

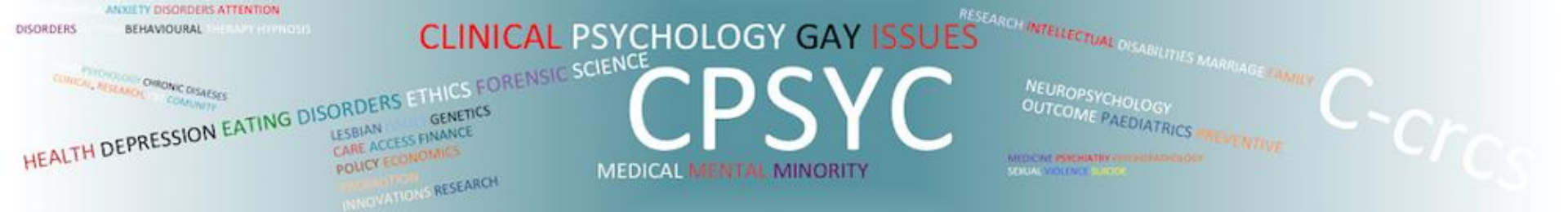
THE FACTORIAL STRUCTURE OF THE SUPERVISOR'S GENERIC AND SPECIFIC COMPETENCIES SCALE

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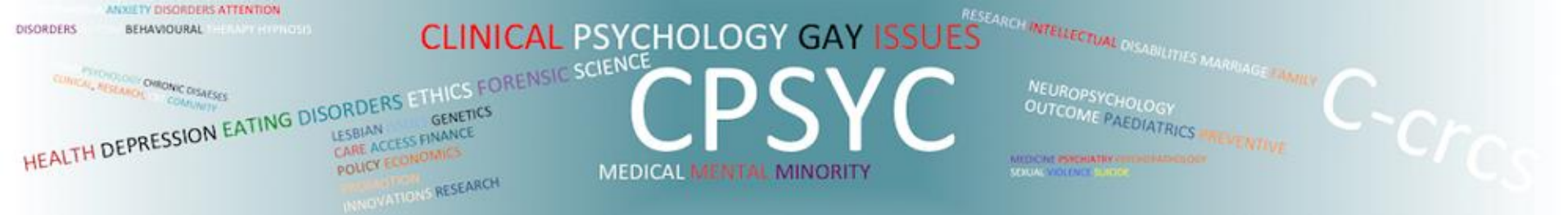


Introduction

Cunha's Supervisor's General and Specific Competencies Scale (Cunha, 2017) was designed to assess the mentor teachers' ideal competencies according to higher education students' perspective. The development of further educational/pedagogical research in this area is essential to update the existing knowledge.

Research Questions: What is the psychometric quality of Cunha's Supervisor's General and Specific Competencies Scale (CGES) (2017)?

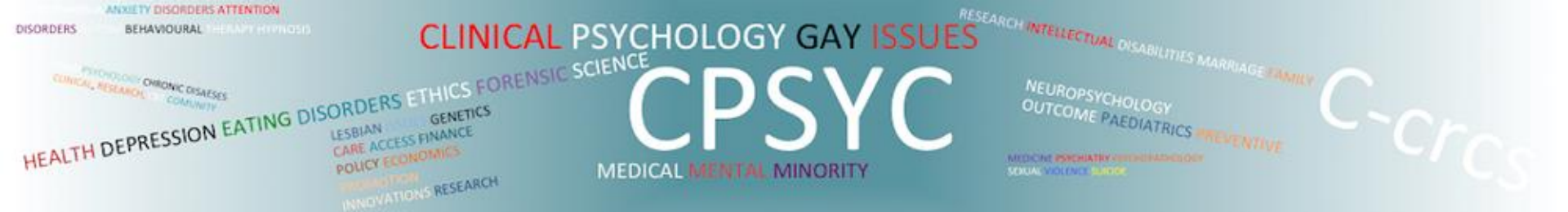
Purpose of the Study: To assess the psychometric properties, the factorial structure and the internal consistency of the Supervisor's General and Specific Competencies Scale.



Methodology - Methods

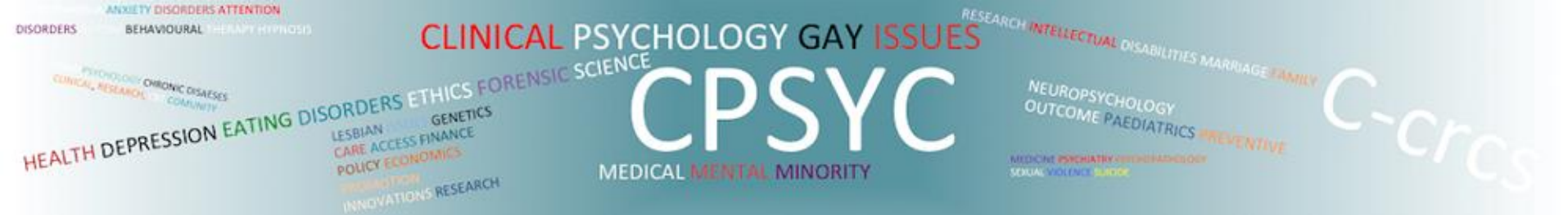
Methodological and cross-sectional study, carried out after The Ethics Committee. The institutions authorised the collection of data and the participants completed the indispensable informed consent form.

The internal consistency study and the confirmatory factor analysis of the CGES scale, (Cunha, Cruz, Menezes & Albuquerque, 2017) was developed using a sample consisting of 306 higher education students, who were attending medical schools located in the centre of Portugal. 81.7% of those participants were women with an average age of 21.15 years.



Results

The Supervisor's General and Specific Competencies Scale (Cunha, 2017) internal consistency study revealed the existence of three (3) Factors/subscales: 1 – generic competencies ($\alpha = 0.960$); 2 – specific competencies ($\alpha = 0.937$) and 3-metacompetencies ($\alpha = 0.805$). There was a 0.907 Cronbach's alpha coefficient for the global 20 items scale. Students who were under 19 value the supervisor's generic skills, while metacompetencies are preferred by older students. There was a statistically significant difference between scores.



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