Factorial Validity of the Student–Teacher Relationship Scale—Short Form, Latent Means Comparison of Teacher–Student Relationship Quality and Association with Child Problem and Prosocial Behaviours

- Authors
- [Authors and affiliations](#)
- Michael Osei Aboagye
- Jinliang Qin
- Simona Pekárková
- Collins Opoku Antwi
- Yasin Jababu
- Kotor Asare
- Emmanuel Affum-Osei
- Nila Akinyi

1 1.
2 2.

Abstract

The present study verified the hypothesised two-factor structure of the student–teacher relationship scale, short form on Ghanaian sample, using confirmatory factor analysis, multi-group confirmatory factor analysis and structured latent means analysis. On preschool sample ($N = 2583$; $M_{age} = 4.29$, SD = 1.34) from 10 regions, the scale's measurement invariance is tested across age, gender, and school types. The confirmatory factor analysis supported the two-factor structure: closeness and conflict. The proposed two-factor model is found to be valid and reliable in the Ghanaian preschool context. Partial strong factorial equivalence across age, gender, and school types was identified in the findings. Significant differences in teacher–child relationship quality were found between boys and girls, and school types. The results provide implications for early childhood education stakeholders in Ghana. Also, it adds to the evidence of cross-cultural applicability of the student–teacher relationship scale—short form.

Keywords

Teacher–child relationship Student–teacher relationship scale (STRS-SF) Factorial validity Latent means comparison