between partners increases, romantic relationship satisfaction decreases. In the causality attribution style, romantic relationship satisfaction decreases when the partners think that this behavior is valid for other aspects of the relationship as well. In responsibility attribution style, the opinions of the partners about their negative behaviors are that the partners do these behaviors selfishly and intentionally, reducing romantic relationship satisfaction (Güleç, 2020).

2.3. Psychological Tendencies

Psychological tendencies are defined as a concept that includes both the self-schema, the relationship schema and the schemas of other individuals (Hendrick, 2016). According to Snell, Schicke, and Arbeiter, psychological tendencies revealed by individuals in close relationships is a phenomenon that depicts both the individual's self-perception and the person's perception of others (Snell, Schicke, & Arbeiter, 2002). Self-perception is a process that begins to form in a person's early life and continues to form throughout his life. The mentioned perception is formed as a result of the feedback received from the people present in one's life (Epstein, 1973). Self-perception, which has an important effect on interpersonal relations, consists of the individual's own ideas and beliefs (Bayat, 2003). An individual with a positive self-perception perceives himself positively, has strong interpersonal communication, and receives positive feedback from the individuals around him. All these protect the individual's mental and emotional well-being. An individual with a negative self-perception feels worthless and does not have good communication skills. This mentality that the person feels and the situation he is in can lead him to depression or other psychopathological disorders (Çolakoğlu, 2012).

Especially in schema therapy, self psychology, ego psychology and object relations theory, it is emphasized how the cognitive schemas of the individual are shaped. Schema therapy, self psychology, ego psychology and object relations theory and their effects on close relationships are discussed below.

Schema therapy is a therapy developed by Young et al that expands the treatments and concepts of cognitive-behavioral therapy. Schema therapy blends cognitive-behavioral, attachment, gestalt, object relations and constructivist models (Klosko, Young & Weishaar, 2003). Schema therapy states that the basic needs of the

individual, such as secure attachment, competence, sense of identity, and freedom, must be met in the first years of the individual's life in order to lead a healthy life in the future. If these basic needs are not met or are blocked by others, thought patterns called schemas are formed (as cited in Koçak, 2020).

Intense and repeated negative emotional experiences cause the responding neurons to be strongly stimulated and develop a specific action potential. This readiness to reaction is called a schema. Unless the schema is activated, it can remain unconscious. This is why most people are unaware of their schemas. They may react in surprise when unexpected life styles appear in their adult life (Roediger, 2009).

Early maladaptive schemas determine how a person perceives and guides the world. The events around him/her shape the schemas and the individual acts according to the schema s/he has created. The resulting schemas have a very important effect on the friendship relations, partner relations and family relations of the individual. On the basis of theory, if the individual can develop positive schemas for himself/herself and his/her environment, s/he will establish healthier friendship and partner relationships. However, if the basic emotional needs of the individual are not met by the primary caregivers, their self-perception and interpersonal relationships are dragged in a negative direction (Klosko, Young & Weishaar, 2003).

The founder of self psychology, Heinz Kohut, sees the self as the sum of the id, ego, and superego (Kohut, 1971). When it first emerged, he thought of the self as a self-representation within the ego and a way of perceiving oneself. In his second theory, he characterizes the self as an upper organization, the core of the personality, the center of perceptions and initiatives (Kohut, 1998).

According to Heinz Kohut, the self begins in one's infancy. The self in infancy is still immature and weak. In order for a person to develop his/her self-structure, a person

needs others. These others are what Kohut describes as the 'self object'. The self-object is the person perceived as an extension of the self (Kohut, 1987).

Self-objects are people who are important in the child's life. In self psychology, the concepts of self and we are seen as objects perceived by the child as an individual part of the self (Ardalı & Erten, 1999). Although the self-object is the caregiver in the first years of the individual's life, in the following years, apart from the caregiver, mother, father, grandfather, teacher, friends and romantic partners can take the place of the caregiver as self-objects. All relationships that a person is in have an extremely important effect on the formation of an individual's self-perception. People with high self-perception accept themselves as they are, feel valued, and have a positive and realistic approach to themselves and their abilities. At the same time, he has the confidence that he can cope with life's problems. All these have a positive effect on one's attitude in close relationships. Individuals with high self-perception establish healthier and more empathetic relationships in their close relationships (Akça, 2017).

Ego, with its general definition, is a mental process that regulates one's relations with the outside world. Ego is defined as the term used for aspects of mental functioning that regulate and mediate between one's experience of reality and one's experience (Marcus, 2016).

Sigmund Freud, the founder of psychoanalysis, defined the ego as a structure that develops by differentiating from the id structure (Freud, 1974). Ego has been discussed by many theorists from the early days of psychoanalysis to today's psychoanalysis (Marcus, 2016). Among the most well-known ego psychologists are Anna Freud and Erik Erikson. Anna Freud applied psychoanalysis in the treatment of children and expanded the concept of ego defense mechanisms (Sharf, 2017). Anna Freud stated that the ego has a different structure from the beginning. In the theory, the ego is considered

as a structure that is independent of unconscious conflicts and regulates the sense of identity. According to the theory, the function of the ego is to regulate relationships with people, integrate opposing feelings, behaviors and values, and regulate impulses and emotions in relationships. For this purpose, the theory emphasizes the importance of strengthening the ego. In ego psychology, the concept of self can be thought of as ego. Since this will improve impulse control, it will make it easier for the person to establish close relationships (Anlı, 2016).

Erik Erikson, another important name in ego psychology, extended the concept of life stages to adulthood and treated social and non-psychosexual motives in stages. Mentioned life stages; Infancy – trust vs. mistrust, early childhood – autonomy vs shame and doubt, preschool – initiative vs guilt, school age – industry vs. inferiority, adolescence – identity vs role confusion, young adulthood – intimacy vs isolation, middle age – generativity vs. stagnation and advanced age are indicated as ego-integrity vs despair. Erikson's eight stages focus on crises that must be overcome at certain stages of life. If these crises or developmental tasks are not overcome, difficulties may arise at other developmental stages. If these stages are not completed, they will be under the influence of the relevant stages throughout their lives and may cause problems in their close relationships (Sharf, 2017).

As mentioned, psychological tendencies in line with the suggestions of ego theories are very important in order to establish a healthy close relationship with our partners. As the ego gets stronger, the level of healthy relationships with our partners also increases.

Approaches focusing on object relations theory are formed with the contribution of many theorists (Emil Ögünç & Eren, 2012). The theory examines the relationships with the important objects in the life of the individual and the situations experienced

with these relationships. It is aimed at understanding human behavior and relationships (Gündoğan, 2016). It focuses not on the outside appearance of the relationship, but on how the individual sees or internalizes the relationship consciously or unconsciously during infancy. It focuses especially on how the relationships that they internalize early on affect children as they grow up and form their own personalities. In doing so, it does not focus solely on the interaction between mother and child. It also takes into account the relationships with other important people (teacher, friend, etc.) around it (Sharf, 2017).

The theory examines the role of binary object relations that occur early in personality development. The development of object relations in early childhood forms the basis of the psychological structure. The development of these object relations is seen as the basis for conflicts and transferences in later life. It is an important factor in the close relations we will establish in the future (Kernberg, 2004). The theory states that pathologies in the individual are due to unhealthy interactions in the child's relationship with the caregiver environment. It states that as a result of unhealthy interactions, the child's split, fragmented or false self-structures develop (Emil Ögünç & Eren, 2012).

On the basis of this theory, psychological tendencies are very important in terms of relations with objects in the first years of life. The relations established with the objects determine how the relations of the individual towards himself/herself and his/her environment will be shaped.

2.3.1. Psychological Tendencies in Close Relationships

Humans are not simply created as self-sufficient men or women. They were created to depend on each other in close relationships (Fincham & Bradbury, 1992).

People are intensely interested in close relationships, which include personal involvement, emotional attachment, and continuous interaction (Hendrick, 2016). Close relationships are extremely important in meeting the psychological and physiological needs of the individual at every stage of his/her development and in the formation of his/her personality. The quality of the close relationships that the person establishes in his/her life; It can affect the sense of trust, whether he feels valuable or not, and his psychological and physiological health in a positive or negative way (Hetherington, 2003). Romantic intimacy in close relationships is suggested as a basic need for humans. Psychological tendencies, which are an important element in the perception system of individuals in close relationships, deal with close relationships in terms of multidimensional and various variables (Hendrick, 2016).

While developing the Multidimensional Relationship Questionnaire, which is used to measure psychological tendencies in close relationships, Snell et al. determined the psychological variables related to close relationships. These variables consist of 12 psychological tendencies that give an idea about the schemas of individuals and others. These are: 'relational esteem', 'relational preoccupation', 'internal relational control', 'relational consciousness', 'relational anxiety', 'relational assertiveness', 'relational depression', 'external relational control', 'relational monitoring' , 'fear of relationship', 'relational satisfaction', 'relational motivation' (Snell, Schicke, & Arbeiter, 2002).

- a) Relational esteem:** It is the tendency of a person to positively evaluate his/her own situation and capacity when person has a close relationship with another person.
- b) Relational preoccupation:** The person is obsessed with the close relationships in his/her life and his/her mind is constantly busy.

- c) **Internal relational control:** It is the belief that the person's close relationships are mostly caused by his/her personal control and his/her own behavior.
- d) **Relational consciousness:** It is the person's ability to perceive the positive and negative aspects of their close relationships.
- e) **Relational motivation:** It is a person's desire to be in a close relationship.
- f) **Relational anxiety:** It is the person's anxiety about establishing an emotional intimacy with someone of the opposite sex or interacting with the other person.
- g) **Relational assertiveness:** It is the state of being assertive towards close relationships.
- h) **External relational control:** It is the belief that the person's close relationships develop beyond his/her control or that they develop as a result of chance or coincidence.
- i) **Relational monitoring:** It is the importance of giving importance to how one's close relationships are evaluated by others.
- j) **Fear of relationship:** It is the fear of having a close relationship with another person.
- k) **Relational satisfaction:** It is the state of being satisfied or happy with one's close relationship
- l) **Relational depression:** It is the state of feeling disappointed and unhappy about one's close relationships (Büyükşahin, 2005).

The Multidimensional Relationship Questionnaire, created by Snell et al. (2002), was adapted by Ayda Büyükşahin on the Turkish sample and reduced to eight psychological tendencies. While in the original study, "relational anxiety" and "fear of

relationship" were evaluated as separate subscales, in this study these two subscales were grouped under the same factor and named as "fear of relationship/relational anxiety" subscale. In the original study, two subscales called "relational depression" and "relational satisfaction" were combined in this study and gathered under a single factor. This factor was named as "relational satisfaction". On the other hand, in the original study, "relational preoccupation", "relational consciousness" and "relational motivation" subscales were also considered as separate subscales, while in this study they were grouped under the same factor. It was thought that these subscales could be named as "focus on relationship extremely" subscale. In addition to all these, as a result of the factor analysis conducted in this study, it was revealed that "relational monitoring", "relational esteem", "external relational control", "relational assertiveness" and "internal relational control" are separate sub-factors, consistent with the original study. As a result, the eight reduced psychological tendencies are as follows: Focus on relationship extremely, relational satisfaction, fear of relationship fear/relational anxiety, relational monitoring, relational esteem, external relational control, relational assertiveness and internal relational control (Büyükşahin, 2005).

2.3.2. Research on Psychological Tendencies

A limited number of studies on psychological tendencies were found in the literature. Studies have focused on examining the relationship between psychological tendencies in close relationships and childhood trauma, attachment styles, democratic, authoritarian and protective parental attitudes, parental rejection, and relationship beliefs.

In a postgraduate study conducted with young adults in 2014, the relationship between childhood abuse experiences, attachment processes, psychopathological

symptoms, relationship competencies and love attitudes in young adulthood was examined. Participants between the ages of 20 and 30, continuing their education at a foundation university in Istanbul, participated in the research. A total of 1234 people (812 women and 422 men) participated in the research. In the study, "the Childhood Trauma Questionnaire", "Love Attitudes Scale", "Parental Bonding Instrument", "the Multidimensional Relationship Questionnaire", "Brief Symptom Inventory" and "Relationship Scales Questionnaire" were used. When the findings related to relationship competencies were evaluated, it was determined that the history of abuse in childhood affected the relational variables in adulthood; It was determined that age, gender, marital status, income level and relationship characteristics made a significant difference in relational variables. In the study, it was found that the married participants had high relational satisfaction and relational esteem. Divorced participants were found to have higher fears of relationship. In addition, As the relationship duration of individuals increases, relational esteem and relational satisfaction increase; It was determined that as the duration of the relationship shortened, fear of relationship increased (Yücel, 2014)

In a postgraduate study conducted with adolescents in 2014, the relationship between perceived democratic, authoritarian and protective parental attitudes in adolescents and adolescents' psychological tendencies was examined. The research was carried out on a total of 387 students in four different types of high schools in the Şişli District of Istanbul in the 2013-2014 academic year. In the study, the Parenting Style Scale and the Multidimensional Relationship Questionnaire of the adolescent students were used. The results of the study show that adolescents' Parenting Style Scale sub-factors affect their the Multidimensional Relationship Questionnaire sub-factors. According to the perceived parental attitudes of the adolescents, a significant

relationship was found between their focus on relationship extremely, relational satisfaction, fear of relationship/relational anxiety, relational monitoring, relational esteem, external and internal relational control, and relational assertiveness. It reveals that there is a significant relationship between the demographic characteristics of adolescents and their parental attitudes and psychological tendencies in their close relationships. It was found that the participants showed a significant difference according to the gender variable, that in their close relationships, boys have focus on the relationship extremely higher rate than girls, again, boys' relational satisfaction and relational esteem were higher than girls, and their external relational control was lower than girls (Bülbül, 2014).

In the master's thesis study conducted with university students who had a romantic relationship in 2016, the relationship between the concepts of childhood trauma, psychological tendencies in close relationships and abuse behavior in romantic relationships was examined. 113 university students living in Istanbul participated in the research. In the research, Personal Information Form, the Childhood Trauma Questionnaire, Romantic Relationship Assessment Inventory and the Multidimensional Relationship Questionnaire were used. According to the results of the study, it was found that relational anxiety scores, which are the sub-dimensions of the Multidimensional Relationship Questionnaire, differ in terms of the age variable. Accordingly, it was found that the relational anxiety scores in the 21-year-old group were higher than the other age groups (19, 20, 22, 23, 24, 25, 26 and 27 years old). When the gender variable was examined, a significant difference was found between the sub-dimensions of the Multidimensional Relationship Questionnaire and the gender variable. It was observed that relational esteem sub-dimension scores differed significantly in terms of gender; It was observed that the scores of women were higher

than that of men. There is no significant relationship between the sub-dimensions of the Multidimensional Relationship Questionnaire and the variables of family income, marital status of parents, loss of parent. Considering the relationship between the total scores of the Childhood Trauma Questionnaire and the scores obtained from the Multidimensional Relationship Questionnaire, a significant relationship was found between the two scores. There was no significant relationship between the Romantic Relationship Assessment Inventory total scores and the the Multidimensional Relationship Questionnaire total scores (Faraji, 2016).

In the master's thesis study conducted with individuals between the ages of 18-40 in 2016, it was purposed to examine the relationship between individuals' relationship beliefs, attachment styles and psychological tendencies. A total of 448 (314 female, 134 male) individuals participated in the study. In the research, Demographic Information Form, Relationship Beliefs Questionnaire, the Experiences in Close Relationships Scale II and the Multidimensional Relationship Questionnaire were used. According to the results of the analysis, it was found that the psychological tendencies in close relationships differed significantly in terms of gender, relationship status and having/not having children. Among the MRQ sub-dimensions of the participants, only the factor of focus on relationship extremely showed a significant difference according to gender. Male participants were found to be more focus on relationship extremely than females. While there was no significant difference between psychological tendencies in close relationships, relationship status (unaccompanied singles, singles with a relationship/lover, and married) and external relational control sub-dimension, other MRQ sub-dimensions showed a significant difference according to relationship status. Psychological tendencies in close relationships differed significantly in terms of having/not having children, and the sub-dimensions of relational esteem and relational

satisfaction. This result indicated that individuals who have children experience higher level of relational satisfaction than individuals who do not have children. It was observed that there was no significant difference in the other sub-dimensions of the related scale. Another result of the study was that psychological tendencies in close relationships predicted avoidant attachment styles at a level of 47 percent. Relational satisfaction was determined as the sub-dimension that predicted the avoidant attachment variable the most with 34.2 percent compared to other variables (Baltacıoğlu, 2016).

In the master's thesis study conducted with 400 adults who voluntarily agreed to participate from the province of Istanbul in 2019, the relationships between maladaptive schemas, psychological tendencies in close relationships and cheating were examined. In the study, the Young Schema Scale, the Deception Tendency Scale and the Multidimensional Relationship Questionnaire were used. A negative significant correlation was found between the total scores of relational satisfaction, relational esteem, relational assertiveness, and internal relational control, which are the sub-dimensions of the the Multidimensional Relationship Questionnaire, and the total scores from the Deception Tendency Scale. As the scores of the mentioned sub-dimensions increase, the Deception Tendency Scale's scores decrease. On the other hand, a positive and significant relationship was found between the sub-dimensions of the Multidimensional Relationship Questionnaire, fear of relationship, relational monitoring and external relation control total scores, and the Deception Tendency Scale. As the scores of the mentioned sub-dimensions increase, the Deception Tendency Scale's scores increase (Yurtseven C. S., 2019).

In the master's thesis research, in which a university student studying in Istanbul participated in 2020, the relationship between parental rejection, psychological

tendencies in close relationships and cheating tendencies in university students was examined. A total of 300 people, 141 men and 159 women, participated in the research. Participants are university students between the ages of 18-25. The Sociodemographic Information Form, Parental Acceptance Rejection Scale, Infidelity Tendency Scale and the Multidimensional Relationship Satisfaction Questionnaire were used in the study. A significant correlation was found between parental rejection Variable and the scores obtained from the Multidimensional Relationship Satisfaction Questionnaire and the sub-dimensions of the related scale (except for the sub-dimension of relational monitoring) in all sub-dimensions. As mother's rejection increases, the value of the relevant sub-dimensions increases, except for the Relational monitoring dimension in the Multidimensional Relationship Questionnaire. A significant relationship was found between father's rejection and the sub-dimensions of internal relational control, relational assertiveness, fear of relationship/relational anxiety, and relational satisfaction of the Multidimensional Relationship Satisfaction Questionnaire. As father's rejection increases, the values of internal relational control, relational assertiveness, fear of relationship/relational anxiety, and relational satisfaction variables increase. No significant relationship was found between the Multidimensional Relationship Satisfaction Questionnaire and its sub-dimensions, and the gender variable and the level of cheating tendency (Tavas, 2020).

3. METHODOLOGY

3.1. Model of the Research

This research is an exploratory correlational research model, which aims to examine the relationship between attribution styles and psychological tendencies in close relationships of university students. Correlational research is research conducted to determine the relationships between two or more variables. The exploratory correlational research model, which is one of the correlational research models, is a type of study aimed at understanding the relationships between variables (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2019).

3.2. Study Group

The universe of the research is university students studying at Yeditepe University in the 2020-2021 academic year. Convenient sampling and criterion sampling methods were used to determine the sample of the study. Convenient sampling is a type of sampling that aims to prevent the loss of time and money (Balcı, 2016). Criterion sampling is the creation of the research from units that meet criteria such as event, object, person or situation. Desiring to practice on people with certain characteristics can be given as an example of criterion sampling (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2019). The criteria used in the sample of the study were that the participants were individuals in early adulthood (19-26 years old) and had at least one romantic relationship in their life. In this context, the sample of the research consists of university students who are studying at Yeditepe University in the 2020-2021 academic year, studying in the fields of social and science, agreeing to

participate in the research voluntarily, who are in early adulthood (19-26 years old) and had at least one romantic relationship in their life.

Table 1

Demographic Information of Participants

Variables	Category	n	%
Gender	Female	190	76,0
	Male	60	24,0
Mean of Duration Romantic Relationship	0-1 year	90	36,0
	2-4 years	74	29,6
	More than 4 years	86	34,4
Age	19-21	42	16,8
	22-24	63	25,2
	25-26	145	58,0

When Table 1 is examined, it is seen that 250 participants participated in the research. When the gender distribution of the participants in the research is examined, it is seen that 76% of the participants are female (n=190) and 24% are male (n=60).

As seen in Table 1, when the mean of duration romantic relationship distributions of the participants participating in the research is examined, it is seen that 36% (n=90) 0-1 year, 29.6% (n=74) 2-4 years and 34.4% (n=86) of them had a romantic relationship duration of 4 years or more.

As seen in Table 1, when the age distribution of the participants in the research is examined, 16.8% (n=42) of the participants are 19-21, 25.2% (n=63) are 22-24 and

58% (n=145) appears to be between the ages of 25-26. The age range of the participants ranged between 19 to 26 years old.

3.3. Data Collection Tools

Three tools were used to collect data in the study. These tools are Personal Information Form created by the researcher, The Relationship Attribution Measure and The Multidimensional Relationship Questionnaire respectively and presented below in the same order.

3.3.1. Personal Information Form

Personal Information Form (Appendix -3) was developed by the researcher in order to define the demographic structure of the sample, and it includes variables such as age, gender mean of duration romantic relationship in order to define the characteristic features of the sample.

3.3.2. The Relationship Attribution Measure (RAM)

The Relationship Attribution Measure (ASS) is a scale developed by Fincham and Bradbury to measure different attribution dimensions in individuals' romantic relationships (Appendix-4). Attributions in the measure are evaluated over 4 negative hypothetical behaviors. The 4 negative hypothetical behaviors mentioned are: 'Your partner criticizes something you say, your partner spends less time with you lately, your partner doesn't pay much attention to what you say, and your partner acts cold and uncompanionable towards you.' Each of the mentioned 4 negative hypothetical behaviors includes 6 different expressions. Three of the statements contain the

dimension of causality (focus, stability, globality), while the other three contain the dimension of responsibility (intention, selfish motivation, blame). The scores given by the participants to the different types of attribution are added separately to reach the scores of the attribution sub-dimensions. Thanks to the scores obtained, the causality attribution total scores and the responsibility attribution total scores are obtained. In this way, the sub-dimension scores of the attribution are calculated. There are 24 statements in total in the scale. At the same time, the total score for attribution is calculated with this scale. A six-point Likert-type rating was used in the statements in the scale. Each statement is scored between 1 and 6 (1=totally false/weak, 6=totally true/strong) (Fincham & Bradbury, 1992; Tutarel-Kışlak, 1999).

Three studies were conducted for the validity and reliability studies of the original RAM. Reliability was established by looking at test-retest reliability. Regarding the validity of the measure, three studies have shown that there is a relationship between attributions and relationship satisfaction (Fincham & Bradbury, 1992).

In the first of the studies, ten negative and four positive hypothetical behaviors were studied. The relationship between causality, blame and responsibility attributions and anger was examined. At the same time, the relationship between marital satisfaction and attribution was also examined. The internal consistency coefficients of women and men were calculated and the relationship between attribution dimensions and marital satisfaction was determined between -.45 and -.74. In line with the results obtained, it has been understood that there is no definite information about the separation of responsibility and blame attributions. It has been determined that the distinction between causality and blame attributions and causality and responsibility attributions is clear (Fincham & Bradbury, 1992).

In the second of the studies, the aim is to shorten the RAM. The number of ten negative stimuli was reduced to four. There are six expressions in each stimulus. Due to the internal consistency coefficients of some attribution dimensions were below .70, the internal consistency coefficients of the total attribution dimensions were calculated. High reliability values were found for both males and females. The correlation value between the attribution dimensions is meaningful. Only causality attributions are significant in women. In man, there is a significant relationship between actual and hypothetical attribution measures (Fincham & Bradbury, 1992).

In the third study, the aim is to compare hypothetical and real actual behaviors. The internal consistency coefficients of all attribution dimensions for women and men were over .70. The results obtained as a result of these studies provide evidence for the validity and reliability of the scale (Fincham & Bradbury, 1992).

The adaptation of the measure to Turkish and its validity and reliability studies were carried out by Şennur Tutarel- Kışlak. Based on the gender of the reliability study of RAM, separate internal consistency coefficients were calculated for each attribution dimension and for the total attribution dimensions. These calculated values were found to vary between .71 and .91. To calculate test-retest reliability, the measure was reapplied at 15-day intervals and Pearson Product-Moment Correlation coefficients were determined. The values obtained were found to be between .56 and .82 (Tutarel-Kışlak, 1999).

In the validity study of RAM, first of all, the Interpersonal Relationship Scale (IAS) was used, and some attribution dimensions and correlation coefficients were found to be meaningful, and it was concluded that the values obtained were not high (the largest value was .23). Therefore, the correlation values obtained between the Marriage Adjustment Scale and RAM total scores were re-examined for each

attribution dimension. A significant negative correlation was found between each attribution dimension and marital adjustment scores. Using a different sample, the correlation value between the total score obtained from a different criterion called Family Structure Assessment Tool and the RAM total score was found to be -.66 (Tutarel-Kışlak, 1999).

In this thesis, RAM, which was adapted to Turkish and measures the attribution dimensions of individuals, was used. In this study, the internal consistency coefficient of the relevant scale was found to be 0.936 ($p < .01$).

3.3.3. The Multidimensional Relationship Questionnaire (MRQ)

The Multidimensional Relationship Questionnaire (MRQ) is a scale developed by Snell, Schicke, and Arbeiter (2002), used to measure various psychological tendencies related to close relationships. MRQ (Appendix-5) consists of 60 items and is a five-point Likert-type scale. While 1 point on the scale represents the expression 'not suitable at all for me', 5 points represent the expression 'very suitable for me'. The original form has a structure with 12 factors, and an increase in scores means that the relevant factor increases. These factors are: “relational esteem”, “relational preoccupation”, “internal relational control”, “relational consciousness”, “relational anxiety”, “relational assertiveness”, “relational depression”, “external relational control”, “relational monitoring”, “fear of relationship”, “relational satisfaction”, “relational motivation”. The participants answer the items by thinking about the people they were with now or the last time they were together (Snell, Schicke, & Arbeiter, 2002).

386 university students participated in the validity and reliability study of the original scale. In the related study, the relations between the subscales of MRQ and the

total score of the Relationship Satisfaction Inventory developed by Hendrick were examined for the criterion validity of the scale. These values were found to vary between $-.66$ and $.71$ (Hendrick, 1988). In addition, the relationship of the MRQ subscales with Clark's et al.'s social exchange-based scales was examined and it was found that these values ranged from $-.17$ to $.30$ (Clark, Ouellette, Powell, & Milberg, 1987). These values were found to be significant in the expected direction. In order to determine the reliability level of the original scale, internal consistency coefficient and test-retest reliability coefficients were calculated, and the internal consistency coefficient (cronbach alpha) of the scale was calculated separately for each sub-dimension. The internal consistency coefficients (cronbach alpha) of each sub-dimension are as follows, regardless of gender; Relationship esteem $.89$, relationship preoccupation $.92$, internal relationship control $.73$, relationship consciousness $.71$, relationship motivation $.88$, relationship anxiety $.86$, relationship assertiveness $.82$, relationship Depression $.92$, external relationship control $.83$, relationship monitoring $.90$, fear of relationships $.82$, relationship satisfaction $.92$. It was observed that the internal consistency coefficients ranged from $.70$ to $.92$. The test-retest reliability coefficient was also found to be $.72$. Studies by Snell et al. (2002) showed that the MRQ has significant validity coefficient and reliability coefficient (Snell, Schicke, & Arbeiter, 2002).

The adaptation study of the related scale on the Turkish sample was carried out by Ayda Büyükşahin in 2005. In this adaptation study conducted on the Turkish sample, it was applied to a total of 480 university students, 308 women and 172 men. In this study, factor analysis was performed using principal components method and varimax axis rotation method to test the construct validity of the scale. As a result of factor analysis, 13 factors with eigenvalues above 1 were found. However, based on its

interpretability, the second analysis was performed using the varimax axis rotation method. As a result of the analyzes made, it was determined that the scale had an eight-factor structure. The 8 factors and the number of items of these factors are as follows: Focus on relationship extremely (12 items), relational satisfaction (9 items), fear of relationship/relational anxiety (10 items), relational monitoring (5 items), relational esteem (5 items), external relational control (4 items), relational assertiveness (4 items), internal relational control (4 items). With the factor analysis performed in this study, it was determined that 7 items did not fall under any factor, and the scale was reduced to 53 items in total (Büyüksahin, Çokboyutlu İlişki Ölçeği: Geçerlilik ve güvenirlik çalışması, 2005).

A 5-point Likert-type rating was used in the scale, and it was seen that the scores obtained from the scale ranged from 53 to 265. The Cronbach alpha coefficient calculated for the internal consistency of the scale is .81. The internal consistency coefficients (cronbach's alpha) of each sub-dimension are as follows, regardless of gender;

Focus on relationship extremely was .88, relational satisfaction .89, fear of relationship/relational anxiety .85, relational monitoring .91, relational esteem .81, external relational control .82, relational assertiveness .81, internal relational control .73. The test-retest reliability is .80 (Büyüksahin, Çokboyutlu İlişki Ölçeği: Geçerlilik ve güvenirlik çalışması, 2005).

In the current study, the Multidimensional Relationship Questionnaire, which was adapted to Turkish and reduced to eight factors, measuring psychological tendencies in close relationships was used. In this study, the internal consistency coefficient of the relevant scale was found to be 0.828 ($p < .01$).

3.4. Data Collection Process

Şennur Tutarel-Kışlak (Appendix-1), who adapted the Relationship Attribution Measure in Relationships to be used in the research, and Ayda Büyükşahin (Appendix-2), who adapted the Multidimensional Relationship Questionnaire, were contacted via e-mail, and necessary permissions were obtained to use the relevant scales in the current study.

For the application of the Personal Information Form, the Relationship Attribution Measure and the Multidimensional Relationship Questionnaire, the necessary approval was obtained from the Ethics Committee of the relevant university through Yeditepe University Institute of Educational Sciences.

Due to the pandemic conditions, the data collection process was carried out on the online platform (Google Forms). Accordingly, Informed Consent Form, the Personal Information Form, the Relationship Attribution Measure and the Multidimensional Relationship Questionnaire were uploaded to the Google Forms online platform and a link was created to be shared with the participants. In order to reach the participants between April 2021 and June 2021, the link of the aforementioned form was shared in the relevant courses after the necessary permissions and ethical approval were obtained from the instructors in the relevant term. These scales were administered for approximately 25-30 minutes on the basis of students' voluntariness.

3.5. Data Analysis

Before analyzing whether there is a relationship between the main variables determined in the research, the data were prepared for analysis. For this purpose, after missing values and extreme values were removed from the relevant data set, normality

assumption tests were applied to understand whether they were normally distributed. Related tests are on calculating the Kurtosis and Skewness coefficients with the One Kolmogorov Smirnov test. In the case of normal distribution of the data, the following analyzes were applied in line with the sub-goals. If the data were not normally distributed, non-parametric versions of the relevant analyzes were applied.

The determination and application of appropriate statistical methods to test the main purpose and sub-goals of the research were as follows:

- a) Descriptive statistics (mean, standard deviation, etc.) were used to understand the level of attribution styles and psychological tendencies of university students in close relationships.
- b) Pearson Correlation Analysis was applied in order to understand whether there is a significant relationship between university students' attribution styles in close relationships and their psychological tendencies.
- c) Independent sample t-test were used to understand whether university students' attribution styles and psychological tendencies in close relationships differ significantly in terms of gender.
- d) One-way Anova was used to understand whether university students' attribution styles and psychological tendencies in close relationships show a significant difference in terms of age.
- e) One-way Anova was used to understand whether university students' attribution styles and psychological tendencies in close relationships show a significant difference in terms of mean of duration romantic relationship.

4. FINDINGS

4.1. Preliminary Analyses

In this section, the findings of the research questions created in line with the relationship between the attribution styles in close relationships of university students and their psychological tendencies, and the findings reached in line with the subgoals of the research are given.

Before proceeding to the main analysis, all data were examined for missing values and outliers. Missing values and outliers were handled with box plot during normality tests. First of all, the data of 250 people was transferred to SPSS. Afterwards, the related data set was examined in terms of missing values. Since the scales were filled in via Google Form and the participants answered the forms completely, no missing value was observed in the relevant data set. After checking whether there is a missing value in the data, the data set is handled in terms of multi-directional extreme values. The results of the Mahalanobis distance calculation showed that there were no outliers in the data.

Whether the data is normally distributed or not was evaluated with distribution measures such as histogram, Q-Q plot, box-plot graphics, skewness and kurtosis coefficient of variation, as well as normality tests (Hayran & Hayran, 2011:35-48). In order to ensure normality, the values should be observed close to the 45-degree line in the scatter diagram of the data and it should be positioned by centering the median line of the box in the box line graph (Büyüköztürk, 2011:40). The normal distribution of the data was also checked with kurtosis and skewness values.

The results of the descriptive statistics data of the scores obtained from the scales measuring the variables in the study are presented in Table 2.

Table 2

Descriptive Statistics Data of The Relationship Attribution Measure and the Multidimensional Relationship Questionnaire

Scale and sub-dimensions	N	Min.	Max.	Mean	SD	Skewness	Kurtosis
The Relationship Attribution Measure (RAM)	250	25,00	141,00	72,29	25,09	0,130	-0,481
PC: Causality Dimension	250	3,00	18,00	9,28	3,39	0,299	-0,396
PC: Responsibility Dimension	250	3,00	18,00	7,92	3,64	0,608	-0,237
PSL: Causality Dimension	250	3,00	18,00	9,77	3,68	-0,114	-0,414
PSL: Responsibility Dimension	250	3,00	18,00	8,32	4,14	0,568	-0,499
PDA: Causality Dimension	250	3,00	18,00	9,72	3,95	0,030	-0,640
PDA: Responsibility Dimension	250	3,00	18,00	8,79	4,35	0,344	-0,780
PAC: Causality Dimension	250	3,00	18,00	9,32	3,88	-0,059	-0,591
PAC: Responsibility Dimension	250	3,00	18,00	9,18	4,45	0,109	-1,031
The Multidimensional Relationship Questionnaire(MRQ)	250	112,00	245,00	173,35	20,34	0,235	0,315
Focus on Relationship Extremely	250	12,00	60,00	40,06	9,66	-0,218	-0,121
Relational Satisfaction	250	10,00	45,00	32,54	8,13	-0,403	-0,474
Fear of Relationship/Relational Anxiety	250	10,00	50,00	25,58	8,19	0,462	-0,316
Relational Monitoring	250	5,00	25,00	13,07	5,17	0,249	-0,719
Relational Esteem	250	8,00	25,00	20,32	3,74	-0,623	-0,070
External Relational Control	250	4,00	20,00	12,86	4,02	-0,135	-0,509
Relational Assertiveness	250	5,00	20,00	15,17	3,64	-0,387	-0,562
Internal Relational Control	250	4,00	20,00	13,75	2,97	-0,177	0,149

Note: **PC:** Your partner criticizes something you say, **PSL:** Your partner spends less time with you lately, **PDA:** Your partner doesn't pay much attention to what you say, **PAC:** Your partner acts cold and uncompanionable towards you

As it can be seen in Table 2, the skewness and kurtosis coefficient of the scores obtained from the Relationship Attribution Measure and The Multidimensional Relationship Questionnaire vary between 0.608 and -0.780, and since the relevant coefficient values are between +1.5 and -1.5, the relevant data set showed a normal distribution.

Apart from this, when the results of the descriptive statistical data of the scores obtained from the relevant scales are examined, the results are as follows; The arithmetic mean of the scores obtained from the causality sub-dimension of the PC (Your partner is criticizing something) section of the Relationship Attribution Measure was 9.28 ($SD = 3.39$), the arithmetic mean of the scores from the responsibility sub-dimension was 7.92 ($SD = 3.64$), the arithmetic mean of the scores obtained from the causality sub-dimension of the PSL (Your partner spends less time with you lately) section is 9.77 ($SD = 3.68$), the arithmetic mean of the scores from the responsibility sub-dimension is 8.32 ($SD = 4.14$), the arithmetic mean of the causality sub-dimension of the PDA (Your partner doesn't pay much attention to what you say) section is 9.72 ($SD = 3.95$), the arithmetic mean of the scores from the responsibility sub-dimension is 8.79 ($SD = 4.35$) and in the PAC (Your partner acts cold and uncompanionable towards you) section, the arithmetic mean of the scores obtained from the causality sub-dimension is 9.32 ($SD = 3.88$) and the arithmetic mean of the scores from the responsibility sub-dimension is 9.18 ($SD = 4.45$).

As can be seen in Table 2, the arithmetic mean of the scores obtained focus on relationship extremely sub-dimension of the Multidimensional Relationship Questionnaire is 40.06 ($SD = 9.66$), the arithmetic mean of the scores from the relational satisfaction sub-dimension is 32.54 ($SD = 8.13$), the arithmetic mean of the scores from the fear of relationship/relational anxiety sub-dimension is 25.58 ($SD = 8.19$), the

arithmetic mean of the scores from the relational monitoring sub-dimension is 13.07 ($SD = 5.17$), the arithmetic mean of the scores from the relational esteem sub-dimension 20.32 ($SD = 3.74$), the arithmetic mean of the scores from the external relational control sub-dimension is 12.86 ($SD = 4.02$), the arithmetic mean of the scores from the relational assertiveness sub-dimension is 15.17 ($SD = 3.64$) and the arithmetic mean of the scores obtained from the internal relational control sub-dimension is 13.75 ($SD = 2.97$). The results of the correlation analysis performed to examine the relationships between scales are given in Table 3.



4.2. Main Analyses

4.2.1 The Relationships Between The Relationship Attribution Measure, The Multidimensional Relationship Questionnaire and the Sub-Dimensional Scores

Table 1.

Relationships Between Scales Used

Scale and sub-dimensions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1- RAM	1																	
2-PC-CD:	,639**	1																
3-PC-RD:	,728**	,591**	1															
4-PSL-CD:	,810**	,491**	,467**	1														
5-PSL-RD:	,835**	,418**	,604**	,671**	1													
6-PDA-CD:	,799**	,390**	,418**	,652**	,558**	1												
7-PDA-RD:	,834**	,407**	,565**	,580**	,671**	,723**	1											
8- PAC-CD:	,871**	,489**	,506**	,751**	,658**	,722**	,633**	1										
9-PAC-RD:	,827**	,393**	,527**	,563**	,688**	,585**	,659**	,764**	1									
10-MRQ:	0,052	0,086	-0,014	0,029	-0,019	0,021	0,022	0,111	0,096	1								
11-FORE:	0,110	0,123	0,024	0,067	0,109	0,051	0,067	0,120	,136*	,811**	1							
12-RS:	-,530**	-,313**	-,409**	-,457**	-,535**	-,331**	-,399**	-,464**	-,455**	,256**	0,054	1						
13-FOR/RA:	,477**	,342**	,393**	,385**	,442**	,256**	,358**	,436**	,421**	,180**	,131*	-,704**	1					
14-RM:	,289**	,193**	,180**	,321**	,208**	,179**	,210**	,327**	,227**	,444**	,343**	-,326**	,508**	1				
15-Relational Esteem	-,222**	-0,090	-,224**	-,219**	-,266**	-0,121	-,180**	-,162*	-,148*	,535**	,325**	,587**	-,462**	-,173**	1			
16-External Relational Control	,219**	,124*	0,097	0,106	,156*	,218**	,159*	,262**	,253**	,428**	,249**	-0,121	,170**	0,097	,167**	1		
17-Relational assertiveness	-,291**	-,226**	-,229**	-,216**	-,295**	-,204**	-,208**	-,260**	-,215**	,350**	0,123	,500**	-,484**	-,238**	,600**	0,013	1	
18-Internal Relational Control	-0,029	-0,013	-0,021	0,009	-0,118	-0,024	-0,060	0,040	0,012	,557**	,294**	,161*	0,035	0,055	,356**	,235**	,375**	1

* $p < 0,05$

** $p < 0,01$

Note: RAM: The Relationship Attribution Measure, PC-CD: Your partner criticizes something you say-Causality Dimension, PC-RD: Your partner criticizes something you say-Responsibility Dimension, PSL-CD: Your partner spends less time with you lately-Causality Dimension, PSL-RD: Your partner spends less time with you lately-Responsibility Dimension, PDA-CD: Your partner doesn't pay much attention to what you say-Causality Dimension, PDA-RD: Your partner doesn't pay much attention to what you say-Responsibility Dimension, PAC-CD: Your partner acts cold and uncompanionable towards you-Causality Dimension, PAC-RD: Your partner acts cold and uncompanionable towards you-Responsibility Dimension, MRQ: The Multidimensional Relationship Questionnaire, FORE: Focus on Relationship Extremely, RS: Relational Satisfaction, FOR/RA: Fear of Relationship / Relational Anxiety, RM: Relational Monitoring

As can be seen from Table 3, as a result of the analysis, the correlation coefficient values of all indicators with each other vary between 0.009 and ,871 ($p < 0.01$).

There was no statistically significant relationship between the total scores of the the Relationship Attribution Measure and the total scores of the Multidimensional Relationship Questionnaire ($r = 0.052$; $p > 0.05$). The relationships between the total scores The Relationship Attribution Measure and the sub-dimension scores of The Multidimensional Relationship Questionnaire are as follows;

There is a statistically negative significant relationship between the total scores of the Relationship Attribution Measure and and the sub-dimension scores of of the Multidimensional Relationship Questionnaire's relational satisfaction ($r = -0.530$; $p < 0.01$), relational esteem ($r = -0.222$; $p < 0.01$), and relational assertiveness ($r = -0.291$; $p < 0.01$).

There is a statistically significant positive correlation between the total scores the Relationship Attribution Measure and the sub-dimension scores of the Multidimensional Relationship Questionnaire's fear of relationship/relational anxiety ($r = 0.477$; $p < 0.01$), relational monitoring ($r = 0.289$; $p < 0.01$), and external relational control ($r = 0.219$; $p < 0.01$).

There is no statistically significant relationship between the total scores of scores the Relationship Attribution Measure and the sub-dimension scores of of the Multidimensional Relationship Questionnaire's focus on relationship extremely and internal relational control.

4.2.2. Comparison of The Relationship Attribution Measure, The Multidimensional Relationship Questionnaire and Sub-Dimensional Scores by Gender Variable

Table 4

Comparison of the Relationship Attribution Measure and Sub-dimension Scores by Gender Variable

Scale and sub-dimensions	Gender	N	Mean±SD	t	p
The Relationship Attribution Measure (RAM)	Female	190	72,39±24,95	0,114	0,910
	Male	60	71,97±25,76		
PC: Causality Dimension	Female	190	9,30±3,34	0,198	0,843
	Male	60	9,20±3,61		
PC: Responsibility Dimension	Female	190	8,05±3,69	1,016	0,311
	Male	60	7,50±3,46		
PSL: Causality Dimension	Female	190	9,69±3,74	-0,560	0,576
	Male	60	10,00±3,49		
PSL: Responsibility Dimension	Female	190	8,35±4,17	0,222	0,825
	Male	60	8,22±4,07		
PDA: Causality Dimension	Female	190	9,72±3,94	-0,058	0,953
	Male	60	9,75±4,02		
PDA: Responsibility Dimension	Female	190	8,76±4,28	-0,160	0,873
	Male	60	8,87±4,59		
PAC: Causality Dimension	Female	190	9,28±3,92	-0,230	0,818
	Male	60	9,42±3,78		
PAC: Responsibility Dimension	Female	190	9,23±4,45	0,325	0,745
	Male	60	9,02±4,50		

Note: **PC:** Your partner criticizes something you say, **PSL:** Your partner spends less time with you lately, **PDA:** Your partner doesn't pay much attention to what you say, **PAC:** Your partner acts cold and uncompanionable towards you

As seen in Table 4, the total scores of the Relationship Attribution Measure and sub-dimension scores did not show a statistically significant difference according to the gender of the participants ($p>0.05$).

Table 5

Comparison of the Multidimensional Relationship Questionnaire and Sub-dimension Scores by Gender Variable

Scale and sub-dimensions	Gender	N	Mean±SD	t	p
The Multidimensional Relationship Questionnaire (MRQ)	Female	190	172,7±20,03	-2,039	0,043*
	Male	60	175,42±21,32		
Focus on Relationship Extremely	Female	190	39,37±9,49	-2,039	0,043*
	Male	60	42,27±9,94		
Relational Satisfaction	Female	190	32,42±8,50	-0,463	0,644
	Male	60	32,92±6,89		
Fear of Relationship/ Relational Anxiety	Female	190	25,91±8,46	1,118	0,265
	Male	60	24,55±7,25		
Relational Monitoring	Female	190	13,02±5,08	-0,305	0,760
	Male	60	13,25±5,47		
Relational Esteem	Female	190	20,33±3,83	0,017	0,986
	Male	60	20,32±3,45		
External Relational Control	Female	190	12,91±4,18	0,381	0,704
	Male	60	12,68±3,52		
Relational Assertiveness	Female	190	15,16±3,77	-0,109	0,914
	Male	60	15,22±3,23		
Internal Relational Control	Female	190	13,60±2,99	-1,403	0,162
	Male	60	14,22±2,89		

* $p < 0,05$

As seen in Table 5, the sub-dimension scores of focus on relationship extremely showed a statistically significant difference according to the gender of the participants ($p < 0.05$). It is seen that male participants' focus on relationship extremely sub-dimension scores ($M = 42.27$, $SD = 9.94$) are higher than female participants ($M = 39.37$, $SD = 9.49$).

The Multidimensional Relationship Questionnaire and other sub-dimension scores did not show a statistically significant difference according to the gender of the participants ($p > 0.05$).

4.2.3. Comparison of the Relationship Attribution Measure, The Multidimensional Relationship Questionnaire and Sub-Dimensional Scores by Age Variable

Table 6

Comparison of the Relationship Attribution Measure and Sub-dimension Scores by Age Variable

Scale and sub-dimensions	Age	N	Mean±SD	F	p
The Relationship Attribution Measure (RAM)	19-21	42	71,55±21,34	0,172	0,842
	22-24	63	73,89±27,25		
	25-26	145	71,81±25,26		
PC: Causality Dimension	19-21	42	9,00±2,71	0,309	0,735
	22-24	63	9,52±3,86		
	25-26	145	9,25±3,38		
PC: Responsibility Dimension	19-21	42	7,69±3,29	0,608	0,545
	22-24	63	8,35±4,31		
	25-26	145	7,79±3,42		
PSL: Causality Dimension	19-21	42	10,10±3,18	0,803	0,449
	22-24	63	10,13±3,86		
	25-26	145	9,52±3,73		
PSL: Responsibility Dimension	19-21	42	7,90±3,74	0,358	0,700
	22-24	63	8,60±4,50		
	25-26	145	8,32±4,10		
PDA: Causality Dimension	19-21	42	9,76±3,8	0,578	0,562
	22-24	63	9,27±3,68		
	25-26	145	9,91±4,11		
PDA: Responsibility Dimension	19-21	42	8,33±4,11	0,353	0,703
	22-24	63	8,70±4,74		
	25-26	145	8,96±4,26		
PAC: Causality Dimension	19-21	42	9,29±3,23	1,197	0,304
	22-24	63	9,95±3,98		
	25-26	145	9,05±4,00		
PAC: Responsibility Dimension	19-21	42	9,37±4,65	0,247	0,781
	22-24	63	9,37±4,65		
	25-26	145	9,01±4,49		

Note: **PC:** Your partner criticizes something you say, **PSL:** Your partner spends less time with you lately, **PDA:** Your partner doesn't pay much attention to what you say, **PAC:** Your partner acts cold and uncompanionable towards you

As seen in Table 6, the total scores of the Relationship Attribution Measure and sub-dimension scores did not show a significant difference according to the age of the participants ($p>0.05$).

Table 7

Comparison of the Multidimensional Relationship Questionnaire and Sub-dimension Scores by Age Variable

Scale and sub-dimensions	Age	N	Mean±SD	F	p
The Multidimensional Relationship Questionnaire (MRQ)	19-21	42	173,10±16,50	0,061	0,941
	22-24	63	174,13±18,15		
	25-26	145	173,09±22,26		
Focus on Relationship Extremely	19-21	42	38,62±8,51	0,955	0,386
	22-24	63	41,25±9,17		
	25-26	145	39,97±10,16		
Relational Satisfaction	19-21	42	32,31±7,44	0,073	0,930
	22-24	63	32,30±9,39		
	25-26	145	32,70±7,78		
Fear of Relationship/ Relational Anxiety	19-21	42	25,36±8,40	0,023	0,977
	22-24	63	25,54±8,65		
	25-26	145	25,66±7,97		
Relational Monitoring	19-21	42	12,33±5,13	0,514	0,599
	22-24	63	13,22±5,25		
	25-26	145	13,22±5,16		
Relational Esteem	19-21	42	20,24±3,63	0,423	0,655
	22-24	63	20,70±3,95		
	25-26	145	20,19±3,69		
External Relational Control	19-21	42	13,98±3,45	2,187	0,114
	22-24	63	12,90±4,01		
	25-26	145	12,51±4,15		
Relational Assertiveness	19-21	42	15,79±3,71	1,027	0,360
	22-24	63	14,75±3,91		
	25-26	145	15,18±3,50		
Internal Relational Control	19-21	42	14,48±2,88	1,622	0,200
	22-24	63	13,46±2,76		
	25-26	145	13,66±3,08		

As seen in Table 7, the Multidimensional Relationship Questionnaire total scores and sub-dimension scores did not show a significant difference according to the age of the participants ($p>0.05$).

4.2.4. Comparison of The Relationship Attribution Measure, The Multidimensional Relationship Questionnaire and Sub-Dimensional Scores by Romantic Relationship Duration Variable

Table 8

Comparison of the Relationship Attribution Measure and Sub-dimension Scores by Romantic Relationship Duration Variable

Scale and sub-dimensions	Relationship Duration	N	Mean±SD	F	p	PostHoc
The Relationship Attribution Measure (RAM)	0-1 year ¹	90	78,42±21,55	5,158	0,006*	1>2
	2-4 years ²	74	66,15±23,29			
	4 years + ³	86	71,15±28,62			
PC:Causality Dimension	0-1 year ¹	90	9,54±2,90	4,795	0,009*	3>2
	2-4 years ²	74	8,28±3,46			
	4 years + ³	86	9,85±3,68			
PC:Responsibility Dimension	0-1 year ¹	90	8,57±3,48	4,440	0,013*	1>2
	2-4 years ²	74	6,92±3,34			
	4 years + ³	86	8,09±3,89			
PSL:Causality Dimension	0-1 year ¹	90	10,78±2,97	5,690	0,004*	1>2,3
	2-4 years ²	74	9,01±3,65			
	4 years + ³	86	9,36±4,14			
PSL:Responsibility Dimension	0-1 year ¹	90	9,27±3,79	3,777	0,024*	1>3
	2-4 years ²	74	7,84±3,85			
	4 years + ³	86	7,74±4,56			
PDA:Causality Dimension	0-1 year ¹	90	10,34±3,62	1,879	0,155	-
	2-4 years ²	74	9,20±3,63			
	4 years + ³	86	9,52±4,46			
PDA:Responsibility Dimension	0-1 year ¹	90	9,36±4,05	1,612	0,202	-
	2-4 years ²	74	8,14±4,14			
	4 years + ³	86	8,76±4,77			
PAC:Causality Dimension	0-1 year ¹	90	10,26±3,4	4,677	0,010*	1>2
	2-4 years ²	74	8,49±3,71			
	4 years + ³	86	9,05±4,31			
PAC:Responsibility Dimension	0-1 year ¹	90	10,31±4,06	4,951	0,008*	1>2
	2-4 years ²	74	8,27±4,42			
	4 years + ³	86	8,78±4,67			

Note: **PC:** Your partner criticizes something you say, **PSL:** Your partner spends less time with you lately, **PDA:** Your partner doesn't pay much attention to what you say, **PAC:** Your partner acts cold and uncompanionable towards you

As seen in Table 8, it was observed that the total scores of the Relationship Attribution Measure differed significantly according to the romantic relationship duration ($F(2,247)=5.158$,

$p < 0.01$). As a result of the Bonferroni test, which was carried out to determine the difference between which groups, the total scores of those with a romantic relationship duration of 0-1 years ($M=78.42$, $SD=21.55$) from the Relationship Attribution Measure were higher than those with a romantic relationship duration of 2-4 years ($M=66.15$, $SD=23.29$). In addition, there is a statistically significant difference between the causality ($F(2,247)=4,795$, $p < 0,05$) and responsibility dimension ($F(2,247)=4,440$, $p < 0,05$) of the PC (Your partner criticizes something you say) section, the causality ($F(2,247)=5,690$, $p < 0,05$) and responsibility dimension ($F(2,247)=3.777$, $p < 0,05$) of the PSL (Your partner spends less time with you lately) section, and the causality ($F(2,247)=4,677$, $p < 0,05$) and responsibility dimension ($F(2,247)=4,951$, $p < 0,05$) of the PAC (Your partner acts cold and uncompanionable towards you) section in the Relationship Attribution Measure. As a result of the Bonferroni test performed to determine which group the difference originates from;

The causality dimension scores of the PC (Your partner criticizes something you say) section of the participants with a romantic relationship duration of 4 years or more ($M=9,85$, $SD=3,68$) are higher than the participants with a romantic relationship duration of 2-4 years ($M=8,28$, $SD=3,46$). Responsibility dimension scores of the PC (Your partner criticizes something you say) section of the participants whose romantic relationship duration is 0-1 years ($M=8,57$, $SD=3,48$) are higher than the participants whose romantic relationship duration is 2-4 years ($M=6,92$, $SD=3,34$).

The causality dimension scores of the PSL (Your partner spends less time with you lately) section of the participants whose romantic relationship duration is between 0-1 years ($M=10,78$, $SD=2,97$) are higher than the participants whose romantic relationship duration is 2-4 ($M=9,01$, $SD=3,65$) years and more than 4 years ($M=9,36$, $SD=4,14$). Responsibility dimension scores of the PSL (Your partner spends less time with you lately) section of the participants whose romantic relationship duration is 0-1 years ($M=9,27$, $SD=3,79$) are higher

than the participants whose romantic relationship duration is 4 years or more ($M=7,74$, $SD=4,56$).

The causality dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section of the participants with a romantic relationship duration of 0-1 years ($M=10,26$, $SD=3,4$) were higher than the participants with a romantic relationship duration of 2-4 years ($M=8,49$, $SD=3,71$). It is seen that the participants whose romantic relationship duration is over 0-1 years ($M=10,31$, $SD=4,06$) have higher responsibility dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section than the participants whose romantic relationship duration is 2-4 years ($M=8,27$, $SD=4,42$).

Table 9

Comparison of the Multidimensional Relationship Questionnaire and Sub-dimension Scores by Romantic Relationship Duration Variable

Scale and sub-dimensions	Relationship Duration	N	Mean±SD	F	p	PostHoc
The Multidimensional Relationship Questionnaire (MRQ)	0-1 year ¹	90	168,72±18,76	4,388	0,013*	3>1
	2-4 years ²	74	174,01±21,38			
	4 years + ³	86	177,63±20,22			
Focus on Relationship Extremely	0-1 year ¹	90	38,68±10,32	3,975	0,020*	3>1
	2-4 years ²	74	39,03±9,19			
	4 years + ³	86	42,41±8,99			
Relational Satisfaction	0-1 year ¹	90	28,54±7,50	20,042	0,000*	3>1,2
	2-4 years ²	74	34,14±7,41			
	4 years + ³	86	35,34±7,78			
Fear of Relationship/ Relational Anxiety	0-1 year ¹	90	28,83±8,16	12,101	0,000*	1>2,3
	2-4 years ²	74	23,86±7,48			
	4 years + ³	86	23,65±7,82			
Relational Monitoring	0-1 year ¹	90	13,23±5,39	0,071	0,932	-
	2-4 years ²	74	13,01±5,10			
	4 years + ³	86	12,95±5,04			
Relational Esteem	0-1 year ¹	90	18,67±3,99	15,823	0,000*	3>1,2
	2-4 years ²	74	21,00±3,24			
	4 years + ³	86	21,48±3,26			
External Relational Control	0-1 year ¹	90	13,07±4,02	0,910	0,404	-
	2-4 years ²	74	13,15±4,03			
	4 years + ³	86	12,38±4,03			
Relational Assertiveness	0-1 year ¹	90	14,47±3,78	2,748	0,066	-
	2-4 years ²	74	15,69±3,64			
	4 years + ³	86	15,47±3,42			
Internal Relational Control	0-1 year ¹	90	13,23±2,84	2,200	0,113	-
	2-4 years ²	74	14,14±2,69			
	4 years + ³	86	13,95±3,28			

As can be seen in Table 9, it was observed that the total scores of the Multidimensional Relationship Questionnaire according to the duration of the romantic relationship of the participants showed a significant difference according to the duration of the romantic relationship ($F(2,247)=4.388$, $p<0,05$). As a result of the Bonferroni test, which was conducted to determine the difference between which groups, the total scores of those with a romantic relationship duration of 4 years and above ($M=177,63$, $SD=20.22$) from the Multidimensional Relationship Questionnaire were higher than those with a romantic relationship duration of 0-1

years ($M=168,72$, $SD=18,76$). In addition, there is a statistically significant difference between the scores of Focus on Relationship Extremely ($F(2,247)=3,975$, $p<0,05$), Relational Satisfaction ($F(2,247)=20,042$, $p<0,01$), Fear of Relationship/Relational Anxiety ($F(2,247)=12,101$, $p<0,01$) and Relational Esteem ($F(2,247)=15,823$, $p<0,01$) in the Multidimensional Relationship Questionnaire. As a result of the Bonferroni test performed to determine which group the difference originates from;

Focus on Relationship Extremely sub-dimension scores of the participants with a romantic relationship duration of 4 years and above ($M=42,41$, $SD=8,99$) were higher than the participants with a romantic relationship duration of 0-1 years ($M=38,68$, $SD=10,32$).

It is seen that the Relational Satisfaction sub-dimension scores of the participants with a romantic relationship duration of 4 years and above ($M=35,34$, $SD=7,78$) are higher than the participants with a romantic relationship duration of 0-1 years ($M=28,54$, $SD=7,50$) and 2-4 years ($M=34,14$, $SD=7,41$).

It is seen that the Fear of Relationship/Relational Anxiety sub-dimension scores of the participants whose romantic relationship duration is 0-1 years ($M=28,83$, $SD=8,16$) are higher than the participants whose romantic relationship duration is 2-4 years ($M=23,86$, $SD=7,48$) and 4 years or more ($M=23,65$, $SD=7,82$).

It is seen that the Relational Esteem sub-dimension scores of the participants with a romantic relationship duration of 4 years or more ($M=21,48$, $SD=3,26$) are higher than the participants with a romantic relationship duration of 0-1 years ($M=18,67$, $SD=3,99$) and 2-4 years ($M=21,00$, $SD=3,24$).

5. DISCUSSION

This research purposed to analyze the relationship between attribution styles and psychological tendencies of university students in their close relationships. Within the scope of this study, age, gender and duration of romantic relationship were included as demographic variables. In this section, the findings of the attribution styles and psychological tendencies of university students in their close relationships are discussed on the basis of the order in which the sub-objectives are presented and interpreted in line with the information in the relevant literature.

In the study, it was examined whether there is a significant relationship between the Relationship Attribution Measure, the Multidimensional Relationship Questionnaire and sub-dimension scores. Results, there was no statistically significant relationship between the total scores of the Relationship Attribution Measure and the total scores of the Multidimensional Relationship Questionnaire. However, negative and positive correlations were found between the total scores of the Relationship Attribution Measure and some sub-dimension scores of the Multidimensional Relationship Questionnaire.

A statistically negative and significant relationship was found between the total scores of the Relationship Attribution Measure and the relational satisfaction, relational esteem, and relational assertiveness sub-dimension scores of the Multidimensional Relationship Questionnaire. It was observed that as the sub-dimension scores of relational satisfaction, relational esteem, and relational assertiveness increased, the total scores of the Relationship Attribution Measure decreased. In other words, from the perspective of attribution styles, the negative behaviors of the individuals' partners decreased their relational satisfaction, relational esteem and relational assertiveness.

When the literature was scanned, sufficient findings were not found regarding the concept of attributions and relational satisfaction. However, findings related to the concept of marital satisfaction with attributions were reached. The reason for this situation is thought to be the acceptance of the beginning of romantic relationships as the marriage process in Turkish culture (Eren, 2017). The findings of relational satisfaction are consistent with the findings of Tutarel-Kışlak and Çavuşoğlu (2006). Tutarel-Kışlak and Çavuşoğlu (2006) examined the relationship between attributions and marital satisfaction and found a negative relationship. Bradbury and Fincham (1990) stated in their study that the relationship between marital satisfaction and attributions is negative. It has been observed that individuals with low marital satisfaction have more attribution. In the doctoral thesis study conducted by Tutarel-Kışlak (1995), it was observed that individuals who were incompatible with their spouses performed more attribution than those who were compatible. It was observed that while marital adjustment scores increased, attribution scores decreased. In a study conducted by Tutarel-Kışlak (1999), it was seen that individuals attribute less to each other's negative behaviors when the partners' relationships are compatible, and they attribute more to each other's negative behaviors and they blame their spouses when their relationships are incompatible. In the study conducted by Curun (2014), it was found that the attributions that couples make to explain each other's behaviors are determinative in their communication and marital satisfaction during the conflict. It was observed that attributions were negatively related to marital adjustment and satisfaction. In Deniz, Uzun, and Yıldırım Kurtuluş (2019) research on the predictive effect of forgiveness of guilt and attribution in marriage on marital satisfaction, it was observed that there was a negative significant relationship between marital satisfaction and attribution in relationships. As the related studies suggest, attributions seem to be negatively related to relationship satisfaction. When the studies on the subject are examined, no sufficient and comprehensive research has been found that supports or does not support the results of the study of the total

scores of the Relationship Attribution Measure and the variables of relational esteem and relational assertiveness. As Arnett (2000) and Erikson (1968) stated, individuals' establishing close relationships in early adulthood shapes their future lives, psychological tendencies, relational satisfaction and happiness from their relationships. When the relevant finding in the current study is examined, it can be thought that young adult individuals with high relational satisfaction, relational assertiveness and relational esteem exhibit a more positive attitude in the way they explain their partners' behaviors.

There is a statistically significant positive correlation between the total scores of the Relationship Attribution Measure and fear of relationship/relational anxiety, relational monitoring and external relational control sub-dimension scores of the Multidimensional Relationship Questionnaire. As fear of relationship/relational anxiety, relational monitoring and external relational control sub-dimension scores increased, it was observed that the total scores of the Relationship Attribution Measure increased. The findings of the study by Brandbury and Fincham (1990) support this finding in the current study. In the related study, it was observed that couples experiencing stress in their relationships made more attributions involving exaggeration of negative events, and tried to understand the situation related to external factors more. Therefore, with this finding, it can be said that individuals whose psychological needs are not supported in their romantic relationships experience stress and anxiety, as a result, they attribute more to their partners' behaviors, their relational satisfaction and their relational esteem decrease, and they are afraid to establish a relationship.

In addition, it is seen that couples who are not happy in their relationships focus more on their spouse's negative behavior (Fincham, Beach, & Baucom, 1987). It can be thought that individuals who focus on their negative behavior in their relationships will experience fear or anxiety in their future relationships. In a study conducted by Büyükşahin (2006), it was stated that when individuals' close relationships do not go well, men think more negatively than

women and experience fear of losing their relationships. Accordingly, it can be concluded that when men experience fear of losing in their relationships, they attribute more in order not to lose his partner. In the master's thesis study conducted by Öztürk (2016), it was concluded that there is a positive relationship between conflict scores and attribution scores. It has been determined that attributions increase conflict in relationships. Accordingly, it can be interpreted that while conflicts in relationships increase attributions, fear of relationship/relational anxiety, relational monitoring and external relational control will also increase.

There was no statistically significant relationship between the total scores of the relationship attribution measure and the sub-dimension scores of the multidimensional relationship questionnaire with focus on relationships extremely and internal relational control. The lack of a significant relationship with the related variables showed that it was not related to the increase or decrease in the attribution style scores. When the literature on the issue is examined, no adequate and comprehensive research has been found that supports or does not support this result. It is thought that the relevant result will contribute to the related literature. It can be said that individuals focus on their relationships at a high level, they are more willing about close relationships and they do not have a relationship with the attributions made. Individuals may believe that internal relationship control in their close relationships stems more from their own behavior while establishing relationships, and it can be said that the relevant situation is not related to the attributions made.

In the study, the scores of the Relationship Attribution Measure and the Multidimensional Relationship Questionnaire and sub-dimensions were analyzed in terms of the gender variable.

The total scores of the Relationship Attribution Measure and sub-dimension scores did not show a statistically significant difference according to the gender of the participants. As a matter of fact, in the master's thesis study conducted by Öztürk (2016), it was found that the scores of causality and responsibility attribution dimensions did not differ significantly

according to gender. Similar findings regarding the gender variable are also found in the doctoral thesis study by Taysi (2007) on Forgiveness in Bilateral Relations: Relationship Quality and the Role of Attribution. In a different study, contrary to the result found, it was stated that the attributions used differed between men and women, and in general, women used more attributions than men (Tutarel-Kışlak, 1994). When all these are evaluated, the difference in the results of the Relationship Attribution Scale according to the gender variable may be due to the characteristic features of the sample group in the current study.

The Multidimensional Relationship Questionnaire total scores and sub-dimension scores did not show a statistically significant difference according to the gender of the participants. When the studies on psychological tendencies were examined, it was seen that the relationship between the Multidimensional Relationship Questionnaire and the gender variable was examined in detail. In the study, only Focus on the Relationship Extremely sub-dimension scores of the Multidimensional Relationship Scale showed a statistically significant difference according to the gender of the participants. According to the results of the analysis, it was seen that male participants' Focus on the Relationship Extremely sub-dimension scores were higher than female participants. As a matter of fact, this finding is supported by Büyükşahin (2005)'s theoretical explanation. According to Büyükşahin (2005), the fact that men focus on their relationships at a higher level indicates that they are more willing, thoughtful, and aware of establishing close relationships with the opposite sex. In addition, in the thesis study by Baltacıoğlu (2016), which examines the attachment styles, psychological tendencies and relationship beliefs of young adults in their close relationships, similar results were obtained as in the current study. It was determined that only the sub-dimension of focus on the relationship extremely, among the psychological tendencies, differed significantly according to gender. The result of the study showed that men are more focused on their close relationships than women. No significant difference was found in other sub-dimensions according to gender. In Bülbül

(2014)'s master's study, in which adolescents' parental attitudes and their tendencies in close relationships, similar results were found between the gender variable and the sub-dimension of focus on relationship extremely. It was determined that male students at the high school have focus on relationship extremely than female students. Büyükşahin (2006) found similar findings in his study with university students. Men experienced more focus on their relationships when faced with stressful situations. He also showed more affection towards his partners. In the master's study conducted by Faraji (2016), a significant difference was found between the sub-dimensions of the Multidimensional Relationship Scale and the gender variable. It was observed that the relational esteem sub-dimension scores differed significantly according to gender; It was observed that the scores of women were higher than that of men.

In the study, no statistically significant difference was found in the Multidimensional Relationship Questionnaire total scores and other sub-dimension scores (relational satisfaction, fear of relationship/relational anxiety, relational monitoring, relational esteem, external relational control, relational assertiveness, internal relational control) according to the gender variable. No significant difference between relationship satisfaction and gender variable, it can be interpreted that whether the person continues his or her close relationship will be determined by the satisfaction received from that relationship, and that satisfaction is not related to gender. No significant difference between fear/anxiety about relationship and gender variable, it may be because the person may experience fear of abandonment, fear of suffering, or fear of not being understood while engaging in close relationships. It can be thought that there is no significant difference between relational monitoring and the gender variable, the importance of giving importance to how one's close relationships are received by others, and the self-perception formed by innate and environmental influences. The fact that there is no significant difference between relational esteem, relational assertiveness and gender variable, that there is no difference between men and women in initiating the relationship can be interpreted as that

both parties can take steps to initiate the relationship. Today, it can be said that the relational assertiveness of men and women is shared in common. It can be said that the absence of a significant difference between external and internal relational control and gender variable is due to the fact that the person can develop relationships outside of his or her own control.

In the study, the Relationship Attribution Measure, the Multidimensional Relationship Questionnaire and sub-dimension scores were analyzed in terms of the age variable (between 19 and 26 years old).

The total scores of the Relationship Attribution Measure and sub-dimension scores did not show a significant difference according to the age of the participants. In addition, in the studies conducted, the results of the Relationship Attribution Measure for the age variable were not found. It is thought that the relevant result will contribute to the relevant literature.

The Multidimensional Relationship Questionnaire total scores and sub-dimension scores did not show a significant difference according to the age of the participants. Okşak (2014) found in his graduate study that the age variable did not affect the attributions made in marriage. In the thesis study conducted by Faraji (2016), it was found that the relational anxiety scores, which are the sub-dimensions of the Multidimensional Relationship Questionnaire, differ according to the age variable. Accordingly, it was found that the relationship anxiety scores in the 21-year-old group were higher than the other age groups (19, 20, 22, 23, 24, 25, 26 and 27 years old). İlişki kaygısını Erikson'ın kuramı doğrultusunda düşün ve onu refere ederek bir yorum yap bence...

In the study, the Relationship Attribution Measure and the Multidimensional Relationship Questionnaire and sub-dimension scores were analyzed in terms of romantic relationship duration (0-1 year, 2-4 years, and 4 years or more).

According to the romantic relationship duration of the participants; It was found that the total scores of the Relationship Attribution Measure showed a significant difference. The total

scores of those with a romantic relationship duration of 0-1 years on the Relationship Attribution Scale were found to be higher than those with a romantic relationship duration of 2-4 years. In other words, it is seen that the partners attribute each other more in the first years of their relationship, and the attributions decrease as time progresses. These findings are consistent with the findings of Okşak (2004)'s study. Okşak (2004) found a significant difference in attribution scores when he compared the unmarried group with the married group and the married group in their thesis study. It was observed that the unmarried group made more attributions than the married ones. It was found that attributions were higher in the early stages of the relationship. It can be thought that the relevant result is related to the rate of individuals recognizing to know each other. It can be said that it is related to the decrease in attributions over time, the fact that individuals get to know each other better and trust each other more.

The differences in the sub-dimensions of the Relationship Attribution Measure are as follows;

In the Relationship Attribution Measure, a statistically significant difference was found between the causality and responsibility dimension of the PC (Your partner criticizes something you say) section, the causality and responsibility dimension of the PSL (Your partner spends less time with you lately) section, and the causality and responsibility dimension of the PAC section (Your partner acts cold and uncompanionable towards you).

The causality dimension scores of the PC (Your partner criticizes something you say) section of the participants with a romantic relationship duration of 4 years and above were found to be higher than the participants with a romantic relationship duration of 2-4 years. The responsibility dimension scores of the PC (Your partner criticizes something you say) section of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years. When the literature on

the issue is examined, no adequate and comprehensive research has been found that supports or does not support this result. The relevant result can be interpreted as that as individuals' relationship duration increases, they attribute more to the reasons for criticizing each other, and that they take more responsibility when they criticize each other at the beginning of their relationship. It can be thought that tolerance levels are higher at the beginning of the relationship.

The causality dimension scores of the PSL (Your partner spends less time with you lately) section of the participants with a romantic relationship duration between 0-1 years were found to be higher than those with a romantic relationship duration of 2-4 years and over 4 years. The responsibility dimension scores of the PSL (Your partner spends less time with you lately) section of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 4 years or more. When the literature on the issue is examined, no adequate and comprehensive research has been found that supports or does not support this result. As a result, it can be said that individuals attribute more causality and responsibility to the discussions that may occur due to the fact that they spend less time with each other at the beginning of their relationship. It can be thought that the decrease in attributions over time is related to the fact that individuals get to know each other better.

The causality dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section of the participants with a romantic relationship duration over 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years. Responsibility dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section of the participants with a romantic relationship duration over 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years. When the literature on the issue is examined, no adequate and comprehensive research has been

found that supports or does not support this result. The related result can be interpreted as that when individuals behave coldly towards each other for any reason at the beginning of their relationship, they attribute more causality and responsibility towards each other. It can be thought that it is related to the decrease in the attributions made over time, the appreciation of the meaning that individuals attribute to the relationship, the fact that they establish a healthier relationship and get to know each other better.

According to the romantic relationship duration of the participants; It was found that the total scores of the Multidimensional Relationship Questionnaire differed significantly according to the duration of the romantic relationship. The total scores of those with a romantic relationship duration of 4 years or more on the Multidimensional Relationship Questionnaire were found to be higher than those with a romantic relationship duration of 0-1 years. As individuals' duration of romantic relationship increased, their use of psychological tendencies increased. The finding that the total scores of the Multidimensional Relationship Questionnaire are higher in individuals with a long relationship period may be due to the fact that the relationship is a deeper and closer one.

When the literature was examined, no study was found that used the variable of duration of romantic relationship (0-1 year, 2-4 years and 4 years or more) related to psychological tendencies. However, Baltacıoğlu (2016) used the relationship status (singles with no one in their life, singles with a relationship/loved one, and married people) variable in his thesis study, which focuses on the analysis of attachment styles, psychological tendencies and relationship beliefs of young adults in their close relationships. According to the results of the study, no significant difference was observed only in the sub-dimension of external relationship control. It was seen that married participants got the highest score in other sub-dimensions. This is followed by the singles with a relationship/loved one and the singles with no one in their life.

Yücel (2014)'s doctoral study titled the relationship between childhood abuse experiences, attachment processes, psychopathological symptoms, relationship competencies and love attitudes in young adulthood as a result of the research that married participants had high relational satisfaction and relational esteem; divorced participants were found to have higher fear of relationship. In addition, as the duration of the relationship increases, relational esteem and relational satisfaction increase; It was determined that as the duration of the relationship decreased, the fear of relationship increased. It can be thought that the results of the present study are related to the partners' spending time with each other, sharing and establishing healthy bonds with each other.

In the Multidimensional Relationship Questionnaire, a statistically significant difference was found between Focus on Relationship Extremely sub-dimension scores, the Relational Satisfaction sub-dimension scores, Fear of Relationship/Relational Anxiety sub-dimension scores and Relational Esteem sub-dimension scores. The differences in the sub-dimensions of the Multidimensional Relationship Questionnaire are as follows;

Focus on Relationship Extremely sub-dimension scores of the participants with a romantic relationship duration of 4 years or more were found to be higher than the participants with a romantic relationship duration of 0-1 years. When the literature on the issue is examined, no adequate and comprehensive research has been found that supports or does not support this result. The fact that there is a significant result between the duration of a romantic relationship and focus on relationship extremely may mean that the more time individuals spend with each other, the more they focus on their relationships. It can be thought that the related result is due to the higher level of focus as the duration of the relationship increases, due to the satisfaction and trust of the individuals.

The Relational Satisfaction sub-dimension scores of the participants with a romantic relationship duration of 4 years or more were higher than the participants with a romantic

relationship duration of 0-1 years and 2-4 years. Büyükşahin (2006) observed that singles who are not in a relationship experience less relationship satisfaction than engaged or married individuals. The fact that there is a significant result between the duration of romantic relationship and relational satisfaction may indicate that as the relationship duration of individuals increases, their relational satisfaction increases. It can be thought that the related result is related to the fact that individuals get to know each other better and trust each other more over time.

Fear of Relationship/Relational Anxiety sub-dimension scores of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years and 4 years or more. In the study of Yücel (2014), it was determined that divorced participants had higher fears of relationship. However, it was determined that the fear of relationship increased as the duration of the relationship shortened. It can be said that the relevant result is consistent with the study result. As the individual spends time with the opposite sex, it can be concluded that s/he does not hesitate to have an emotional closeness and interaction with someone of the opposite sex. According to this result, it can be concluded that individuals who have a short-term relationship are afraid of establishing close relationships with the anxiety of inexperience.

Relational Esteem sub-dimension scores of the participants with a romantic relationship duration of 4 years or more were found to be higher than the participants with a romantic relationship duration of 0-1 years and 2-4 years. In Yucel (2014) doctoral study, it was found that married participants had high self-confidence in the relationship. In addition, it was stated that the longer the relationship, the greater their relational esteem. It can be said that the relevant result is consistent with the study result. It can be said that as individuals' relationship duration increases, their trust in each other more is related to the rate of getting to know each other.

6. CONCLUSION

- There was no statistically significant relationship between the total scores of the Relationship Attribution Measure and the total scores of the Multidimensional Relationship Questionnaire.
- There was no statistically significant relationship between the total scores of the Relationship Attribution Measure and the sub-dimension scores of the Multidimensional Relationship Questionnaire with Focus on Relationships Extremely and Internal Relational Control.
- A statistically negative and significant relationship was found between the total scores of the Relationship Attribution Measure and the Relational Satisfaction, Relational Esteem, and Relational Assertiveness sub-dimension scores of the Multidimensional Relationship Questionnaire.
- A statistically significant positive relationship was found between the total scores of the Relationship Attribution Measure and the sub-dimensions of Fear of Relationship/Relational Anxiety, Relationship Monitoring and External Relational Control of the Multidimensional Relationship Questionnaire.
- According to the gender of the participants; No statistically significant difference was found between the total scores of the Relationship Attribution Measure and the sub-dimension scores.
- According to the gender of the participants; A statistically significant difference was found only in Focus on Relationship Extremely sub-dimension scores of the Multidimensional Relationship Questionnaire. It is seen that male participants' Focus on Relationship Extremely sub-dimension scores are higher than female participants. No statistically significant difference was found in the

Multidimensional Relationship Questionnaire total scores and other sub-dimension scores (relational satisfaction, fear of relationship/relational anxiety, relational monitoring, relational esteem, external relational control, relational assertiveness, internal relational control).

- According to the age of the participants; No significant difference was found between the total scores of the Relationship Attribution Measure and the sub-dimension scores.
- According to the age of the participants; No significant difference was found between the Multidimensional Relationship Questionnaire total scores and sub-dimension scores.
- According to the romantic relationship duration of the participants; It was found that the total scores of the Relationship Attribution Measure showed a significant difference. The total scores of those with a romantic relationship duration of 0-1 years on the Relationship Attribution Scale were found to be higher than those with a romantic relationship duration of 2-4 years.
- In the Relationship Attribution Measure, a statistically significant difference was found between the causality and responsibility dimension of the PC (Your partner criticizes something you say) section, the causality and responsibility dimension of the PSL (Your partner spends less time with you lately) section, and the causality and responsibility dimension of the PAC section (Your partner acts cold and uncompanionable towards you).
- The causality dimension scores of the PC (Your partner criticizes something you say) section of the participants with a romantic relationship duration of 4 years and above were found to be higher than the participants with a romantic relationship duration of 2-4 years. The responsibility dimension scores of the PC

(Your partner criticizes something you say) section of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years.

- The causality dimension scores of the PSL (Your partner spends less time with you lately) section of the participants with a romantic relationship duration between 0-1 years were found to be higher than those with a romantic relationship duration of 2-4 years and over 4 years. The responsibility dimension scores of the PSL (Your partner spends less time with you lately) section of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 4 years or more.
- The causality dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section of the participants with a romantic relationship duration over 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years. Responsibility dimension scores of the PAC (Your partner acts cold and uncompanionable towards you) section of the participants with a romantic relationship duration over 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years.
- According to the romantic relationship duration of the participants; It was found that the total scores of the Multidimensional Relationship Questionnaire differed significantly according to the duration of the romantic relationship. The total scores of those with a romantic relationship duration of 4 years or more on the Multidimensional Relationship Questionnaire were found to be higher than those with a romantic relationship duration of 0-1 years.

- In the Multidimensional Relationship Questionnaire, a statistically significant difference was found between Focus on Relationship Extremely sub-dimension scores, the Relational Satisfaction sub-dimension scores, Fear of Relationship/Relational Anxiety sub-dimension scores and Relational Esteem sub-dimension scores.
- Focus on Relationship Extremely sub-dimension scores of the participants with a romantic relationship duration of 4 years or more were found to be higher than the participants with a romantic relationship duration of 0-1 years.
- The Relational Satisfaction sub-dimension scores of the participants with a romantic relationship duration of 4 years or more were higher than the participants with a romantic relationship duration of 0-1 years and 2-4 years.
- Fear of Relationship/Relational Anxiety sub-dimension scores of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years and 4 years or more.
- Relational Esteem sub-dimension scores of the participants with a romantic relationship duration of 0-1 years were found to be higher than the participants with a romantic relationship duration of 2-4 years and 4 years or more.

7. SUGGESTIONS

When the literature in Turkey and abroad is examined, there is no study that includes all the variables examined within the scope of the research. The limited number of studies on psychological tendencies in close relationships, especially in Turkey, causes the need for more studies to be conducted in this area. In this context, it is thought that our study will set an example for new studies in this field. In this section, suggestions are made for future research and applications on attribution styles and psychological tendencies within the framework of the findings and limitations of the research.

1. The research can be done in larger different samples with different demographic characteristics using the same variables.
2. It has been observed that there are not enough studies on the romantic relationship duration variable used in the research. Various studies that will contribute to this field can be carried out in different samples.
3. Relevant variables may work across other age groups (middle and young adulthood).
4. A study can be conducted to determine whether the variables of attribution styles and psychological tendencies change after marriage.
5. In order to improve university students' ability to establish healthy relationships in their close relationships, a psychological counseling program can be created with a group in which the variables of attribution styles and psychological tendencies are studied.
6. A limited number of studies have been reached on psychological tendencies in close relationships. It is thought that conducting studies on this variable will contribute to the literature.

7. During the research, it was difficult to find results about all sub-dimensions of psychological tendencies according to the demographic variables determined. It is thought that it would be beneficial to bring the results to the literature by applying the psychological tendencies in close relationships, which is one of the research variables, with the same variables on different samples.
8. It is thought that conducting research by separating the concept of relational satisfaction sub-dimension, which is one of the psychological tendencies in close relationships, from the concept of marital satisfaction will contribute to the literature.
9. The research can only be carried out on married couples and it can be ensured that the couples participate in the research together.
10. Longitudinal or experimental studies can be done by examining individuals' attribution styles and psychological tendencies in close relationships before and after marriage.
11. With the variables discussed in the research, similar studies can be conducted in different provinces of Turkey, and the results between the eastern and western provinces can be compared on the basis of cultural influence.
12. The variables used in the research and the use of all demographic variables in future research will contribute to confirming the expected findings and clarifying the unexpected findings by interpreting them.

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APENDICES

Appendix 1: E-mail Permission Letter Received From Şennur Tutarel-Kışlak Regarding the Adaptation of the Relational Attribution Measure to Turkish



Appendix 2: Email Permission Letter Received From Ayda Büyüksahin Regarding The Adaptation of the Multidimensional Relationship Scale to Turkish



Appendix 3: Ethics Committee Approval Document

Appendix 4: Personal Information Form

Değerli Katılımcı,

Bu araştırma, üniversite öğrencilerinin yakın ilişkilerindeki yüklenme stilleri ile psikolojik eğilimleri arasında ilişki olup olmadığını incelemek adına yapılan bir yüksek lisans çalışmasıdır.

Bu çalışmada sizin ilişkinizde yalnızca şu anda değil, genel olarak neler olduğuyla ya da neler yaşadığınızla ilgilenmekteyiz. Eğer hâlihazırda bir yakın ilişki içerisinde değilseniz, maddeleri yaşadığınız yakın ilişki durumunu düşünerek cevaplandırınız. Bu çalışmanın amacı doğrultusunda sizden bazı bilgiler istenmektedir. Sorulara vereceğiniz yanıtlar sadece yüksek lisans çalışmasında kullanılacaktır. Ayrıca, sonuçlar kesinlikle gizli tutulacaktır.

Bu formun üzerine isminizi yazmanız istenmemektedir. Fikirleriniz bu araştırma için çok değerlidir. Araştırmaya katılım tamamen gönüllülük esasına dayalı olup, vereceğiniz samimi cevaplar bilimsel bilgilere yeni bilgiler eklemeye katkı sağlayacaktır. Bu nedenle bilime, bana ve çalışmama harcadığınız zaman ve verdiğiniz katkı için çok teşekkür ederim.

Ecem KAYA

Yeditepe Üniversitesi

Eğitim Bilimleri Enstitüsü - PDR Anabilim Dalı

Yüksek Lisans Öğrencisi

1. Yaşınız : _____

2. Cinsiyetiniz : Kadın () Erkek ()

3. Ortalama Romantik İlişki Süresi :

Appendix 5: The Relational Attribution Measure

Bu anket partnerinizin gösterdiği ya da gösterebileceği olası davranışları tanımlamak için geliştirilmiştir. Lütfen, önce partnerinizin belirtilen her bir davranışı yapıyor olduğunu farz ediniz ve sonra bu davranış tanımlamasını izleyen ifadeleri okuyunuz. Her bir ifadenin sizin durumunuz için ne kadar geçerli olduğunu dikkate alarak, ifadenin altında yer alan ölçek üzerinde değerlendirmenizi yapınız. Her bir ifadenin ne kadar doğru veya yanlış olduğunu belirtmek için ifadenin karşısındaki yere **X** işareti koyunuz.

PARTNERİNİZ SÖYLEDİĞİNİZ BİR ŞEYİ ELEŞTİRİYOR:							
		(1) Tamamen yanlış	(2) Yanlış	(3) Kısmen yanlış	(4) Kısmen doğru	(5) Doğru	(6) Tamamen doğru
1	Partnerimin bu davranışı kendi ile ilgili bir nedene bağlıydı. (Örn., kendi kişilik yapısı, içinde bulunduğu ruh hali)						
2	Partnerim beni eleştirdiği için suçlanmayı hak etmiştir.						
3	Partnerimin beni eleştirme nedeni ilişkimizin diğer yönleri için de geçerlidir.						
4	Partnerim beni istemeden değil, kasıtlı olarak eleştirdi.						
5	Partnerimin bu davranışı bencilce nedenlerden kaynaklanmaktadır.						

Appendix 6: The Multidimensional Relationship Questionnaire

Aşağıdaki ifadeleri şu an ya da en son birlikte olduğunuz düşünerek cevaplayınız.

1=Benim için **hiç** uygun değil. 2=Benim için **çok az** uygun. 3=Benim için **biraz** uygun.
4=Benim için **oldukça** uygun. 5=Benim için **çok** uygun.

1-----2-----3-----4-----5
Benim için Benim için Benim için Benim için Benim için
hiç uygun değil çok az uygun biraz uygun oldukça uygun çok uygun

	Benim için HİÇ uygun değil	Benim için ÇOK AZ uygun	Benim için BİRAZ uygun	Benim için OLDUKÇA uygun	Benim için ÇOK uygun
1. Yakın ilişkilerde bir partner olarak kendime güvenirim.					
2. Sürekli yakın ilişkiler üzerine düşünürüm.					
3. Yakın ilişkilerimle ilgili çok fazla düşünürüm.					
4. Yakın bir ilişki içinde olma isteğim/güdüm çok fazla.					
5. Yakın ilişkiler kendimi sınırlı ve kaygılı hissetmeme neden olur.					