



Turkish Adaptation of the Relationship Sabotage Scale: A Validity and Reliability Study

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ABSTRACT

In this study, it is aimed to adapt the 'Relationship Sabotage Scale' (RSS), whose validity and reliability studies were conducted by Peel and Caltabiano (2021), adapting it to Turkish. The adaptation process of the scale was carried out by going through various stages in which the participants were university students. In the first stage of the research, 32 university students were reached for language equivalence study. At the next stage, the study group for the validity and reliability study of the research consists of a total of 266 university students, 150 (56%) female and 116 (44%) male, studying at various faculties in the fall semester of the 2022-2023 academic year. The construct validity of the RSS was tested with Confirmatory Factor Analysis (CFA). Confirmatory factor analysis results show that the 12-item and three-factor structure of the original scale was confirmed. It was observed that the item factor loads of the scale ranged from .56 to .95. According to the findings, it is seen that the scale tested with CFA has sufficient goodness-of-fit indices. For the reliability of the scale, the Cronbach alpha reliability coefficient was calculated; At the end of the analyzes, the total Cronbach alpha reliability coefficient of the scale was found .81, while the Cronbach alpha (α) internal consistency coefficients for the sub-dimensions ranged from .81 to .85. The findings obtained as a result of the study show that RSS is a valid and reliable measurement tool that can be used in evaluating the self-sabotage of individuals in their romantic relationships.

When individuals are seen and noticed by the other, their existence becomes even more meaningful. This process, which begins with the caregiver, manifests itself in various forms of relationship throughout life. When people feel seen and noticed, their belief that their existence is meaningful is supported. A person who has the feeling that the caregiver is the most valuable asset in his eyes, seeks a similar feeling in the other throughout his life. Romantic relationships involve a process in which the person has the opportunity to recreate, understand, and feel understood in the other. For this reason, the size and scope of the meaning of love in human life always maintains its importance. Love recognizes an area where the person is perhaps the closest to herself/himself. Also, in a romantic relationship, people encounter aspects that they did not know or were not aware of before. Romantic relationships, which also have biological and physiological foundations, constitute a complex and comprehensive structure in the human world of meaning (Burunat, 2019; Esch & Stefano, 2005; Resnick, 2018).

In the adulthood romantic relationships are among the most effective forms of social interaction (Lavner & Bradbury, 2010; Whisman et al., 2000). The positive and negative features of these relationships can affect the happiness of the individual and the partner (Antonucci et al., 2001; Fincham & Linfield, 1997). Specifically,

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unhealthy relationship qualities (for example, ineffective conflict skills) appear to negatively affect people's well-being, such as increased depressive symptoms and poor physical health outcomes (Dush & Taylor, 2012; Waite & Gallagher, 2000; Wickrama et al., 1997). In addition, positive romantic relationship qualities (for example, effective communication, spousal support, positive attributions) are associated with increased self-esteem (Voss et al., 1999) and life satisfaction (Pateraki & Roussi 2013; Shek, 1995). Fromm (1995) states that love is the only positive answer that can be given to the problem of human existence. Many aspects of love are revealed by neuroscientific studies, and the curiosity about the unexplained parts continues (Marazziti & Baroni, 2012). Along with neuroscientific studies, studies are also carried out in many psychological, cultural and social sciences related to love in a multidisciplinary manner in order to understand love and present different perspectives. Many aspects of love, individual and social, personal and universal, understandable and inexplicable, physiological and spiritual, determine its complexity and importance (Murotmusaev, Dzhelyalov, & Boltaeva, 2021).

Individuals meet their need for belonging in life through deep and close relationships with other people (Myers, 2003). When the studies are reviewed, it is seen that young people want to be in a long-term romantic relationship (Haskan- Avcı, 2014). Skills such as being able to initiate a relationship, being aware of one's feelings while maintaining it, and expressing it to the other party within healthy limits are very important for the individual in a romantic relationship. Being able to establish healthy romantic relationships during the university period is seen as an emotional need. It is also important for a healthy transition to the next life stage. The ability to initiate and maintain romantic relationships can be related to many different dynamics in romantic partners and the relationship between them. In addition, being able to take a step for a relationship and stay in a relationship can be achieved individually by the interaction of many factors (past relationship experience, attachment style, self-perception, etc.). As in all other interpersonal relationships, sometimes difficult situations can be experienced in a romantic relationship for many different reasons. How people develop behaviors and attitudes in the face of difficult situations in their romantic relationships can determine the course of the relationship. In general, love can be expressed as an art that requires experience and the ability to concentrate, intuition and understanding (Murotmusaev, Dzhelyalov, & Boltaeva, 2021). According to Fromm (2020), there are some reasons why many people do not realize this necessity. First of all, most people look at love from the "how to love themselves" position, but not from the "how to love someone else" position. Also, people have the idea that the problem is not in the ability to love, but in the love itself. As a result, the idea that nothing is easy to love is quite different in practice (Murotmusaev, Dzhelyalovi, & Boltaeva, 2021). The fact that romantic relationships have many dynamics related to being very comprehensive and to be understood brings with it to look from new perspectives. The concept of self-sabotage in the romantic relationship, which is the subject of the research, explains the behaviors and attitudes that cause the loss of the relationship by 'undermining' themselves as a result of complex experiences in the inner world, although it seems that individuals do their best to initiate and maintain the relationship (Peel & Caltabiano, 2021).

It is seen that individuals who sabotage themselves try to cope with the situation that threaten their selves or create uncertainty by creating the negative conditions that will hinder their performance (Akin, Abacı, & Akin, 2011). It is thought that self-sabotage develops as a result of negative cognitive structures and evaluations that individuals develop since childhood regarding self and success (Arazzini Stewart & De Leorge Walker, 2014; Kearns et al., 2008; Warner & Moore, 2004). These assessments are thought to emerge as a result of life experiences such as negative interactions with early parents. Negative parent-child relationships can create various effects on self-development, revealing failure mechanisms and fear of making mistakes. Self-sabotage behavior, which is one of the coping mechanisms that is effective on the behavior of the individual; after a while, it can become a pattern of behavior of an individual (Martin et al., 2015).

The concept of 'self-handicapping' was first used by Berglas and Jones (1978) to describe an individual's feeling of uncertainty about whether he or she can perform a job or task despite having the potential to do it. It is defined as an effort to justify oneself that one is not in sufficient capacity. When the literature is examined, it is seen that there are two different strategies of self-handicapping in the form of behavioral self-handicapping (behavioral self-handicapping) and verbal/self-reported self-handicapping. While verbal self-handicapping involves verbally stating psychological symptoms such as anxiety, exhaustion, and stress before the action to be performed, behavioral sabotage does not work at the required level to be successful before the action, deal

with different agendas, tie the result to fate, show physical symptoms, try to carry out more work than one can do. It includes behaviors such as alcohol-substance use (Hendrix and Hirt 2009). In addition, in behavioral strategies, individuals take actions that may affect their performance, such as procrastinating, not taking advantage of opportunities, and not making enough effort for their task (Kearns et al., 2008; Leary and Shepperd 1986; Tucker et al., 1981). Therefore, while behavioral sabotage includes more explicit actions, verbal sabotage includes passive actions (Hendrix & Hirt, 2009). However, the concept of 'self-handicapping', which is included and expressed in this definition, is used for academic and professional studies, unlike the concept of 'self-sabotage' in relationships.

It is seen that there is a study in the Turkish literature on the fact that some individuals are stuck in a self-sabotaging cycle in romantic relationships (Karahan-Sayan, 2021). Although the dynamics of self-sabotage in the relationship has been investigated, it is seen that there are links to the importance of the first relationships established with the caregiver (Peel & Caltabiano, 2021). It is seen that attachment styles determine the way people live their romantic relationships, their approach to problems in romantic relationships and their relationship with personal problem solving tools. In people with an anxious attachment style; There is a high effort to see value. However, they believe that people do not value them too much, and their partners' interest and respect for them is not enough for them (Lemay & Spongberg, 2015). This combination can create anxiety and fear of rejection and abandonment (Lemay & Spongberg, 2015; Mattingly & Clark, 2012). This fear and anxiety arising from inadequate reactions of caregivers in childhood can lead to intense emotional distress in various relational situations, including conflict, violated trust and other threatening stimuli (Jiang & Tiliopoulos, 2014; Mattingly & Clark, 2012; Meyer et al., 2015; Reiner & Spangler, 2013). Individuals with an anxious attachment style may react to this emotional distress in various unhealthy ways by sabotaging relationships that can provide the love and attention they seek (Slade, 2020). They tend to react intensely and impulsively to situations that arise in a relationship (Mattingly & Clark, 2012; Meyer et al., 2015). They often use ineffective conflict resolution styles, such as inducing guilt, controlling, and expressing or implying their distrust of their partner, to indirectly express their hurt (Feeney & Fitzgerald, 2019). Individuals with an anxious attachment style may try to minimize physical and emotional distance by clinging to their partners at the same time, while expressing their feelings in ways that are not good for the partners and the relationship (Feeney & Fitzgerald, 2019; Meyer et al., 2015). While engaging in these behaviors, they may send a continuous message to their partner or demand that they be more involved in the conflict so that they do not leave their partner. This creates a confusing combination for partners of anxiously attached individuals. Individuals with an anxious attachment style may also have a tendency to experience distress associated with intense negative emotions, to remember negative experiences, and to think deeply about them (Lemay & Spongberg, 2015; Meyer et al., 2015; Reiner & Spangler, 2013). They appear to attribute less respect and attention to their partners than they actually do. As a result of the fear of being abandoned by their partner, they face the situation that other areas of their lives are affected (Lemay & Spongberg, 2015; Meyer et al., 2015; Reiner & Spangler, 2013).

Because individuals with an anxious attachment style may have low self-esteem, this cycle reinforces the belief that they are not worthy of love and attention from others - because 'no matter how hard they try'; their relationships come to the breaking point, which further weakens their self-esteem (Lemay & Spongberg, 2015; Lockhart et al., 2017; Mattingly & Clark, 2012). This cycle reveals the necessity of examining 'sensitivity to rejection' as a new concept in the cycle of self-sabotage in romantic relationships. Rejection-sensitive individuals may act hostile in situations that create anxiety or expectation of rejection (Ayduk et al., 1999). The concept of rejection sensitivity, based on attachment theory, suggests that interactions of early rejection by caregivers, such as parental neglect and exposure to domestic violence (Downey et al., 1997; Feldman & Downey, 1994), result in a high expectancy anxiety. In the context of a romantic relationship, people who are sensitive to possible rejection by their partner may make certain strategic responses to maintain a relationship they perceive as fragile. Individuals who are sensitive to rejection may display adaptive behaviors such as tolerating violence or suppressing a different opinion in order to prevent perceived rejection (Downey et al.,

1998, 1999; Purdie & Downey, 2000). Unfortunately, these relationship maintenance behaviors are ineffective and are thought to sabotage an unstable relationship as a result (Downey et al., 1998).

Looking at the concept of defensiveness, one of the sub-factors of self-sabotage in the relationship; It is defined as defensive strategies that lead to self-sabotaging behaviors such as showing oneself perfectly and not showing fault in the relationship (Hewitt et al., 2003). It is also stated as a self-protection mechanism used as a counter-attack when the victim is felt against a perceived attack (Peel & Caltabiano, 2021). Theoretically, it is thought that self-sabotage in romantic relationships is activated through goal-directed defense strategies in relation to attachment styles to protect self-worth. Basically, it is seen that people use methods such as defensiveness in their romantic relationships in order to protect their self. The work of Gottman and colleagues (Christensen & Heavey, 1990; Gottman, 1993; Heavey et al., 1993) has detailed maladaptive behaviors and relationship dynamics that can predict relationship ending. It has been stated that the behaviors defined as the 'four horsemen' of the apocalypse (criticism, humiliation, advocacy and wall building) lead to divorce six years after marriage on average (Gottman, 1993). In addition, the research obtained from the observations of couples during the counseling process, descriptively describes the three communication styles or couple dynamics that contribute to the end of romantic relationships; attack-attack, attack-withdrawal and retreat-withdrawal (Greenberg & Johnson, 1998). It will be seen that a person who frequently uses defensiveness will generally prefer a relationship style of 'attacking' to his partner. Rusk and Rothbaum (2010) state how patterns of insecure attachment and insecure patterns can trigger the defense function in individuals. Rusk and Rothbaum (2010) explained that stressful moments in the relationship will activate the individual's attachment system, which in turn will determine how the person will react to situations and set goals for their relationships. In other words, defensive strategies can become self-defeating and, as a result, hinder the individual's chances of a successful relationship. In relation to the other factor, trust difficulty, choosing not to trust or not being able to trust in a romantic relationship has also been defined as hurt avoidance methods (Peel, 2020). Difficulty in trusting the partner can often occur as a result of past experiences of betrayal. This theme manifests itself as feeling extremely jealous (Peel & Caltabiano, 2021). It has been found that there is a strong correlation between insecurity and insecure attachment (especially anxious attachment) (Harper, Dickson, & Welsh, 2006; Hazan & Shaver, 1987).

Lack of relationship skills, which is another sub-factor; It can be expressed as the inability to share communication and duties in a romantic relationship (Peel, 2020). In addition, it refers to the fact that partners have difficulty in understanding the dynamics in a relationship or that they do not have insight (Peel and Caltabiano, 2021). The study by Peel, Caltabiano, Beryl Buckby, and Kerry McBain (2019) found that a lack of relationship skills is one of the main reasons why people maintain a cycle of relationship sabotage in their close relationships. It has been found that partners know little about how relationships work (what to expect and how to maintain them). In a romantic relationship, the partner's perception of being accessible, reliable, and willing to provide support when needed (as opposed to self-sabotage) increases the likelihood of feeling closeness, support, and care (Cassidy, 2000; Hazan & Shaver, 1994).

It is stated that people who use self-sabotage strategies have very low life satisfaction and generally higher negative mood levels (Zuckerman & Tsai, 2005). Recently, it is seen that people have started to become consumers in their attitudes towards each other in their romantic relationships. However, as a result, people are faced with self-consumption, which generally causes them to be dissatisfied both physically and spiritually (Murotmusaev, Dzhelyalov, & Boltaeva, 2021). In relation to this situation, it can be stated that self-sabotage behaviors are associated with low levels of health and well-being. Although self-sabotage behavior seems to support one's self-worth for a short time by finding excuses for failures (Covington, 2000), it loses its effect when used for a long time and causes negative effects on the individual's health and self (Maata, Stattin, & Nurmi, 2002). Despite the importance of self-sabotage in relationships and its effects on individuals' relationship life, the limited number of studies on self-sabotage in romantic relationships shows that there is a gap in this area. Self-sabotage seems to be an important concept that can be addressed in understanding close interpersonal relationships and helping to establish healthy relationships, and that will contribute to the literature in counseling with couples and individuals. It is expected that this study will fill a very important gap in the field for individuals who have difficulties in starting relationships and maintaining a healthy

romantic relationship. Presently, there is no instrument to conceptualise and empirically measure how people continue to self-sabotage attitudes and behaviors in relationships.

Although there are no scales that directly measure the similar structure in the literature on self-sabotage in romantic relationships; in connection with the scope of the subject and the factors that may be parallel to the self-sabotage; Experiences in Close Relationships-Revised-Short Form (Selçuk, Günaydın, Sümer & Uysal, 2005), Conflict Resolution Styles Scale in Romantic Relationship (Özen, Engin & Uğurlu, 2016), Self-Sabotage Scale (Akin, 2012). While the Experiences in Close Relationships-Revised-Short Form is about attachment styles, the Conflict Resolution Styles in Romantic Relationships Scale consists of subordination, withdrawal, positive and negative conflict resolution factors, while the Self-Sabotage scale is related to academic subjects, such as performance avoidance, approach, learning consists of dimensions such as avoidance and approach. RSS is a short scale that provides precise information about individual patterns in relationships. Findings using this scale can provide explanations for the reasons why individuals engage in destructive behaviors from one relationship to another. Furthermore, the current work provides open avenues for future research to develop models to explain relationship dissolution and work towards relationship maintenance. Overall, this series of studies is considered to complement the literature on conceptualizing relationship sabotage and, more broadly, self-defeating attitudes and behaviors in relationships (Peel & Caltabiano, 2021).

When it comes to romantic relationships, there is a marked lack of information to explain why some people who have successfully started a relationship embark on a path that seems to end the relationship once and for all. It seems important to carry out studies to provide evidence for this point of view and to guide practical approaches in relationship counseling (Peel et al., 2017). The study will contribute to individuals to look at themselves and their relationships from a different point of view regarding healthy romantic relationships, which is one of the most basic agendas in counseling with individuals and couples, especially in young adulthood, and will also be a powerful resource for counselors. It is seen that the adaptation of this scale is an important scale for practitioners and researchers to understand romantic relationships and help establish healthy relationships, and to contribute to the literature in counseling with couples and individuals. It will contribute to the psychological counselors in the field to see the dynamics and structures that prevent individuals from maintaining their romantic relationships. The aim of this study is to adapt the Relationship Sabotage Scale, which was developed to have information about the self-sabotage attitudes of individuals in their romantic relationships, into Turkish, and to conduct validity and reliability studies.

Method

In this section; study group, data collection tools, data collection and data analysis.

Participants

The study group of the research consisted of two different groups. The first study group for language equivalence consisted of 32 university students studying at the Department of English Language Teaching. The second study group consists of 266 university students, 150 (56%) female and 116 (44%) male, aged between 18 and 36 ($\bar{X}=21.49$), studying at various faculties of the relevant university. Table 1 includes the characteristics of the participants.

Table 1. Characteristics of the Participants

		N	%
Gender	Women	150	56,4
	Men	116	43,6
	Total	266	100,0
Grade	1	4	1,5
	2	46	17,3
	3	110	41,4
	4	106	39,8
	Total	266	100,0
Faculty	Education	154	57,9
	Economics and Administrative Sciences	38	14,3
	Conservatory	33	12,4
	Law	41	15,4
	Total	266	100,0

Measures

Relationship sabotage scale. The Relationship Self-Sabotage Scale (Peel et al., 2020), which aims to measure the person's self-sabotage in their romantic relationship, is a 7-point Likert-type rating scale consisting of 12 items (1 = Strongly disagree, 7 = Strongly agree). There are four reverse scored items in the scale. The scale consists of three factors: defensiveness, trust difficulty, and lack of relationship skills. The cronbach alpha reliability coefficient for the total of the scale is .77. The scores that can be obtained from the scale range from 12 to 84, and a high score indicates that individuals have a high level of self-sabotage in their relationships. It was concluded that the three-factor structure of the scale explained 60.3% of the total variance. Considering the distribution of variance according to the factors; Defensiveness factor (33.3%), Confidence Difficulty factor (14.3%) and Lack of Relationship Skills factor (12.7%) were explained as (Peel & Caltabiano, 2021).

Personal information form. The personal information form includes the personal information of the participants such as age, gender, grade level, faculty information. In addition, in order to obtain relational information, questions containing relational information such as duration of the relationship and perspective on the relationship were also included.

Adaptation of the Relationship Sabotage Scale to Turkish

In the process of adapting the Relationship Sabotage Scale into Turkish, a gradual and systematic way was followed. First of all, the responsible author was contacted via e-mail in order to obtain the necessary permissions for the adaptation of the scale. Then, the original scale was sent to 4 experts working in the field of guidance and psychological counseling for the Turkish translation of the scale. Then, the translations of each item made by the experts were examined and the expressions that were thought to explain the items in the most appropriate way were selected. At this stage, the language consistency assessment form developed by Şeker and Gençdoğan (2014) was used. In the use of this form, significantly different translated items are noted and reviewed. If the translations of the experts are similar to the original version of the article, a plus (+) sign is placed in the translators section, if there is a difference, a minus (-) sign is placed. Then, these numbers (+ and -) were compared and whether the translations were appropriate or not was added to the conclusion section. Afterwards, the Turkish version of the scale was agreed upon by the researcher and the consultant, and its final form was given for the back translation study. At the next stage, the Turkish form created for the back translation process was sent to 3 experts in the field of PCR and English grammar. After back translation, it was seen that the expressions were semantically compatible with the expressions in the original form. It was sent to an expert in the field of Turkish grammar in order to examine the scale in terms of meaning and grammar. Then, within the scope of the application, 48 students from the 4th grade students in the field of psychological counseling and guidance were studied on the intelligibility of the scale items. Group interviews were conducted regarding the items that were difficult to understand from the scale items. Since there was a problem in the intelligibility of an item in the scale, its meaning was clarified by reaching the owner of the

scale. In the last stage, for language equivalence, the Turkish and English forms of the scale were administered to 32 3rd grade students from the English Language Teaching Department, with an interval of two weeks.

Data Collection Process

The data of this study were collected face to face in the 2022-2023 academic year. The data were collected face-to-face at an appropriate time after obtaining the necessary permissions from the Ethics Committee of the relevant university. Before starting the validity and reliability studies of the scale, the sample size for the research was tried to be determined. There are various opinions (Kline, 2004; Bryman & Cramer, 2001) regarding the determination of the sample size related to the study so that factor analysis can be carried out. As a reference in this study; The view that each item in the measurement tool should be answered by at least ten participants was considered (Pett, Lackey, & Sullivan, 2003). As a result of this criterion (1/10) in the literature, it is considered sufficient to reach 120 participants as 10 times the 12-item RSS. However, the sample size was tried to be kept high in order to reduce the sampling error in the research and to reveal a healthier analysis result due to the increase in the number of samples (MacCallum et al., 1996).

In this process, first of all, the participants were informed about the purpose of the study, voluntary participation and the duration of the study. Then, the data collection process was started with the participants who agreed to participate in the study. After obtaining permission from the Ethics Committee of the university where data collection was planned, interviews were conducted with various faculties of the universities using the appropriate sampling method. It can be achieved by using the appropriate sampling method, it is aimed to reach the maximum sample size and to prevent time and labor loss (Büyüköztürk et al., 2017). Appropriate course hours were planned and 266 university students were reached. The scale application was carried out face to face; It took an average of 10 minutes.

Ethical Statement

Ethical approvals and permissions required for this study were obtained from University Research and Publication Ethics Committee

Data Analysis

The analysis of the data obtained from the study was carried out with SPSS 24.0 and AMOS 24 programs. Confirmation of the structure of the Relationship Sabotage Scale for Turkish was carried out using the AMOS 24 program with Confirmatory Factor Analysis. Çokluk, Şekercioğlu and Büyüköztürk (2012) stated that there is no single option for starting factor analysis with EFA or CFA techniques; They stated that the researcher should choose his own method in connection with the knowledge and purpose he wants to obtain. Since the adapted scale has evidence of structure and reliability, the validity of the model was examined by CFA. Confirmatory Factor Analysis is an analysis that tests theory rather than producing theory (Henson & Roberts, 2006). Before the CFA for the scale, factor analysis assumptions (Ullman, 2001) were first reviewed; It was determined that there were no outliers, no multicollinearity and singularity problems. It was observed that there were no extreme values that would adversely affect the analyzes. It was aimed to calculate the Cronbach alpha (α) internal consistency coefficient of the entire scale, which was adapted into Turkish, and for each sub-dimension.

Results

Information on the descriptive statistics of the scale, and findings on its validity and reliability are given under this section.

Language Equivalence Study of the Relationship Sabotage Scale

In the language equivalence stage of the scale, after the necessary translation processes were carried out, the translations of the scale were examined and the Turkish version of the scale was prepared by determining the appropriate items. The prepared Turkish form was translated back by two English teachers and it was tried to determine whether it was consistent with the original scale. It was seen that the Turkish form was consistent with the original form. An application was made to 48 university students in order to receive feedback on the clarity of the items in the scale. After the application, group interviews were made and information was

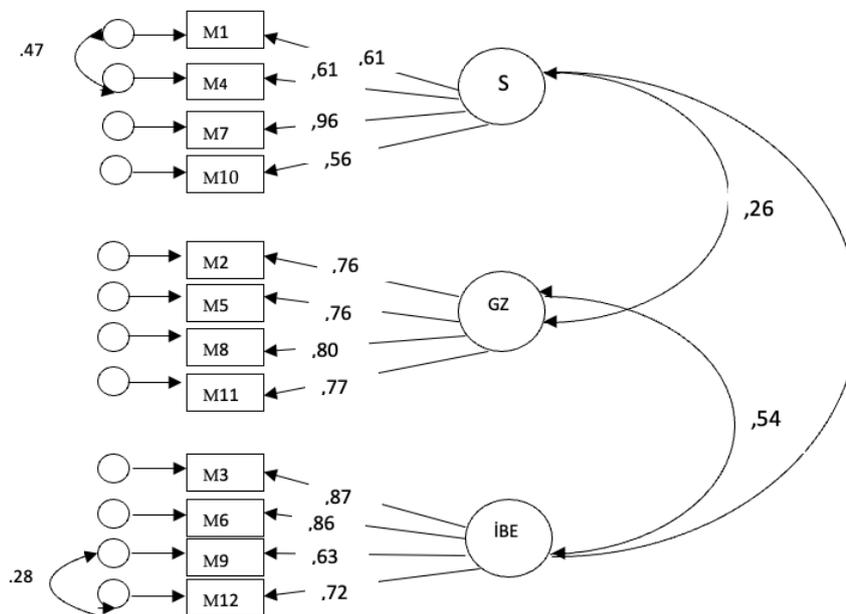
obtained about whether there were items that were difficult to understand. An arrangement has been made based on the feedback received about an item. Then, a Turkish teacher and an expert from the field of psychological counseling re-evaluated the scale in terms of fluency, intelligibility and compatibility with Turkish. Finally, the language equivalence testing phase of the scale was started. 32 students from the English Language Teaching Department, who speak Turkish and English, were first given the original form of the scale, and then the Turkish form created 2 weeks later and asked to fill in the scales. Post-application data were analyzed with dependent groups t-test. According to the results of the related groups t-test analysis regarding the linguistic equivalence of the IKSES, it was found that there was a high ($r = .883$, $p < .001$) positive correlation between the Turkish and English forms of the scale. Findings confirmed that the scale gave similar results in both languages and had linguistic equivalence. After all these steps related to the scale were completed, the ethics committee permission and application permissions were obtained and the data collection stage was started. Then, it was decided to move on to validity and reliability studies within the scope of scale adaptation.

Construct Validity Studies of the Relationship Sabotage Scale

CFA was carried out to examine the validity of the structure of Relation Sabotage Scale in Turkish. Before the confirmatory factor analysis, assumptions such as outliers, multicollinearity and singularity problem were reviewed. Multicollinearity was the case when the test items were highly correlated with each other ($r > 0.80$) in pairs; The fact that $r = 1$ means singularity (Büyüköztürk, 2011). In the study, the highest r value reached among the items in pairs was 0.74. It was observed that there was no problem of multicollinearity among the items. Then DFA was performed.

The three-dimensional factor structure and factor loads of the scale items in the Turkish sample are given in Figure 1. As in the original form, the defensiveness subscale consists of four items (1, 4, 7, 10), the trust difficulty consists of four items (2, 5, 8, 11) and the lack of relationship skills subscale consists of four items (3, 6, 9, 12). It was concluded that the three-factor structure of the scale explained 60.4% of the total variance, similar to the original scale.

Figure 1. Confirmatory Factor Analysis of the Relationship Sabotage Scale Factor Loads



CMIN=108,191; DF=49; $p = .000$; CMIN/DF=2,208, RMSEA=,068; GFI=,936; CFI=,960

As seen in Figure 1, factor loads obtained in the confirmatory factor analysis of the scale were between .56 and .96 for defensiveness, between .76 and .80 for trust difficulty, between .63 and .87 for lack of relationship skills, and between .63 and .87 for the whole scale. It was concluded that it varied between .56 and .96. The fact that all factor loading values for Confirmatory Factor Analysis are $>.50$ indicates that the findings are at a sufficient level (Kline, 2009). Modifications were made between "M1-M4" and "M9-M12" in order to increase the goodness of fit values of the scale. The modifications were arranged as not more than 3 as stated by Kline (2011). The modification indices were examined and two modification suggestions that would provide the highest covariance change; a covariance link between M1-M4 and M9-M12 under the same factors was determined and the proposed post-modification fit criteria were met; goodness of fit indices of the model were found to be good (CFI = .96, AGFI = .89, GFI = .93, RMSEA = .06).

The adequacy of the goodness-of-fit indices of the model is necessary for the Confirmatory Factor Analysis results to be considered valid. In the study; Ratio of chi-square value to degrees of freedom, proportional fit index (CFI), adjusted goodness of fit index (AGFI), goodness of fit index (GFI), and mean square root of approximate errors (root mean square error of approximation, RMSEA) was used to evaluate the results obtained by confirmatory factor analysis. The fit indices of the scale are given in Table 2.

Table 2. Fit Indices and Reference Values

Fit Index	Values of the Study	Good Fit	Excellent Fit
χ^2 / sd	2,208	$2 \leq \chi^2 / sd \leq 3$	$0 \leq \chi^2 / sd \leq 2$
RMSEA	0,068	$.05 \leq RMSEA \leq .08$	$0 \leq RMSEA \leq .05$
NFI	0,930	$.90 \leq NFI \leq .95$	$.95 \leq NFI \leq 1.00$
AGFI	0,899	$.85 \leq AGFI \leq .90$	$.90 \leq AGFI \leq 1.00$
CFI	0,960	$.90 \leq CFI \leq .95$	$.95 \leq CFI \leq 1.00$
GFI	0,936	$.85 \leq GFI \leq .90$	$.90 \leq GFI \leq 1.00$
IFI	0,961	$.90 \leq IFI \leq .95$	$.95 \leq IFI \leq 1.00$

Note: Ki kare (χ^2) = ; sd = ; $p \leq .001$.

Regarding the evaluation of the fit indices resulting from the Confirmatory Factor Analysis; χ^2 / sd for $\chi^2 / sd < \chi^2 / sd < 3 < acceptable fit$ (Kline, 2011), $<.05$ excellent for RMSEA (Browne & Cudeck, 1993), Goodness of Fit Index (GFI) , Normed Fit Index (NFI), Comparative Fit Index (CFI) and Incremental Fit Index (IFI) values $>.90$ were used to indicate that there was sufficient fit (Schermelleh-Engel, Moosbrugger and Müller, 2003). When the goodness of fit indices obtained as a result of the Confirmatory Factor Analysis in Table 1 are examined; It is seen that the values of $\chi^2 / sd=2.208$, $p \leq .001$, $RMSEA=0.068$, $NFI=0.930$, $AGFI=0.899$ are in good agreement. $CFI=0.960$, $GFI=0.936$ and $IFI= 0.961$ values show perfect fit and the model is compatible. The results of the original scale's CFA test showed that the three-factor model had an RMSEA of 0.048 ([0.034, 0.062], $p=0.565$), which was considered a perfect fit. The GFI and CFI values were 0.96 and were found to be above the acceptable level. Finally, it was seen that the SRMR value = 0.052 in the original scale again showed an acceptable value.

After this process, the Cronbach's alpha (α) internal consistency coefficient and test-retest were used to test the reliability of the whole and each sub-dimension of the Relationship Sabotage Scale, which was adapted into Turkish.

Findings Related to the Reliability of the Relationship Sabotage Scale

The internal consistency coefficient of the Relationship Sabotage Scale was calculated using Cronbach's alpha. In addition, test-retest was carried out to support the reliability of the scale. The Cronbach alpha internal consistency coefficients of the original scale and each subscale of the adapted scale were also calculated and shown in Table 3.

Table 3. Reliability Coefficients of Relationship Sabotage Scale

Factors	Number of Items	Original Scale	Adaptation Scale
Trust difficulty	4	,61	,86
Defensiveness	4	,85	,81
Lack of relationship skills	4	,75	,85
Total	12	,77	,81

As can be seen in Table 3, the total internal consistency value of the scale was found to be .81. Regarding the subscales; .86 for the trust difficulty subscale, .81 for the defensiveness subscale and .81 for the lack of relationship skills subscale. It appears to be 85. In the original form of the scale, the trust difficulty subscale was .61, the defensiveness subscale was .85, and the lack of relationship skills subscale was .75. The reliability coefficient for internal consistency increases as it approaches 1 and decreases as it approaches 0 (Rubin & Babbie, 2009). These values show that the reliability value of the scale is high. The test-retest was calculated by re-applying the scale to 94 university students with an interval of three weeks. Pearson Moments Correlation Analysis results for test-retest reliability were found to be $r = .88$ for the total score, $r = .79$ for the defensiveness sub-dimension, $r = .88$ for the trust difficulty sub-dimension, and $r = .84$ for the lack of communication skills sub-dimension. According to Hair et al. (2010), coefficients calculated as .70 and above indicate high reliability of the measurement tool.

Discussion Conclusion and Recommendations

In this study, it was aimed to adapt the Relationship Sabotage Scale, which was developed to obtain information about self-sabotage in romantic relationships, into Turkish. Due to the one study in Turkey (Karahan-Sayan, 2021) and limited studies (Peel, 2020; Peel, McBain, Caltabiano, & Buckby, 2017; Peel, McBain, Caltabiano and Buckby, 2018; Peel, Caltabiano, Buckby & McBain, 2019; Peel, McBain, Caltabiano, & Buckby, 2019; Peel & Caltabiano, 2021; Slade, 2020) in the literature about self-sabotage in romantic relationships, it is thought that this adaptation study will make a great contribution to the literature. It is foreseen that it will be a usable scale for the studies to be carried out on the subject of "self-sabotage in the relationship", emerging as a new concept about romantic relationships. It is thought that the scale will create an area for future research on the development of models to explain the dissolution of romantic relationships and to work towards the maintenance of the relationship. Since a similar tendency to self-sabotage is exhibited in different romantic relationships, negative results are encountered repeatedly. As a result, individuals may lose their belief in romantic relationships and may seek psychological counseling regarding this situation (Karahan-Sayan, 2021). It is thought to be a scale that can contribute to the field of psychological counseling and further academic studies.

Within the scope of the study, confirmatory factor analysis (CFA), a three-factor structure was revealed as in the original scale. The fit indices were found to be good; RMSEA = .068, CFI = .96, GFI = .93, AGFI = .89 indices are taken into account. In the original scale, a three-stage study was carried out by Peel and Caltabiano (2021). In the first study, EFA; In the second study, scale and factor structure were developed using two-part EFA and single homogeneous model analysis. Finally, in the third study, the final structure and construct validity of the scale were analyzed by CFA. In the original scale, it was seen that the three-factor model had an RMSEA of 0.048 ([0.034, 0.062], $p = 0.565$), which was accepted as the perfect fit index (Byrne, 2010); GFI and CFI values were found to be 0.96 and above the acceptable level (Peel and Caltabiano, 2021). It was concluded that the three-factor structure of the scale, the validity and reliability of which was studied by Peel and Caltabiano (2021), explained 60.3% of the total variance. Considering the distribution of variance according to the factors; Defensiveness factor (33.3%), Confidence Difficulty factor (14.3%) and Lack of Relationship Skills factor (12.7%) were explained as (Peel & Caltabiano, 2021). It was concluded that the three-factor structure of the scale, which was adapted into Turkish, explained 60.4% of the total variance, similar to the original scale.

In the study, the Cronbach alpha internal consistency coefficient of the Relationship Sabotage Scale was calculated as .81. The Cronbach alpha internal consistency coefficient of the original form of the scale is .77. It was observed that the Turkish form had a higher value than the original scale. Considering the reliability of the sub-dimensions; defensiveness dimension is .81, confidence difficulty is .86, and lack of relationship skills

is .85. In this respect, it is seen that the scale is reliable. In the original scale, these values are respectively; It is seen that it is .85, .61 and .75. The difference in the Cronbach's alpha results of the original scale and the adapted scale; it can be explained in terms of cultural and linguistic differences (Hambleton, 2005). When the results obtained in this study are compared with the results obtained in the original scale study (Peel & Caltabiano, 2021), it is seen that the scale has reliability values in both studies. Parallel to this, it was observed that the item-factor loads were close to each other in both studies.

Peel and Caltabiano (2021), in the convergent and discriminant validity study of the Romantic Sabotage Scale, the Experiences in Close Relationships Scale Short-Form (ECR-SF), Relationship Quality Components Inventory Short-Form (PRQCI-SF), the Self-Handicapping Scale Short Form (SHS-SF) scales were used. Regarding convergent validity, Factor 1 (Defensiveness) showed significant positive correlation ($p < 0.01$) with anxious attachment ($r = 0.348$) and avoidant attachment ($r = 0.435$) and significantly negative correlation with perceived relationship quality ($r = -0.371$). Factor 2 (Trust Difficulty) showed significant positive correlations ($p < 0.01$) with anxious attachment ($r = 0.508$) and avoidant attachment ($r = 0.197$). Factor 3 (Lack of Relation Skills) showed significant positive correlations ($p < 0.01$) with avoidant attachment ($r = 0.473$) and significant negative correlations with perceived relationship quality ($r = -0.406$). Regarding divergent validity, all three factors showed a positive correlation with self-handicapping to near zero (ranging from 0.033 to 0.082). Parallel to this study, in the study (Haydon et al., 2017) which is closely related to the 'romantic sabotage', Recovery Sabotage Scale (negative behavior and perseveration on conflict in the moments following conflict) was associated with high attachment anxiety and low avoidance. Recovery sabotage was associated with higher partner conflict avoidance. Recovery sabotage and conflict resolution also differentially predicted satisfaction and stability one year later. Findings suggest recovery sabotage is a distinct, developmentally organized relationship process tied to attachment history and behavioral, rather than affective, transactions between partners during conflict.

When the validity and reliability evidences of the Relationship Sabotage Scale is evaluated together, it is concluded that it is appropriate to use in Turkish culture. At the same time, the scale; It is seen that it is short, easily applicable, and easily scored. Various suggestions can be made based on the research results. In this study, the participants were reached by convenient sampling method. In future studies, using random sampling method and working with a larger sample may support the generalizability of the results. The use of the scale in different studies and samples may contribute to the understanding of the psychometric properties of the scale. It is thought that future studies may reveal other factors and structures related to the concept of self-sabotage in the relationship. Since validity and reliability studies are carried out on the basis of the measurements, it will be useful to examine the psychometric properties of the RSS with the data to be obtained from larger and different sample groups in the future. Finally, it is anticipated that studies with different variables that are thought to be related to self-sabotage in the relationship will add new evidence to the validity and reliability of the scale and contribute to the development of the literature.

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