

ADAPTATION OF TEACHER'S RELATIONAL COMPETENCE SCALE IN THE CONTEXT OF TEACHERS OF GUIDANCE AND COUNSELING

Yuliati Hotifah^{1,2}, Nur Ainy Fardana Nawangsari², Nono Hery Yoenanto²

¹Departemen Bimbingan dan Konseling, Universitas Negeri Malang, Malang, Jawa Timur, Indonesia

²Program Doktor Psikologi, Universitas Airlangga, Surabaya, Jawa Timur Indonesia

yuliati.hotifah.fip@um.ac.id

Abstract

This research aims to adapt the teacher relational competence scale by Vidmar and Kerman (2016) to the Indonesian language and culture, especially in the context of guidance and counseling teachers. The adaptation process has used the International Test Commission Guidelines. This adaptation involves 276 subjects with criteria: guidance and counseling teachers with a minimum working period of 5 years and who have attended professional teacher education (*Pendidikan Profesi Guru*). There are four research instruments, namely TRCS, linguist evaluation form, content expert evaluation form, and pilot study assessment form. The data analysis technique uses content analysis and constructs analysis. Content analysis has used the content validity index (CVI), while construct analysis has used confirmatory factor analysis (CFA) with AMOS version 22. Reliability test based on homogeneity (internal consistency) using Cronbach's Alpha coefficient. The analysis of evidence based on test content contained ten items with a mean score of 0.60. The results of the evidence-based construct analysis using CFA obtained 17 items with a loading factor > .50. The reliability coefficient with Cronbach's alpha is .933. So that in the future, only 17 items will be used as a measure of the Indonesian version of the Relational Competence Scale for guidance and counseling teachers.

Keywords: psychological scale adaptation; relational skills; teacher guidance and counseling; teachers' relational competence scale

INTRODUCTION

Nordenbo et al. (2008) described that competent teachers consist of three sub-categories, which can establish relationships and interact with various parties to encourage optimal student development. The categories are relational competence, leadership competence, and didactic competence (Melo et al., 2020; Monica et al., 2022; Moody, 2022; Torres et al., 2021). Relational competence, which is the focus of this research, is a professional approach that focuses on the teacher's ability to overcome and develop interpersonal relationships with students (Aspelin & Jonsson, 2019; Ewe, 2020; Ewe & Aspelin, 2022). In another context, relational skills are the ability to act with understanding towards people, which are influenced by the knowledge of oneself and others. Relational skills were first studied in the context of peer relationships and romantic relationships (Adameczyk & Pilarska, 2012;

Niederberger et al., 2013). This study examines relational skills in the context of education (Pauget & Cabrol, 2013; Pung et al., 2021; Thijssen et al., 2022). Relational skills are defined as an individual's ability to relate to others with full openness and respect, show empathy, and be responsible for the relationship. Relational skills consist of three dimensions, namely respect for individuality, authenticity, and responsibility. In the context of learning, relational skills are defined as the ability of teachers to relate to students in learning that reflects positive, supportive relationships and provides encouragement to move forward (Aspelin & Jonsson, 2019; Borremans & Spilt, 2022; Carter et al., 2011; Jensen et al., 2015; Juul & Jensen, 2017; Vidmar & Kerman, 2016).

Refers to the thoughts of Juul & Jensen (2017), Vidmar & Kerman (2016) has developed a relational skills scale based on five sub-dimensions, namely (1) context

(relational competence in assessing interactions in guidance and counseling services); (2) respect (respect for the experiences of others in various perspectives); (3) change in perspective (change perspectives based on the other person's point of view); (4) empathy (recognition ability and understand other people's feeling); and (5) caring and presence of mind.

Based on the concept of relational competence, Vidmar & Kerman (2016) developed a relational competency measuring tool, namely the Teacher's Relational Competence Scale (TCRS). This scale is based on three dimensions, namely, respect for individuality, authenticity, and responsibility for the relationship. This scale is a Likert scale with a 5-point response (never, rarely, sometimes, never, and often), consisting of 33 items with an internal consistency of .76. This scale is intended for teachers to measure the teacher's relational skills with colleagues and students. However, this scale is not yet available in the Indonesian version in the context of guidance and counseling teachers in Indonesia (Veldin & Vidmar, 2019).

METHOD

This study used a quantitative approach with the ex-post facto method. This study involved guidance and counseling teachers in East Java, with a total population of 666 guidance and counseling junior high school (BK SMP) teachers. The sampling technique used in this research is multi-stage random sampling. There are three stages of sampling, namely, cluster sampling, random sampling, and purposive sampling (Taherdoost, 2016). The cluster sampling stage is divided into four groups based on the educational hierarchy cluster (Andini, 2017). The second stage, random sampling, selects districts randomly as representatives of each group (Table 1). The third stage, purposive sampling, selects samples in each selected district based on the criteria, namely; (1) a junior high school guidance and counseling teacher, (2) a minimum of 5 years experience as a guidance and counseling teacher, (3) a minimum educational background of S-1 Guidance and Counseling/Psychology, (4) has passed the Guidance and Counseling Teacher certification/PLPG/PPG; and (5) have additional positions other than as a guidance and counseling teacher.

Table 1.
Hierarchy Cluster of Education in East Java

Cluster	District/City	Characteristics	Selected District
Group 1	Surabaya city, Malang city, Probolinggo city, Gresik district, Mojokerto district, Jombang district, Bojonegoro district, Lamongan district, Ngawi district, Magetan district, Pacitan district, Nganjuk district, Tulungagung district, Trenggalek district, dan Lumajang district	Has a fairly high number of graduates, student-teacher ratio, APK and APM at a high level	Malang City, Lamongan District
Group 2	Madiun City, Kediri City, Mojokerto City, Blitar City, Pasuruan City, Batu City, dan Ponorogo District	Has the highest graduate rate, student-to-school ratio, APK, and APM	Madiun City
Group 3	Sidoarjo District, Tuban District, Madiun District, Kediri District, Blitar District, Malang District, Pasuruan District, Jember District, dan Banyuwangi District.	Have a high student-to-teacher ratio	Malang District, Banyuwangi District
Group 4	Probolinggo District, Bondowoso District, Situbondo District, Pamekasan District, Sampang District, Sumenep District, dan Bangkalan District	Has the highest dropout rate and repeat rate	Sumenep District

(Andini, 2017)

The number of subjects was based on Cohen's Statistical Power Analysis (Kyriazos, 2018). This approach is the most popular approach to date. This analysis aims to calculate a representative sample and avoid unexpected conclusions. This sampling analysis is most commonly used in behavioral research (Kang, 2021). The subject size was determined with a significance level of alpha .05, an effect size value of .20, and a power value (1- β). The alpha significance value of .05 means the probability of error in rejecting the null hypothesis is .05. The effect size indicates the extent to which the null hypothesis is false, and G power gives an effect size conversion measure of 0.20 as between small and medium (Ellis, 2010; Ko & Lim, 2021; Kyriazos, 2018). Based on the calculation of strength, it shows that the sample is at least 150. Based on the results of random data collection using a google form, a sample of 275 is obtained.

This study refers to the International Test Commission (ITC) Guidelines for Translating and Adapting Test Second Edition (Lau et al., 2017; Leong et al., 2016), which consists of five stages, namely pre-condition, test development, confirmation, administration, and documentation. The adaptation stages are shown in Figure 1. The adaptation stages are as follows:

1. Pre-condition stage. The steps in this pre-condition stage include: (1) The researcher contacted the previous measuring instrument developer Vidmar (2016), to obtain a permit to use the measuring instrument.
2. Test development stage. The steps include: (1) Carry out the forward translation process with two experts. (2) The process of synthesizing forward translation result 1 and 2. (3) Translate forward results into the original language (English), backward translation. (4) The synthesis process results backward 1 and backward 2.
3. Confirmation. This stage is evidence-based on content and evidence-based on structure. The first evidence based on content, an assessment of the level of comparability and similarity between the original measuring instrument and the results of the backward translation, was carried out by three linguists, psychologists, and guidance and counseling experts. The assessment results of the level of comparability and similarity of items from five experts then calculated the mean score of each item. According to Sperber (2004), the equivalent items are items with a mean score of < 4. This study, using a scale of 1-5, with a mean score > 3, it has good comparability and similarity so that it can be compared and has the same meaning as the original version. Furthermore, the second content review was assessed on the levels of relevance, importance, and clarity by six experts. Evidence-based on structure pilot testing was conducted by inviting ten guidance and counseling teachers. The purpose of pilot testing is to fill out and provide feedback on the relational skills scale.
4. Administration. At this stage, a trial of the relational skills scale was carried out on 275 BK teachers. The goal is to measure whether the scale developed is in accordance with the construct and empirical data. This validity requires statistical analysis techniques (Ogbodo-Adoga, 2020; Taylor, 2013; Yusoff, 2019). This study used confirmatory factor analysis (CFA). In addition, this study uses the help of Amos version 22 software. CFA analysis is used to test whether these indicators are valid as a measure of latent constructs (Prudon, 2015). CFA analysis is used to see the fit of the relational skills measurement model. The criteria for determining the fit of the model are shown in Table 2.
5. Documentation. At this stage, the report preparation process is carried out based on the adaptation stages starting from the translation stage to the confirmatory stage of factor analysis. Furthermore, compiling and laying out measuring instruments whose validity has been tested.

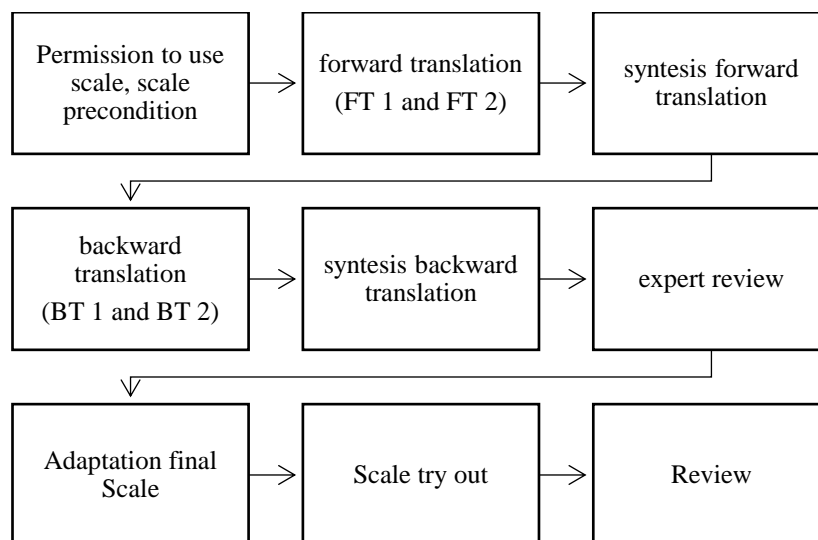


Figure 1. Stages of adaptation according to the ITC Guidelines

Table 2.

Blueprint TRCS

No	Dimension	Item Number	Total Items
1.	Responsibility for the Relationship	1, 5, 7, 12, 13, 17, 18, 24, 26, 30, 31, 32	12
2.	Authenticity	3, 4, 6, 9, 16, 19, 20, 21, 23, 25, 29, 33	12
3.	Respect for Individuality	2, 8, 10, 11, 14, 15, 22, 27, 28	9
Total Item			33

Research Instruments

1. Teacher's Relational Competence Scale (TRCS); this scale was developed by Vidmar and Kenmar (2016), consisting of 33 items from five dimensions, namely respect for individuality, authenticity, and responsibility for the relationship. The scale has four response options with a range of 1 (never), 2 (rarely), 3 (sometimes), and 4 (often). The higher the individual's TRCS score, the higher their relational skills.
2. Expert Evaluation Form; expert evaluation is done by filling out an evaluation form from the similarity and comparability aspects of the linguist and the relevance, importance, and clarity aspects of the content expert. The expert's role, in this

case, is to rate the items based on the level of relevance, importance, and clarity, with a score range of 1–4. A score of 1 means very irrelevant, not important, and unclear, while a score of 4 means very relevant, very important, and very clear. Relevancy is the extent to which the item is relevant to the construct being measured. Importance means how important the item is when associated with the research construct and context. Clarity is whether the item is clear enough and can be understood.

3. Evaluation Form of Scale Pilot Test; the pilot study assessment was conducted to see whether the statement items matched the measuring construct. Respondents filled out measuring instruments and gave assessments based on aspects of relevance and clarity to the items of the scale, as well

as providing written input, as a consideration for researchers to revise the adapted scale.

Data Analysis

The data analysis used in this study is a data analysis technique used to see the validity of the relational competency measurement scale using content validity, face validity, and construct validity. Content validity and face validity as analyzed using the percentage agreement content validity index (CVI), while construct validity was analyzed using confirmatory factor analysis (CFA) with AMOS 22. Reliability test using the alpha Cronbach approach. According to Hair et al. (2019), the coefficient of Cronbach Alpha value must be greater than .70, although the minimum acceptable value is .60, and a value of .60 from .80, then reliability is considered good (Polit et al., 2007; Polit & Beck, 2006). In this study, the reliability test used Cronbach Alpha with the help of SPSS 22.

RESULT AND DISCUSSION

The items on teacher relational competence scale are in accordance with their dimensions and constructs. The results of the reviews from the three reviewers can be concluded that some sentences are too long, as in item 18 “*Saya tidak tersinggung dengan perilaku atau pernyataan siswa yang tidak pantas/menyinggung, Saya menganggapnya sebagai ekspresi ketidakseimbangan antara siswa dan diri saya/lingkungan*” (I am not offended by the inappropriate behavior or statements of students, I consider it as an expression of the imbalance between students and myself/the environment). The sentence is substantially good, but the use of a slash (/) has a different meaning, so it is necessary to choose only one word. Next, item 28 “*Saya sadar bahwa setiap siswa memiliki caranya sendiri dalam berpikir dan bertindak, jadi saya mencoba menyesuaikan perilaku saya dengan baik*”. The use of conjunctions in this item is not appropriate, resulting in ambiguous meaning. Better change it to “*saya sadar bahwa setiap siswa memiliki caranya*

sendiri dalam berfikir dan bertindak, sehingga saya mencoba menyesuaikan perilaku saya dengan tepat” (I am aware that each student has their own way of thinking and acting, so I try to adjust my behavior appropriately).

The evaluation of the language expert reviewers shows that the results of the calculation of the mean score comparability and similarity are between 5.66–7.00. Meanwhile, items that have a mean score of 6.00 will be revised. The items are 2, 7, 9, 10, 12, 21, 28, 29, 31, and 32. The next ten items were revised in terms of language and substance of the statement associated with the construct.

Furthermore, the results of the content expert reviewer’s assessment were analyzed using the I-CVI and S-CVI calculations. The percentage of CVI agreement was obtained from the number of experts who agreed to give a score of 3 and 4 divided by the total number of experts who carried out the assessment. The results of the S-CVI calculation obtained a value of .80, meaning that the scale is considered good in terms of assessing relevance, importance, and clarity. Meanwhile, the I-CVI value for the relevance aspect has a score between .83-1.00, the importance aspect is in the range of .67 – 1.00, and the clarity aspect is in the .67-1.00 range. Items that have a CVI value of .83 (referring to Polit & Beck, 2006; Polit et al., 2007) are item 6 for the three aspects (relevancy, importance, and clarity). Furthermore, item 6 is revised with regard to the substance of the construct.

Teacher’s Relational Competence Scale is a multidimensional model consisting of 3 indicators with a total of 33 statement items. The three indicators are responsibility for the relationship, authenticity, and the respect for individuality. The initial model (see Figure 2) did not fit, so a modification was made to the model (see Figure 3) by removing items that had a low factor load, which was below .04. The modification results show the fit model.

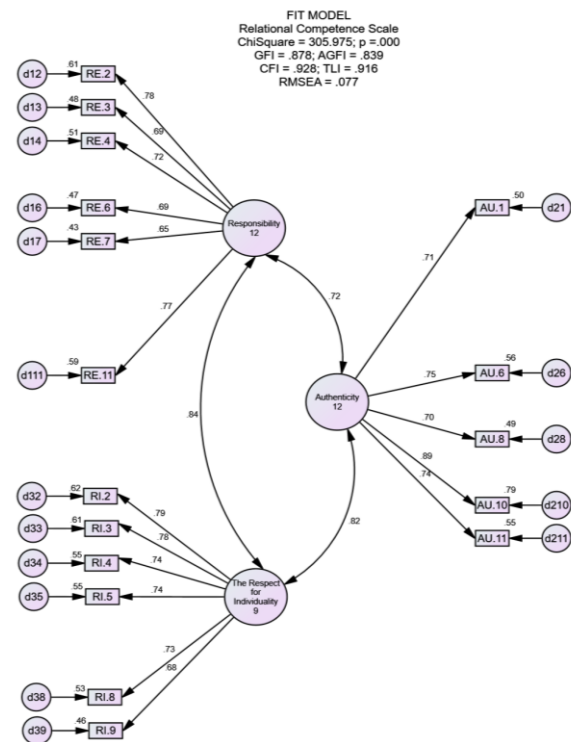
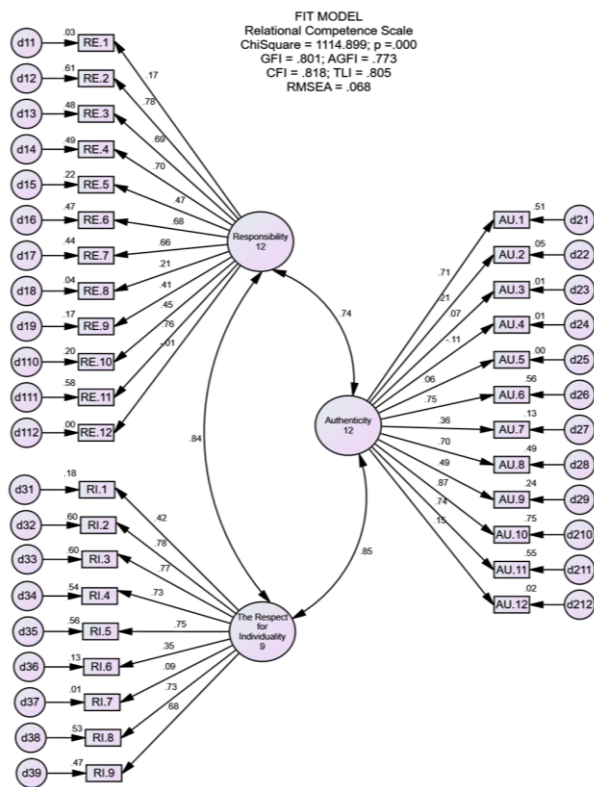


Figure 2. Measurement Model of First Order Teacher's Relational Competence Scale

Figure 3. Measurement Model of CFA First Order TRC

Table 3.
Fit Index Measurement Model Teacher Relational Competence Scale

Fit Index	Model I	Modified Models	Description
Chi-Square	1114.899	309.975	p-value < .05
	p < .001	p < .001	
GFI	.808	.878	Margin fit
AGFI	.773	.839	Marginal Fit
CFI	.818	.928	Good Fit (> .90)
TLI	.805	.916	Good Fit (> .90)
RMSEA	.068	.077	.05 - .08

There are 17 items loaded in this modified model with the lowest factor loading of .65 and the highest factor loading of .89. In detail, the value of the fit model for the measurement of relational skills is described in Table 3.

The modified result of the teacher's relational Competence Scale model shows a fit parameter model. In the modified model, the result shows a fit model of the value of *Chi-Square* = 309.975 $p < .001$, *GFI* = .878, and

AGFI = .839 are included in the marginal fit category (.80 *GFI* .90), while *CFI* (.928) and *TLI* (.916) are included in the good fit category because .90 and *RMSEA* .077 have met the fit requirements because they are in the range of .05 - .08. This modified model has 17 items with the lowest loading factor .65 (one of the Responsibility items). A summary of the final selection results, in full, is presented in Table 4 and 5.

Table 4.
Loading Factor Value of Modified TRCS
Measurement Model

Dimension	Item	Loading Factors	Sum of Item
Responsibility for the relationship	Item 5	.78	6
	Item 7	.69	
	Item 12	.72	
	Item 17	.69	
	Item 18	.65	
	Item 31	.77	
Authenticity	Item 3	.71	5
	Item 19	.75	
	Item 21	.70	
	Item 25	.89	
	Item 29	.74	
The Respect for Individuality	Item 8	.79	6
	Item 10	.78	
	Item 11	.74	
	Item 14	.74	
	Item 27	.74	
	Item 28	.68	
Total			17

Based on Table 4, the items that meet the validity requirements are 17 items. Cronbach's alpha reliability coefficient of the teacher's relational competence scale measurement model is .906. The final selection used a confirmatory factor analysis (CFA) model, and the remaining 17 items proved to have a good model fit. The CFA model has a high model fit, all loading factors are more than .40 (Di Fabio & Gori, 2016), *chi-square* = 309.975 ($p < .05$), *GFI* = .878 and *AGFI* = 0.839 is greater than .80, *CFI* = .928 and *TLI* = .916 is greater than .90 and *RMSEA* = .077 is in the range between .05 - .08. So that in the future only 17 items are used as a measure of the relational competence scale.

Based on the 17 valid items, the reliability test was then carried out using SPSS. The test results with Cronbach's alpha obtained a value of .906. This result shows that this measurement model has a high level of reliability (Jayanti et al., 2019; Taylor, 2013; Zohreh et al., 2015).

Table 5.
Result of Item Selection of Teacher's Relational Competence Scale

No	Dimension	Number of items initiated	Number of items dropped	Number of items used	Item number of dropped items	Alpha Cronbach Reliability
1	Responsibility for Relationship	12	6	6	[1, 13, 24, 26, 30, 32]	.906
2	Authenticity	12	7	5	[4, 6, 9, 16, 20, 23, 33]	
3	The Respect for Individuality	9	3	6	[2, 15, 22]	
		33	16	17		

CONCLUSION

The study results show that the teacher's relational competence scale with 17 items from three dimensions, namely responsibility for the relationship, authenticity, and respect for individuality, has good reliability and validity for measuring the relational abilities of counseling teachers in East Java. The 17

items have gone through the process of analysis based on evidence-based on content and analysis based on construct. In the analysis based on content, revisions have been made to several items whose sentences are too long, sentences that use conjunctions, and sentences that are not in accordance with implicit Indonesian culture. In addition, based on the readability test of the respondents

(counseling teachers in Indonesia) shows that the sentences in these items need to be adapted to the context of the main tasks and functions of the counseling teacher in secondary education in East Java. This adaptation is only in the context of counseling teachers in East Java. If it is to be used in the context of counseling teachers in other regions and cultures, it needs to be adapted again.

REFERENCES

- Adamczyk, K., & Pilarska, A. (2012). Attachment style, relationship status, gender and relational competences among young adults. *Polish Psychological Bulletin*, 43(2), 59–69. <https://doi.org/10.2478/v10059-012-0007-4>
- Andini, P. D. T. (2017). *Pengelompokan kabupaten/kota di provinsi Jawa Timur berdasarkan indikator pendidikan formal wajib belajar 12 Tahun Menggunakan Cluster Hierarchy*. [Vocational final assignment, Institut Teknologi Sepuluh Nopember Surabaya]. ITS Repository. https://repository.its.ac.id/42270/1/1314030060-Non_Degree.pdf
- Aspelin, J., & Jonsson, A. (2019). Relational competence in teacher education. Concept analysis and report from a pilot study. *Teacher Development*, 23(2), 264–283. <https://doi.org/10.1080/13664530.2019.1570323>
- Borremans, L. F. N., & Spilt, J. L. (2022). Development of the competence measure of individual teacher-student relationships (COMMIT): Insight into the attitudes, knowledge, and self-efficacy of Pre-service Teachers. *Front. Educ.* 7:831468. <https://doi.org/10.3389/educ.2022.831468>
- Carter, L., Murray, P., & Gray, D. (2011). The Relationship between interpersonal relational competence and employee performance: a developmental model. *International Journal of Interdisciplinary Social Sciences*, 6(3), 213–229. <https://doi.org/10.18848/1833-1882/cgp/v06i03/52029>
- Di Fabio, A., & Gori, A. (2016). Developing a new instrument for assessing acceptance of change. *Frontiers in Psychology*, 7:802, 1–10. <https://doi.org/10.3389/fpsyg.2016.00802>
- Ellis, P. (2010). *The essential guide to effect sizes: Statistical power, meta-analysis, and the interpretation of research results*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511761676>
- Ewe, L. P. (2020). Enhancing teachers' relational competence: a teacher lesson study. *International Journal for Lesson and Learning Studies*, 9(3), 203–219. <https://doi.org/10.1108/IJLLS-12-2019-0081>
- Ewe, L. P., & Aspelin, J. (2022). Relational competence regarding students with ADHD—An intervention study with in-service teachers. *European Journal of Special Needs Education*, 37(2), 293–308. <https://doi.org/10.1080/08856257.2021.1872999>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis*. Cengage Learning.
- Jayanti, D., Husna, N., & Hidayat, D. N. (2019). The validity and reliability analysis of English National Final Examination for Junior High School. *VELES Voices of English Language Education Society*, 3(2), 127. <https://doi.org/10.29408/veles.v3i2.1551>
- Jensen, E., Skibsted, E. B., & Christensen, M. V. (2015). Educating teachers focusing on the development of reflective and relational competences. *Educational Research for Policy and Practice*, 14(3), 201–212. <https://doi.org/10.1007/s10671-015-9185-0>

- Juul, J., & Jensen, H. (2017). *Relational competence towards a new culture of education*. Edition + Plus.
- Kang, H. (2021). Sample size determination and power analysis using the G*Power software. *Journal of Educational Evaluation for Health Professions*, 18, 1–12.
<https://doi.org/10.3352/JEEHP.2021.18.17>
- Ko, M. J., & Lim, C. Y. (2021). General considerations for sample size estimation in animal study. *Korean Journal of Anesthesiology*, 74(1), 23–29.
<https://doi.org/10.4097/kja.20662>
- Kyriazos, T. A. (2018). Applied psychometrics: Sample size and sample power considerations in factor analysis (EFA, CFA) and SEM in general. *Psychology*, 9(8), 2207–2230.
<https://doi.org/10.4236/psych.2018.98126>
- Lau, S.-YA., Yusoff, M. S. B., Lee, Y.-Y., Choi, S.-B., Rashid, F., Wahid, N., Xiao, J.-Z., & Liong, M.-T. (2017). Development, translation and validation of questionnaires for diarrhoea and respiratory-related illnesses during probiotic administration in children. *Education in Medicine Journal*, 9(4), 19–30.
<https://doi.org/10.21315/eimj2017.9.4.3>
- Leong, F. T. L., Bartram, D., Cheung, F. M., Geisinger, K. F., & Iliescu, D. (2016). *The ITC international handbook of testing and assessment*. Oxford University Press.
- Melo, R. C. C. P., Queirós, P. J. P., Tanaka, L. H., Henriques, L. V. L., & Neves, H. L. (2020). Nursing students' relational skills with elders improve through humanitude care methodology. *International Journal of Environmental Research and Public Health*, 17(22), 1–16.
<https://doi.org/10.3390/ijerph17228588>
- Monica, P., Razza, S. G., Micciché, S., & Piccolo, A. Lo. (2022). Relational competence, school adjustment and emotional skills: A cross-sectional study in a group of Junior High School students of the Sicilian Hinterland. *Advances in Social Sciences Research Journal*, 9(7), 618–631.
<https://doi.org/10.14738/assrj.97.12727>
- Moody, S. J. (2022). Multimodality, interactional competence, and the intercultural in achieving intercultural service encounters in Japan. *Journal of Pragmatics*, 189, 114–133.
<https://doi.org/10.1016/j.pragma.2021.12.015>
- Niederberger, U., Masche, J. G., & Holmberg, U. (2013). Relational competence theory: Can respect, authenticity, and responsibility for the relationship predict relationship quality? *Sektionen För Lärande Och Miljö Psykologi*.
<http://hkr.diva-portal.org/smash/get/diva2:635406/FULLTEXT01.pdf>
- Nordenbo, S. E., Larsen, M. S., Tiftikçi, N., Wendt, R. E., & Østergaard, S. (2008). *Teacher competences and pupil achievement in pre-school and school - A systematic review carried out for The Ministry of Education and Research*. In: Evidence base. Copenhagen: Danish Clearinghouse for Educational Research, School of Education, University of Aarhus.
- Ogbodo-Adoga, R. (2020). Psychological tests in counselling. *Prestige Journal of Counselling Psychology*, 3(1), 247–258.
- Pauget, B., & Cabrol, M. (2013). The role of relational competence in the health care sector. *Scientific Bulletin*, 12(2), 95–103.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you now what's being reported? Critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497.

- <https://doi.org/10.1002/nur.20147>
- Polit, D. F., Beck, T. C., & Owen, S. V. (2007). Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health*, 30(4), 459–467. <https://doi.org/10.1002/nur.20199>
- Prudon, P. (2015). Confirmatory factor analysis as a tool in research using questionnaires: A critique. *Comprehensive Psychology*, 4(10), 1–20. <https://doi.org/10.2466/03.CP.4.10>
- Pung, P.-W., Koh, D. H., Tan, S. A., & Yap, M. H. (2021). Mediating role of interpersonal relationships in the effect of emotional competence on prosocial behavior among adolescents in Malaysia. *Makara Human Behavior Studies in Asia*, 25(2), 137–144. <https://doi.org/10.7454/hubs.asia.1281121>
- Sperber, A. D. (2004). Translation and validation of study instruments for cross-cultural research. *Gastroenterology*, 126(1), 124–128. <https://doi.org/10.1053/j.gastro.2003.10.016>
- Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management (IJRM)*, 5(2), 18–27. <https://dx.doi.org/10.2139/ssrn.3205035>
- Taylor, C. S. (2013). *Validity and validation*. Oxford University Press.
- Thijssen, M. W. P., Rege, M., & Solheim, O. J. (2022). Teacher relationship skills and student learning. *Economics of Education Review*, 89(May). <https://doi.org/10.1016/j.econedurev.2022.102251>
- Torres, A., Reis, J., Franco, A., Rodrigues, A., Vaz, A., Amaral, C., Pinto, M., Catela, P., Soares, S., Carvalhais, M., & Quesado, A. (2021). Relational and Communicational Skills of Nursing Students : Results of the 1st Clinical Clerkship. *Journal of Statistics on Health Decision*, 3(1), 95. <https://doi.org/10.34624/jshd.v3i1.24925>
- Veldin, M., & Vidmar, M. (2019, January 15). *Role of teachers' relational competence: From empathy to self-efficacy and job satisfaction* [Conference presentation]. Educational systems and societal changes: Challenges and opportunities Mediterranean Scientific Conference, Rijeka.
- Vidmar, M., & Kerman, K. (2016). The Development of teacher's relational competence scale: structural validity and reliability. *Šolsko Polje*, 27(1/2), 41–62.
- Yusoff, M. S. B. (2019). ABC of content validation and content validity index calculation. *Education in Medicine Journal*, 11(2), 49–54. <https://doi.org/10.21315/eimj2019.11.2.6>
- Ziatabar Ahmadi, S.Z., Jalaie, S., & Ashayeri, H. (2015). Validity and reliability of published comprehensive theory of mind tests for normal preschool children: A systematic review. *Iranian Journal of Psychiatry*, 10(4), 214–224.