

SPANISH ADAPTATION AND VALIDATION OF THE PARTNER BEHAVIOURS AS SOCIAL CONTEXT (PBSC) SELF-REPORT

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Abstract

Basic psychological needs theory (Deci & Ryan, 2000) is an interesting approach to understand the dynamics of romantic relations. Having valid and reliable instruments will allow assessment of the romantic relationship from this perspective. The aim of this study is to present the development of a Spanish version of the Partner Behaviours as Social Context (PBSC, Ducat & Zimmer-Gembeck, 2010) scale. Through two studies, the factor structure originally proposed is analysed, determining scale reliability and validity. The results confirm the six-dimension structure, although with some differences. It can be concluded that the proposed scale is an especially interesting instrument for the study of relationships in Spanish-speaking youth.

KEY WORDS: *psychological needs, PBSC, Spanish validation, adolescents, youngsters, romantic relationships.*

Resumen

La teoría de las necesidades psicológicas básicas (Deci y Ryan, 2000) ofrece un interesante enfoque para comprender la dinámica de las relaciones de pareja. Contar con instrumentos válidos y fiables permitirá la evaluación de las relaciones de pareja desde esta perspectiva. En este artículo, se presenta el desarrollo de la versión en español del autoinforme "Comportamientos de la pareja como contexto social" (*Partner Behaviours as Social Context*, PBSC, Ducat y Zimmer-Gembeck, 2010). A través de dos estudios, se analiza la estructura factorial original, determinando la fiabilidad y validez de la escala. Los resultados confirman la estructura factorial, aunque con ligeras diferencias. Las dimensiones obtenidas muestran buena fiabilidad y validez, por lo que se puede concluir que la adaptación española de la PBSC es un instrumento especialmente interesante para el estudio de las relaciones en jóvenes hispanohablantes.

PALABRAS CLAVE: *necesidades psicológicas, PBSC, validación, adolescentes, jóvenes, pareja.*

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Introduction

Self-determination theory (Deci & Ryan, 2000, Ryan & Deci, 2017) proposes the existence of three basic psychological needs: autonomy, relatedness, and competence. The satisfaction of these three needs is necessary for optimal development throughout one's lifespan. Such satisfaction is associated with higher rates of well-being and health, whereas the frustration of these needs is associated with higher rates of distress and health problems (Bekir & Çelik, 2019, Chen et al., 2015, Costa et al., 2015, Deci & Ryan, 2014, Hadden et al., 2014, Perez-Rivases et al., 2017, Rocchi et al., 2017).

According to the theory (Ryan & Deci, 2017, Vansteenkiste et al., 2020), autonomy refers to the capacity to perform self-initiated and self-regulated behaviors. When the need of autonomy is satisfied, the person experiences a sense of integrity. Autonomous behavior is based on the ability to recognize one's own feelings and desires and the conditions of the contexts in which one operates. The opposite of autonomy is heteronomy, a lack of freedom in which one's actions are controlled by some external force. Under this condition, a person experiences a sense of pressure to make decisions or act a certain way. Relatedness implies the experience of warmth and bonding, the possibility of feeling truly connected to other people in intimate and genuine relationships in which mutual care and concern are possible. The frustration of relatedness leads to feelings of exclusion, marginalization, and loneliness. Competence refers to feeling capable and effective to achieve desired goals. Competence frustration is related to feelings of failure, inferiority, and doubts about self-efficacy.

There are multiple social contexts throughout the life cycle in which satisfaction of each one of these basic needs is supported or, contrarily, hindered or frustrated. This is observable in the various dynamics and processes that occur in the transactions among people and the contexts in which they interact. As proposed by Vansteenkiste et al. (2010), autonomy satisfaction is favored in contexts in which people try to understand, validate, and respect others' interests, preferences, desires, and viewpoints. Additionally, in the case of disagreement, people offer understandable and reasonable arguments. In contrast, contexts in which coercive control, manipulation, blaming, and invalidation are predominant, volition self-regulation fades (Soenens et al., 2009, Vansteenkiste et al., 2010). The need for relatedness and connection is satisfied in interpersonal relationships that transmit and offer esteem, genuine affection, and unconditional concern. Rejection, expressions of hostility, and marginalization are examples of the experiences that particularly frustrate the satisfaction of this need (Baumeister & Leary, 1995, Lavigne et al., 2011). Lastly, the need for competence requires contexts that provide coherent, clear, and reasonable structure and expectations, in contrast to chaotic and erratic contexts that markedly lack consistency, guidelines, prevision, and direction (Vansteenkiste et al., 2010). Many of the components that contribute to the satisfaction or frustration of one of the needs also frequently affect one or more of the other needs, in fact, research indicates the existence of an important intercorrelation between the satisfaction of all three needs (Deci & Ryan, 2014).

Although in childhood the influence of parental relationships is determinant for future couple relationships (Momeñe & Estévez, 2018), it is during adolescence and adulthood, romantic relationships become an especially relevant context for the satisfaction or frustration of basic needs. Therefore, one provocative area of research focuses on the interplay between romantic relationships and need fulfillment (Knee et al., 2013, 2016, La Guardia & Patrick, 2008, Patrick et al., 2007, Ryan & Deci, 2017). Thus, drawing on Self-determination theory, numerous contributions have been made to distinguish and comprehend different aspects of the development and maintenance of romantic relationships (Cournoyer et al., 2021, Hadden et al., 2015, 2018, Kluwer et al., 2019, Leung & Law, 2019, Øverup et al., 2017, Petit et al., 2017, Valshtein et al., 2019). In this sense, a central aspect to understanding the dynamics and course of romantic relationships is to identify the ways in which the partners help satisfy or, in contrast, hinder their partner's basic psychological needs.

Many studies have concluded that it is easier to establish secure attachment bonds and to trust one's partner to a greater extent when the partner satisfies one's needs of autonomy, relatedness, and competence (Bolt et al., 2019, Feeney & Collins, 2014, Hui et al., 2013, Hadden et al., 2016, Sağkal & Özdemir, 2019). Patrick et al. (2007) concluded the levels of relational satisfaction and commitment are higher when these three needs were fulfilled in romantic relationships. In fact, these authors suggested relationships that support the satisfaction of all three needs promote intrinsic motivation to remain in the relationship, which, in turn, facilitates the way in which the couple handles disagreements and conflicts. The authors also confirmed that satisfaction of these needs within the romantic relationship was associated with higher levels of self-esteem, vitality, and positive affect.

Similarly, other authors have analysed the impact of the satisfaction or frustration of basic needs in romantic relationships on different measures of relationship quality. For example, in a sample of adolescents and youth, Ducat and Zimmer-Gembeck (2010) concluded that psychological well-being, life satisfaction, and relationship quality were positively related to having a partner who provides emotional support, listens, supports personal choices, is relatively predictable and reliable, and, moreover, is not cold, chaotic, or controlling. The same positive association between need fulfillment and relational satisfaction has been observed in more recent studies (Carbonneau et al., 2019, Leung & Law, 2019, Zimmer-Gembeck et al., 2014).

Others have focused research on this topic. VanderDrift and Agnew (2012) observed that the satisfaction of autonomy and competence indirectly affected the stability/breakdown of the relationship through commitment, whereas the satisfaction of relational needs directly affected the stability/breakdown. Vanhee, Lemmens, Stas, et al. (2016) concluded that need frustration was associated with relationship dissatisfaction, specifically, the frequency in which partners initiated conflict and how they communicated during conflict. Kluwer et al. (2019) found that partners displayed more relationship maintenance behaviors when they felt that their partner simultaneously satisfied their relatedness and autonomy needs. This body of research findings demonstrate the interest in and importance of advancing the study of the romantic relationship within the context of satisfaction of basic

psychological needs. Accordingly, valid assessment instruments are needed to examine these intercorrelations more comprehensively.

Two validated instruments have been the most widely used in the study of need fulfilment in romantic relationships: the Basic Need Satisfaction in Relationship Scale (La Guardia et al., 2000), that assesses the extent to which participants feel their romantic partner supports their needs for autonomy, relatedness, and competence, and the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al., 2015), which has been adapted for use within intimate relationships (e.g., Vanhee, Lemmens & Verhofstadt, 2016). The former assessment does not distinguish need-thwarting practices as different from need satisfaction, which should be taken into consideration when drawing conclusions from the research (Vansteenkiste et al., 2020). The latter instrument constitutes a generic measure that was subsequently adapted to fit the context of adult romantic relationships in Germany.

Our interest is focused on romantic relationships during late adolescence and emerging adulthood, for which the task of coordinating dyadic commitment with personal life projects are particularly relevant for socio-emotional development (see Shulman & Conolly, 2014). This led to our special interest in the Partner Behaviours as Social Context (PBSC, Ducat & Zimmer-Gembeck, 2010), originally developed to assess romantic relationships in these stages of the life cycle. The PBSC originally consisted of 30 items assessing six different behavioral dimensions in romantic relationships that are associated with the satisfaction or frustration of the basic psychological needs. Three of the dimensions are positive: Affection, or provision of warmth, love and nurturance supporting, Autonomy support, or encouraging the partner to take personal choices and decisions supporting the psychological need for autonomy, and Structure, or being consistent and predictable, supporting the development of competence. The other three dimensions are negative: Rejection, or displaying frequently hostile, detached and cold behaviors, Coercion, or controlling, intrusive, and demanding behaviors that obstruct the need for autonomy, and Chaos, or unpredictable, erratic and unreliable behavior that thwart the need for the development of competence (Ducat & Zimmer-Gembeck, 2010). Internal consistency obtained for the six dimensions was high, with Cronbach's alpha ranging between .80 and .83 (Ducat & Zimmer-Gembeck, 2010). Subsequent studies have also provided data on the reliability of the scale (Bolt et al., 2019, Zimmer-Gembeck & Ducat, 2010, Zimmer-Gembeck et al., 2014). Zimmer-Gembeck and Ducat (2010) calculated one score for positive and one score for negative behaviors, obtaining an internal consistency of .88 for each of the two subscales. Zimmer-Gembeck et al. (2014) reported a Cronbach's α of .59 for structure, .67 for rejection, .68 for chaos, .72 for warmth, .76 for coercion, and .82 for autonomy support. Similarly, Bolt et al. (2019), calculated a total mean score and reported an internal consistency of .95.

The purpose of this work was to present the Spanish version of the PBSC scale for its use in the study of romantic relationships in adolescence and emerging adulthood, while analyzing its factor structure, reliability, and validity. To achieve this, two studies were conducted. The aim of study 1 was to analyze the factor structure of the Spanish adaptation of the PBSC. The aim of study 2 was to verify whether the factor structure obtained in study 1 can be replicated on an

independent sample, to evaluate the internal consistency reliability, and to analyze the convergent validity of the Spanish adaptation of the PBSC.

Study 1

Method

Participants

The sample size was determined in accordance with the recommendations formulated by Costello and Osborne (2005) regarding the minimum required to perform factor analyses. The total sample was randomly divided into two samples of similar size ($n= 589$). Sample 1 was used to conduct an exploratory factor analysis (EFA), and data from sample 2 was used to conduct a confirmatory factor analysis (CFA).

In study 1, the sample was composed of 589 adolescents and emerging adults (59.9% females) aged 18 to 27 years ($M= 21.10$, $SD= 1.95$) involved in a steady romantic relationship of 3 to 143 months ($M= 31.85$, $SD= 23.33$). Most of them were university students (85.4%), although some were in secondary education (5.9%) and vocational training (8.3%). Only a small percentage were living with their partners (11.7%).

Instruments

- a) Sociodemographic characteristics. Participants provided information regarding their sex, age, relationship duration in years and months, occupation, education status, and living condition.
- b) *Partner Behaviors as Social Context* (PBSC, Ducat & Zimmer-Gembeck, 2010). The original questionnaire consists of 30 items and evaluates the degree to which a partner satisfies one's individual psychological needs (Cronbach's $\alpha= .93$). It is comprised of six dimensions, three at the positive pole: Autonomy ($\alpha= .81$), Structure ($\alpha= .81$), and Warmth ($\alpha= .81$), and three at the negative pole: Coercion ($\alpha= .80$), Chaos ($\alpha= .80$), and Rejection ($\alpha= .83$) (Ducat & Zimmer-Gembeck, 2010). Each dimension consists of five items which are rated on a 6-point Likert-type scale representing the degree of agreement with the statement (1= strongly disagree, 6= strongly agree). Subscale scores are calculated by averaging the five items of each dimension. The higher the scores on the dimensions of autonomy support, structure and affectivity, the higher the satisfaction of these needs within the couple relationship. When scores were higher on the opposites of each of these dimensions, i.e., coercion, chaos and distrust respectively, there was less satisfaction in the initial needs.

Procedure

For the linguistic and cultural adaptation of the PBSC the guidelines of the International Testing Commission (ITC, Hambleton, 2001) were followed. Two groups of people translated the scale independently. Each person met the following criteria: subject-matter experts (adolescence and relationships), fluent in both languages (English and Spanish), and experienced living in both cultures. From these two proposals, the translators and research team reached a consensual version of the scale. Subsequently, two focus groups were conducted, one with 5 researchers in the field of psychology and one with 6 emerging adults who rated cultural acceptability and made suggestions about items and instructions. The suggestions were evaluated by a committee of the research team consisting of four experts. Finally, a bilingual PhD student carried out a backward translation of the instrument to assess the differences between the original scale and the Spanish version.

A convenience sample was recruited during the academic course 2017/18 by advertising the study in different youth organizations, institutes, and colleges. Participants met the following inclusion criteria: a) Between 18 and 27 years old, b) currently involved in a romantic relationship with duration of at least three months.

The PBSC scale was developed through Google Forms for online utilization. This study was approved by the Ethics Committee of the University of Salamanca (Spain), as all procedures complied with the principles outlined in the 1964 Declaration of Helsinki and its amendments. Written consent was obtained from all participants prior to data collection.

All participants received an informational sheet stating that their participation was anonymous, and their responses would remain confidential. Participants were required to answer each question. The survey took approximately 10 minutes to complete.

Data analysis

As a source of validity evidence, the internal structure of the PBSC was checked to verify its multidimensionality (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). For this purpose, an exploratory factor analysis (EFA) was carried out in study 1 and a Confirmatory Factor Analysis was undertaken in study 2.

EFA was conducted to establish the suitability of items and the underlying structure of the PBSC in the Spanish sample. As the factors of the scale were expected to be interrelated and non-orthogonal, oblique rotation was used. The number of factors to be extracted followed the criterion of an eigenvalue > 1 and respected the original 6-factor structure. Pattern coefficients above .40 were considered salient and of practical significance and were used to retain items (Stevens, 2002).

Previously, it was confirmed that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, which can range from 0 to 1 with a minimum standard of .70, indicated the appropriateness of using factor analysis on the data, and Bartlett's test

of sphericity ($p < .05$) to support the factorability of the correlation matrix (Meyers et al., 2017).

In both studies, the reliability of the scale was assessed in terms of internal consistency, Cronbach's alpha (α) and McDonald's omega (ω) were used to assess the internal consistency of each factor. A Cronbach's alpha value between .70 and .95 is considered to be an acceptable measure of reliability (Tavakol & Dennik, 2011). A low alpha value could be the result of an insufficient number of items, poor inter-relatedness between items, or heterogeneous constructs. An omega coefficient between .70 and .90 is regarded as an acceptable value of reliability, although in some circumstances values higher than .65 can be accepted (Ventura-León & Caycho-Rodríguez, 2017). The analysis of the items' psychometric properties was conducted using the corrected Pearson's item-scale correlation. According to the size of the sample, the minimum value for the selection of the items was set at 0.30 (Nunnally and Bernstein, 1994).

Descriptive analysis, internal consistency and principal axis factoring (PAF) were conducted using the SPSS v. 26.

Results

Exploratory factor analysis

In an initial EFA with the 30 items, it was found that Kaiser-Meyer-Olkin value was .92, exceeding the recommended value of .70, and that Bartlett's test of sphericity reached statistical significance, $\chi^2 = 7913.73$ ($df = 435$), $p < .001$, supporting the factorability of the correlation matrix. Based on the results obtained, four items were removed: item 10 due to low factor loadings ($< .40$), and items 23, 24 and 25 because they do not fit with the concepts implicit in the dimensions in which they have the highest factorial loadings: Coercion (items 23 and 25) and Autonomy (item 24). The deleted items corresponded to the factors of the original scale: Warmth (item 10) and Rejection (items 23, 24 and 25). The latter factor has been eliminated in the proposed scale. With this criterion, all factors included three or more items.

Once the first EFA was performed, the four items above cited were removed and the analysis was repeated with the remaining 26 items. Six factors emerged with eigenvalues larger than 1, with a cumulative variance rate of 63.20% (Factor 1: 31.38%, Factor 2: 8.91%, Factor 3: 7.30%, Factor 4: 6.51%, Factor 5: 4.89%, Factor 6: 4.21%). All items' communalities ranged from .50 to .81, and factor loadings ranged from .40 to .92. Factor 1 included six items (7, 6, 8, 22, 21 and 9) named "Affection", Factor 2 included five items (28, 26, 27, 30 and 29) named "Coercion", Factor 3 included four items (12, 11, 20 and 14) named "Structure", Factor 4 included three items (16, 17 and 19) named "Chaos", Factor 5 included three items (13, 18 and 15) named "Distrust" and Factor 6 included five items (4, 2, 1, 5 and 3) named "Autonomy Support" (Table 1).

In summary, the PBSC items revealed a multi-dimensional scale. The proposed scale has a six-dimensional structure similar to the original scale, but not identical because it incorporates some variations in the number and distribution of the items

Table 1
Factor loadings on the final 26 items on the Spanish version of the PBSC (N= 589)

Items of the PBSC		F1	F2	F3	F4	F5	F6
7.	My partner shows me affection	.92					
6.	My partner often hugs me	.88					
8.	My partner lets me know he/she loves me	.86					
22.	Sometimes my partner acts like she/he doesn't like me	-.55					
21.	My partner can make me feel like I am not wanted	-.52					
9.	My partner is there for me if I need him/her	.44					
28.	My partner often wants to know where I'm going and with whom		.82				
26.	My partner tries to control me		.77				
27.	My partner is very demanding in our relationship		.76				
30.	My partner always wants to get his/her way in our relationship		.64				
29.	My partner can be pushy with his/her opinions		.60				
12.	If my partner says something, he/she does it			.85			
11.	My partner follows through on things			.74			
20.	My partner says one thing, but does another			-.56			
14.	My partner is dependable			.43			
16.	My partner is unpredictable				.81		
17.	I never know what my partner will do next				.80		
19.	My partner always seems to be changing his/her mind			-.40	.42		
13.	My partner is reliable					-.82	
18.	My partner is not someone who I can always rely on					.75	
15.	My partner is honest with me					-.71	
4.	My partner encourages me to do the things I think are important						.77
2.	My partner supports my interests						.75
1.	My partner seeks my opinion and values it						.72
5.	My partner encourages me to decide things for myself						.68
3.	My partner listens to me						.62

Notes: PBSC= Partner Behaviours as Social Context; F1= Affection; F2= Coercion; F3= Structure; F4= Chaos; F5= Distrust; F6= Autonomy support. Loadings below -.40 or .40 are not included in the table.

included. The dimensions of Autonomy Support, Coercion, Structure, Chaos, and Affection (originally Warmth) were maintained. However, the items that were included in each of the dimensions as well as the signs of the loadings vary. The dimension that reflects frustration of intimacy needs has been renamed as Distrust (instead of Rejection).

Internal consistency and distribution of scores

Good reliability indices in the different dimensions were found. The values of Cronbach's alphas ranged from .74 to .85, except in the dimension of Chaos (Cronbach's $\alpha = .58$) and McDonald's omega ranged from .68 to .85, except in the dimension of Chaos (McDonald's $\omega = .60$) (Table 2).

In all dimensions, good corrected item-total correlations between the scores in the items and the total score in the dimension were found: Autonomy support (.55 to .67), Coercion (.54 to .70), Structure (.51 to .61), Chaos (.31 to .48), Affection (.54 to .74) and Distrust (.49 to .63).

Study 2

Method

Participants

Participants in study 2 were independent from participants in study 1, consisting of 589 adolescents and emerging adults (59.1% females) aged 18 to 27 ($M = 21.99$ years, $SD = 2.45$) involved in a steady romantic relationship of 3 to 144 months ($M = 34.63$, $SD = 26.00$). Most participants were university students (84.6%) not living with their partner (90.0%).

Instruments

The participants completed the PBSC along with the above-cited questions on sociodemographic characteristics and other scales used to assess convergent validity. These included the following widely-used measures of attachment relationships, romantic relationship quality, and psychological well-being:

- a) *Experiences in Close Relationships-Revised* (ERC-R; Fraley et al., 2000), Spanish adaptation by Alonso-Arbiol et al. (2007). This questionnaire consists of 18 items that rate two basic attachment-related dimensions: Anxiety (9 items, e.g., "I often wish that my partner's feelings for me were as strong as my feelings for him or her") and Avoidance (9 items, e.g., "I get uncomfortable when a romantic partner wants to get very close"). Items used a 7-point Likert-type scale (1= strong disagreement, 7= strong agreement), with higher scores indicating higher attachment anxiety or avoidance. Cronbach's α was .87 (Anxiety) and .84 (Avoidance) in our study.

Table 2
Reliability and descriptive statistics for Spanish version of the PBSC (N= 589)

PBSC subscales	Study 1			Study 2						
	No. of items	α	ω	No. of items	α	ω	Scores observed range	Scores M (SD)	Scores Skewness	Scores Kurtosis
Autonomy support	5	.83	.83	5	.82	.82	2.2-6.0	5.50 (0.60)	-1.66	3.48
Coercion	5	.82	.82	5	.82	.82	1.0-5.4	1.96 (1.01)	1.34	1.31
Structure	4	.74	.75	3	.79	.80	1.3-6.0	5.13 (0.79)	-1.42	2.97
Chaos	3	.58	.60	4	.63	.60	1.0-5.5	2.38 (0.85)	0.73	0.49
Affection	6	.85	.85	5	.83	.81	1.0-6.0	5.48 (0.75)	-2.30	7.14
Distrust	3	.67	.68	4	.81	.82	1.0-5.8	1.42 (0.68)	2.61	8.48

Note: PBSC= Partner Behaviours as Social Context; α = Cronbach's α ; ω = McDonald's ω . Response options on PBSC items ranged from 1 (Not at all true) to 6 (Very true).

- b) Quality of the couple relationship. Four items designed and validated by Conger et al. (2000) were used to measure the degree of happiness, satisfaction, and commitment in the couple relationship, by means of a 5-point Likert-type scale. These items are: "How happy are you, all things considered, with your relationship? (1= not happy at all, 5= absolutely happy), "All in all, how satisfied are you with your relationship?" (1= not at all satisfied, 5= completely satisfied), "How much do you want your relationship with your partner to continue and be a success?" (1= I do not want it, 5= I want it desperately), "How hard are you willing to work to make your relationship a success?" (1= I would do nothing, 5= I would do anything). Thus, higher scores indicate higher quality of the relationship. The items have shown acceptable reliability ($\alpha = .77$) in prior studies (Conger et al., 2000) and in our study ($\alpha = .75$).
- c) *Flourishing Scale* (FS; Diener et al., 2010), Spanish version by De la Fuente et al. (2017). The FS was used to assess participants' self-perceived success in certain areas (positive social relations, optimism, feelings of competence, etc.) that are related to psychological well-being (e.g., "I lead a purposeful and meaningful life," "My social relationships are supportive and rewarding," "I am competent and capable in the activities that are important to me"). Participants rated on their degree of agreement or disagreement with each of the eight statements on a 7-point Likert-type scale (1= strongly disagree, 7= strongly agree). Higher scores indicate higher psychological well-being. Cronbach's α was .85 in this study.

Procedure

The procedure followed in study 2 was the same as in study 1, previously described.

Data analysis

A CFA was conducted to compare the goodness of fit across alternative models: the factor structure obtained in the PBSC original factor model (Ducat & Zimmer-Gembeck, 2010) and the factor model based on EFA of study 1.

Before performing CFA, descriptive analyses were carried out including computation of mean, standard deviation, skewness, and kurtosis of all the items. Values smaller than 3 for skewness and values smaller than 8 for kurtosis can be regarded as having univariate normality of distribution.

In all the models, maximum likelihood estimation for CFA and multiple indices were used to evaluate the model fit of CFA: χ^2 , goodness of fit index (GFI), comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA). Tabachnick and Fidell (2007) and Kline (2005) recommended the value of χ^2/df in ranges of 1 to 3, χ^2/df ratios on the order of 3:1 or less are associated with better-fitting models, except in circumstance with larger samples. χ^2/df smaller than 2.0 is considered very good, between 2.0 and 5.0 is acceptable (Hair et al., 2010). Recommendations for RMSEA cut-off points are the following: Values $\leq .06$ (Hu & Bentler, 1999) or an upper limit of .07 (Steiger, 2007)

indicate good fit, values between .08 and .10 indicate poor fit and values $> .10$ are not acceptable (Schermelleh-Engel et al., 2003). As regards CFI and TLI, values $\geq .95$ reveal good fit (Hu & Bentler, 1999) and values $\geq .90$ are interpreted as adequate fit (Bentler, 1990).

As part of the data analysis, a summary score for each subscale was calculated by averaging the items within subscales after recoding the items with negative loadings. The subscale scores were used for all subsequent analyses. A total PBSC score was calculated by averaging the six subscale scores. The scale and subscale scores were summarized using descriptive statistics: mean, standard deviation, ranges, skewness, and kurtosis. The values for asymmetry and kurtosis between -2 and +2 are considered acceptable in proving normal univariate distribution (George & Mallery, 2010).

As in study 1, the reliability of the scale was assessed in terms of internal consistency using Cronbach's alpha (α) and McDonald's omega (ω). As a source of validity evidence, test-criterion relationships were obtained by using a concurrent design (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). Measures of attachment-related anxiety and avoidance, romantic relationship quality, and psychological well-being were considered as criteria. Pearson's correlation coefficients were computed. Correlations were interpreted based on Cohen's criteria regarding effect size (Cohen, 1988): .10 (small), .30 (medium) and .50 (large).

Descriptive analyses, internal consistency and correlations were conducted using the SPSS v. 26, whereas AMOS v. 22.0 was used to conduct CFAs.

Results

Confirmatory factor analysis

To test PBSC original factor model (Ducat & Zimmer-Gembeck, 2010) and the model obtained in the EFA, two CFAs were conducted.

Fit statistics both for the PBSC original factor model ($\chi^2[390]= 2282.47, p < 0.001, \chi^2/df= 5.85, RMSEA= .09 [90\% CI= .09-.09], CFI= .77, and TLI= .74$) and the model suggested by the EFA ($\chi^2[284]= 1710.68, p < .001, \chi^2/df= 6.02, RMSEA= .09 [90\% CI= .09-.10], CFI= .80, and TLI= .77$) showed that the models did not meet any of the criteria for close fit.

Therefore, factor loadings and modification indices were inspected (i.e., having MI value ≥ 20.0). Factor "Affection" included five items (7, 6, 8, 22, 21 [9]), Factor "Coercion" included five items (30, 27, 26, 29, 28), Factor "Structure" included three items (14, 12, 11, [20]), Factor "Chaos" included four items (19, 20, 17, 16), Factor "Distrust" included four items (15, 13, 18, 9). Items in parentheses are those that load on a different factor that they load on AFE Factor "Autonomy Support" included five items (1, 3, 2, 4, 5). Further, according to modification indices' suggestions, a correlation between items (item 21 and 22, item 16 and 17, item 29 and 30, item 26 and 28, item 1 and 5, item 11 and 12, item 1 and 2, item 12 and 20, and item 4 and 9) was included. The final model showed acceptable fit statistics, $\chi^2(275)= 998.21, p < .001, \chi^2/df= 3.63, RMSEA= .07 (90\% CI= .06-.07), CFI= .90,$

and TLI= .88. The standardized loadings ranged from .46 to .91, except for Chaos, and all the factors were significantly correlated with each other (Figure 1).

Internal consistency and distributions of scores

Good reliability indices in the different dimensions were found. Cronbach's alphas ranged from .78 to .83, except in the dimension of Chaos (Cronbach's $\alpha = .58$). McDonald's omega ranged from .80 to .82, except in the dimension of Chaos (McDonald's $\omega = .60$) (Table 2).

In all dimensions, good corrected item-total correlations between the scores in the items and the total score in the dimension were found: Autonomy support (.50 to .68), Coercion (.54 to .67), Structure (.62 to .66), Chaos (.38 to .47), Distrust .53 to .71) and Affection (.55 to .72).

Consistent with the original scale, the PBSC distribution was negatively skewed in the case of the dimensions Autonomy Support, Structure, and Affection, and positively skewed in the case of the dimensions Coercion, Chaos, and Distrust.

Convergent validity

It is expected that the PBSC subscales would correlate with measures of relationship quality, attachment, and well-being. Intercorrelations were calculated between the PBSC total scale and subscales and relationship quality, attachment subscales, and well-being (Table 3). Correlations were medium-large among PBSC subscales of Autonomy Support, Affection, and Distrust with the attachment-related subscales and relationship quality. Correlations were medium among PBSC dimensions of Coercion, Chaos and Structure with these criterion measures. As expected, intercorrelations between the subscales of the Spanish version of the PBSC were found, which were small-medium.

Figure 1
Confirmatory factor analysis of the 26-item of the Spanish version of PBSC

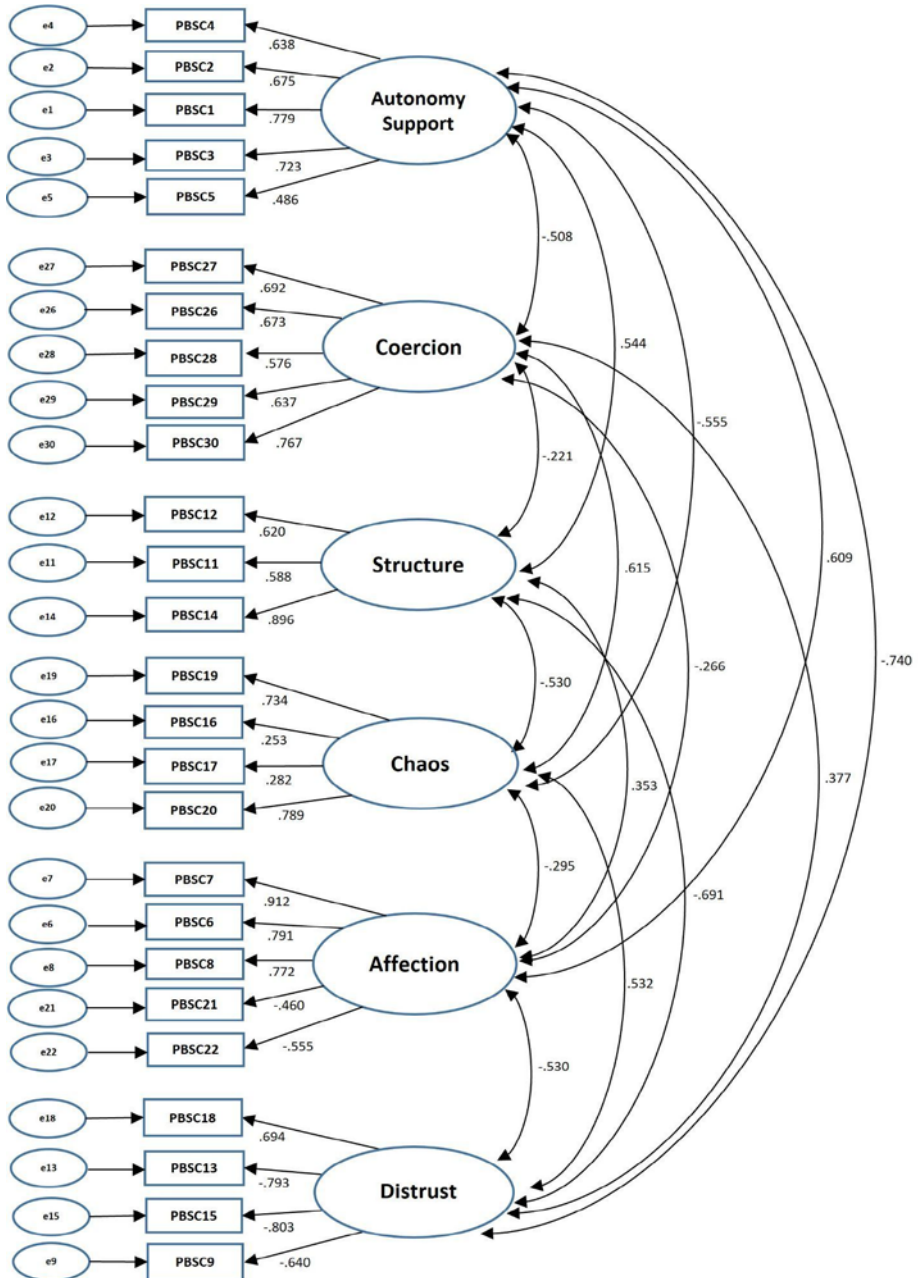


Table 3
Intercorrelations between subscales of the Spanish version of the PBSC and correlations of these subscales and convergent validity measures (N= 589)

PBSC subscales	1	2	3	4	5	Anxiety (ERC-R)	Avoidance (ERC-R)	Well-being (FS)	Quality of the relationship (Items by Conger et al., 2000)
1. Autonomy support						-.41***	-.56***	.29***	.47***
2. Coercion	-.40***					.29***	.35***	-.14**	-.30***
3. Structure	.42***	-.15***				-.19***	-.31***	.20***	.44***
4. Chaos	-.30***	.39***	-.26***			.30***	.26***	-.13**	-.14**
5. Affection	.53***	-.30***	.29***	-.27***		-.54***	-.47***	.26***	.41***
6. Distrust	-.58***	.30***	-.51***	.34***	-.57***	.53***	.53***	-.27***	-.56***

Notes: PBSC= Partner Behaviours as Social Context; ERC-R= Experiences in Close Relationships-Revised; FS= Flourishing Scale. *p< .05; **p< .01; ***p<.001.

Discussion

The purpose of this work was to present the Spanish version of the PBSC scale (Ducat & Zimmer-Gembeck, 2010) for its use in the study of romantic relationships in adolescence and emerging adulthood, while analyzing its factor structure, reliability, and validity. From our viewpoint, this questionnaire has, at minimum, two important strengths. Firstly, it is based on the theory of the basic psychological needs of Deci and Ryan (2000), a theory that may be especially useful in analyzing and explaining the dynamics and course of romantic relationships. It is also compatible with other theoretical proposals, such as attachment theory (Hazan & Shaver, 1987, Hadden et al., 2016, LaGuardia et al., 2000) and L'Abate's (2003) theory of family and couple functioning. Secondly, the scale focuses on different types of behaviors that are performed regularly in romantic relationships and involve support and/or frustration of the basic needs, something that should be considered when examining aspects related to relationship quality and personal well-being.

In our study with Spanish youth, the results of factorial analyses confirmed the six-dimensional factor structure proposed in the original work by Ducat and Zimmer-Gembeck (2010). Although the scale adapted to the Spanish population includes 26 items, not all of them load on the same factors or dimensions originally proposed by the authors. Additionally, our results indicate that at least one of the original factors requires reformulation. Thus, Autonomy Support (the first dimension of the factor solution obtained in our second study) is identical to that proposed by the authors of the PBSC, containing the same five items that were part of the original scale. This dimension indicates the degree to which people perceive that their partner encourages them and respects their desires, decisions, and pursuit of goals and personal objectives. The second dimension, Coercion, is also identical to the original. It contains five items that reflect people's perception that their partner blocks their autonomy and independence, adopts a controlling attitude over their actions, and attempts to impose their own ideas, desires, and viewpoint of reality. The third dimension of our study, Structure, includes three items that are linked to Structure-Reliability in the partner's perceived behavior. The other two items that loaded on the Structure dimension of the original study, load in our study on another dimension that has been named Distrust and whose meaning will be analyzed later. The fourth dimension in our analysis, Chaos, gathers four items from the Chaos dimension defined by Ducat and Zimmer-Gembeck (2010). The four items' meanings remain the same from the original scale, reflecting the perception of the partner's behavior as unpredictable and erratic and preventing or frustrating the need for a structured and stable context. The other item of the Chaos dimension in the original study, loads on the dimension redefined as Distrust.

The results of our study indicate that the two remaining dimensions require further consideration. The dimension that reflects Affection consists of five items, three of which are included in this dimension in the original scale. The other two items correspond to the dimension of Rejection in the original scale ("My partner can make me feel like I am not wanted" and "Sometimes my partner acts as if he/she does not love me"). In our study, this item had a negative loading on the factor that reflects the partner's perception of expressions of love, affection, and

warmth. Therefore, the two items were added to the dimension Affection in the negative sense, and its score must be reversed when calculating the score for this subscale.

Lastly, our factor analyses offer a different perspective of the dimension of Rejection that was proposed by the authors of the original scale. This dimension is composed of the following: two items from the Structure factor of the original scale ("My partner is reliable" and "My partner is honest with me"), both expressing negative loadings, one item from the Chaos factor of the original scale ("I cannot always rely on my partner"), showing a positive loading, and one item from the Warmth factor of the original scale ("My partner is there for me if I need him/her"), with a negative loading. Based on our analysis of these four items and the sign of their loadings on the factor, it seems that this dimension refers to the perception of partner's attitudes and behaviors that may hinder or frustrate the possibilities to receive the affection needed and to connect more intimately and genuinely. Accordingly, this dimension has been named Distrust, with an emphasis that this label refers to the kind of mistrust that hinders warmth, intimacy, and proximity, not to the mistrust linked to the partner's unpredictable or unreliable behavior as reflected in the Chaos dimension.

Satisfactory reliability indices in the different dimensions were obtained, except in the dimension of Chaos. For this reason, this dimension should be interpreted with caution, until further research sheds light. In all dimensions, good corrected item-total correlations between the scores in the items and the total score in the dimension were found. In terms of validity, the dimensions of the scale show acceptable convergence with the measures used for the quality of the romantic relationship, anxiety and avoidance in the relationship, and subjective well-being. Thus, as expected, the dimensions of Autonomy Support, Affection, and Structure showed a positive correlation with the quality of the relationship and personal well-being, and a negative correlation with anxiety and avoidance in the relationship. In contrast, the dimensions of Coercion, Distrust, and Chaos correlated positively with anxiety and avoidance in the relationship and negatively with the quality of the relationship and subjective well-being. These results are consistent with other studies that have used the PBSC scale (Bolt et al., 2019, Zimmer-Gembeck & Ducat, 2010, Zimmer-Gembeck et al., 2014).

One limitation of our study is that the sample may not be representative of the general population of Spanish adolescents and emerging adults due to the sampling technique employed (i.e. snowball sampling). Future studies should consider replicating the validity and reliability process in other Spanish-speaking samples, potentially expanding the utility of this scale. Additionally, future studies should examine the psychometric properties of the scale by performing a confirmatory factor analysis. Moreover, as this scale assesses a relational construct, it would be particularly relevant to test this scale within a dyadic framework with samples of couples from the general Spanish population.

Generally speaking, the Spanish version of the PBSC (Ducat & Zimmer-Gembeck, 2010) scale maintains the six-dimensional structure (three positive factors and three negative factors) that reflects how people perceive that their partners support and contribute to the satisfaction of the basic psychological needs or, on

the contrary, they perceive their partners as a source of frustration of these needs. (Appendix).

To conclude, the Spanish version of the PBSC is suitable as a measure of the quality of the relationship in adolescents and emerging adult, in global terms, as well as tool to appraise the different dimensions associated with the support of the basic needs of Autonomy support, Affection, and Structure or their frustration in terms of Coercion, Distrust, and Chaos. Finally, the PBCS will be of interest in further study of relational dynamics and processes, as well as its clinical application for planning possible interventions or to assess therapeutic outcomes.

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Appendix

The final Spanish version of the Partner Behaviors as Social Context Scale (PBSC)

Dimensions	Items
Autonomy Support	My partner encourages me to do the things I think are important
	My partner supports my interests
	My partner seeks my opinion and values it
	My partner listens to me
	My partner encourages me to decide things for myself
Coercion	My partner tries to control me
	My partner is very demanding in our relationship
	My partner often wants to know where I'm going and with whom
	My partner always wants to get his/her way in our relationship
	My partner can be pushy with his/her opinions
Structure	If my partner says something, he/she does it
	My partner follows through on things
	My partner is dependable
Chaos	I never know what my partner will do next
	My partner is unpredictable
	My partner always seems to be changing his/her mind
	My partner says one thing, but does another
Affection	Sometimes my partner acts like she/he doesn't like me*
	My partner shows me affection
	My partner often hugs me
	My partner lets me know he/she loves me
	My partner can make me feel like I am not wanted*
Distrust	My partner is reliable*
	My partner is honest with me*
	My partner is not someone who I can always rely on
	My partner is there for me if I need him/her*

Note: *These items are reverse-coded to obtain the scores in the subscales.