

DEVELOPMENT AND VALIDATION OF SOCIO-EMOTIONAL DEVELOPMENT SCALE (SEDS) TO MEASURE SOCIO-EMOTIONAL DEVELOPMENT OF 5th GRADE STUDENTS

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ABSTRACT

Socio-emotional development is a very important aspect of students' personality. In Pakistani education the system the priority of teachers and parents' is to develop cognitive abilities. Teachers and school administration often found difficulty to assess their students' socio-emotional development. Socio-emotional development is ignored domain in many schools of Pakistan. This research focused to develop a self-report scale for students' socio-emotional development. 74 items were prepared against 8 domain elements of socio-emotional development after going through validity and reliability process 30 items were finalized against 6 domain elements of socio-emotional development. The findings indicated

Keywords: Socio-emotional development, domain elements

INTRODUCTION

The purpose of education is not only the cognitive development of the child but the overall holistic development of the individual is desired through the teaching-learning process and with the help of the school environment. In the process of socialization, a student attends school as the first context of socialization immediately after home, on this stage of socialization, a student faces many people and new situations which are quite different from his previous experiences. Schools are not only institutions for providing information to the learners, but the main purpose of the schools is to enable the learners to take their own responsibility for learning, i.e., to develop the critical thinking skill, to develop social adjustment skill, emotional regulation skills, and to develop problem-solving skill among them so that they might be able to cope with all perplexing situation of their life when they are outside the school or inside the educational institution, and they might be able to perform their social and personal duties responsibly as well (Patrick, Ryan, & Kaplan, 2007). In usual classroom teaching practices, it is neglected that way pupils see one another, work together and interact with one another, rather the focus is on cognition. A lot of training is included in pre-service and on-job training to assist teachers in arranging suitable interactions between students and resources (i.e., textbooks, curriculum programs), as well as some time devoted to how teachers should engage with students. Usually, it is neglected in teachers' training that how students should interact with one another during combined or group work. Teachers should focus on this issue and identify methods and techniques which may help them to increase students' interaction with each other. How do teachers manage student-student interaction patterns influences? how successfully do students learn in class? how they feel about their school, teachers, and one another? and how confident they are in their decision-making. As a result of this social association and social preparation, the term socio-emotional development (SED) has evolved over the last two decades (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). In the integrative field of child development and developmental studies, socio-emotional development is considered an important feature of a child's life, socio-emotional development is defined as the variation over time in kids' ability to respond and interact with the people around them. Socio-emotional development of kids which is the convergence of social and emotional growth is considered very important and of great concern

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(Thompson & Virmani, 2012). The purpose of this study was to develop and validate a self-report scale in Urdu language for socio-emotional development of students.

REVIEW OF LITERATURE

Socio-emotional development

Research on emotional development has exploded during the last few decades. Scientists have made strides in their understanding of how emotions are recognized, expressed, and controlled in infants, children, and adults. The Comer School Development Program (SDP), developed in 1968 by prominent child psychiatrist James P. Comer and the Yale Child Study Center, gave rise to the idea of socio-emotional development.

The study of (Elias et al., 1997) led to the development of the Socio-Emotional Learning (SEL) concept in the 1990s. who stated that it is understanding, control, and expression of one's social and emotional components of life in ways that facilitate successful life administration, responsibilities including acquiring knowledge, establishing connections, resolving issues at hand, and adjusting to the complicated requirements of growth and development (Elias et al., 1997). Social-emotional development includes the child's emotional practices, appearance, and regulation, as well as the skill to shape healthy and satisfying relations with others (Cohen, 2005). Payton et al. (2008) define socio-emotional learning as the activity through which infants and adults learn to recognize and regulate their emotions, as well as to establish and achieve positive objectives, demonstrate caring and concern for everyone else, begin and preserve positive relationships, make responsible decisions, and effectively handle interpersonal situations.

Conceptual Framework of Socio-Emotional Development

Individuals' socio-emotional ability includes their capacity to express, receive, and control emotions (Clarke-Stewart & Parke, 2014; Denham, 2006; Halberstadt, Denham, & Dunsmore, 2001), as well as their success in building and maintaining ties and contacts in overall. It also includes the information and talents that a human requires to make appropriate life decisions and deal with obstacles (Calaguas & Dizon, 2011).

Denham (2006) defines the fundamental domain elements of socio-emotional capability as knowing oneself, emotional expressiveness, knowledge of emotions, control of emotion and behavior, social problem solving, and social interaction skills. These elements are claimed to evolve and function and relate to the bottom level of a social skill prism model interactively (Denham et al., 2012; Rose-Krasnor, 1997a, 1997b).

Domain Elements of Socio-emotional Development

Scholars of social and emotional development use a variety of terms to describe crucial abilities and competencies. Despite the changes in nomenclature, individual social and emotional abilities are grouped into a smaller range of categories or subdomains. We investigated over a dozen scholarly publications that provided overviews or conceptual frameworks for the social and emotional domain to assist us in identifying ways to arrange and assess social and emotional development measures for our evaluation (Chen, 2011; Denham, 2006; Denham, Blair, Schmidt, & DeMulder, 2002; Eisenberg, Spinrad, & Eggum, 2010; Halle et al., 2014; Jones, Bailey, & Jacob, 2014; Raver, 2008, 2012; Schmidt, Demulderb, & Denham, 2010; U. S. Department of Health and Human Services, 2012).

Self-awareness

Self-awareness is a condition of autonomous attention that indicates the amount to which a person has recognized and can express his, knowledge, values, working skills, and expectations about routine tasks and obligations that shape her/his working identity (Natsoulas, 1998). Self-awareness is defined as the inclination to focus one's attention on oneself; the presence of this autonomous attention results in a state of self-awareness (Fenigstein, 1975). Social awareness is a condition of concentrated attention on social benefits and their factors in daily life, and it shows the amount to which one examines matters of public welfare (Cech, 2014). The professional formation process has a significant impact on the ability to analyze issues of public welfare. Self-awareness is the ability to perceive one's own feelings and opinions, as well as their effect on behavior. This involves appropriately measuring one's own talents and boundaries, as well as having a solid feeling of trust and positivity.

Emotion Regulation

Early childhood literature defines emotional regulation as the ability to comprehend one's own and others' emotions, recognize emotional signals and respond to emotions of others, manage one's own

emotions, and grasp the implications of one's own emotional mournfulness (Denham, Caverly, et al., 2002; Shields et al., 2001). Specific constructs that fall inside this subdomain include the skill to regulate one's individual feelings (emotion regulation) and the skill to comprehend others' emotions and emotion understanding. Emotional competence is the ability to recognize, and understand others' emotions and express one's own emotions accordingly (Ciarrochi & Scott, 2006). It is a skill based on emotional intelligence and a process of managing the life routine of a person wisely with having control over his emotions and dealing with other people and solving his problems. Social and emotional competency are intertwined. Social competence provides the basis for emotional competence, and emotional competence is necessary for social competence. One who has the first competence necessarily has the second one (Abraham, 2014).

Social Awareness

Social awareness is the capacity to comprehend and sympathize with others from different roots and cultures, to grasp societal and moral standards for behavior, and to recognize persons in the home, school, and society's resources and supports. Examples of appropriate social awareness questions: How can I better comprehend other persons' ideas and states of mind? How can I have a better understanding of why individuals behave and think the way they do? When a newborn appears worried when another kid is distressed, or a toddler reaches out to soothe a sad buddy or labels the feelings of characters in novels, these gestures reveal the beginnings of empathy and social awareness. It is a process of perceiving and comprehending the information of others and acting accordingly. It is the process of sharing ideas, feelings, and information with others in the most suitable and acceptable manner in society (Denham, 2006).

Relationship Skills

Relationship skills are the capacity to make useful connections with others and withstand strong and satisfying associations. This includes talking openly, listening to others carefully, collaborating, refusing improper social burdens, usefully facilitating if a difference of opinion was found, and giving and taking help whenever needed.

Examples of questions a competent relationship skills person could ask: How can I change my behaviors so that my interactions with various individuals go well? How can I express my expectations to others? How can I interact with others in order to comprehend and manage their expectations of me? These are early relationship skills for infants and toddlers when they exhibit interest in being with others, whether it is coming back and forth with a caregiver or sharing grins or laughs with other children. When toddlers take turns sliding down the slide or passing a ball back and forth, we may witness early cooperative abilities.

Social Competence

Social competency is described as the abilities linked with successful relationships with classmates and instructors, such as collaborating, considering the sentiments of others, and abstaining from either anger aimed at, or withdrawal from, one's peers. Socio-emotional competence is derived from the emergence of social and emotional capability. The relations based on empathy, cooperation, and respect for others help the individual to get his desired results while living in the gathering of mixed abilities of the people, having different emotions, feelings, behavior, and ideology, hence social competence is the ability to have relations with one another to survive in society (Larson, Whitton, Hauser, & Allen, 2007). The person who has the skill of social competence usually has a higher level of life satisfaction and a higher level of academic achievement rather than those persons who do not have the skill of social competence (Smart & Sanson, 2003). Social competence is the source of removing anxiety, depression, and stress due to the healthy relationship with the members of society. It is a skill of expressing the most suitable and acceptable verbal and nonverbal behavior in society (Oberst, Gallifa, Farriols, & Villaregut, 2009). Social competence is a way to have a positive attitude in all types of relationships, i.e., kinship relationships, formalized relationships, and non-formalized relationships. Kinship relationship refers to genetic relations and marriage relations, formalized relationship refers to a counsellor, teacher and boss, and non-formalized relationship refers to friends, family members and cousins (Murakami, Murray, Sims, & Chedzey, 2009).

Social Skills

Social skills are among a variety of abilities known as "academic enablers." when a learner appears with educational difficulties, the first step is to measure their existing ability level in that academic field.

Though, these academic facilitators are the next area to investigate. This paradigm includes social skills as aid with motivation and study abilities (DiPerna, Volpe, & Elliott, 2002).

Social Responsibility

According to one definition, social responsibility is "a reflection of care for the larger well and welfare of others that transcends beyond personal interests, needs, or benefits" (Wray-Lake, Syvertsen, & Flanagan, 2016). Based on Schwartz's (1992) theory of human values, researchers investigated people's stability in terms of value development. Bardi, Lee, Hofmann-Towfigh, and Soutar (2009) discovered that throughout adulthood, value development and the rank order of these values linked to self-enhancement (self-directed aims and wants) social responsibility values drop during adolescence in their study. Levels recorded in youngsters at the age of nine declines continuously until reaching a plateau at the age of 16. School cohesion, community relationships, trustworthy partnerships, and volunteer possibilities all had a favorable correlation with social responsibility beliefs, and self-transcendence (concern for the welfare of others) remains generally consistent.

Responsible decision-making

This is an ability of a person to make positive and respectful choices about his own life for the society in which he lives and to set the best standards for himself and his environment. This ability helps a person to take care of the norms of his society, school, home, and well-being all these actions are referred to as responsible decision-making.

Examples of questions a competent decision-maker could ask: What impact will my actions have on myself and others? How do my decisions relate to my values? How can I successfully tackle problems? Reasonable decision-making skill involves goals and objectives, insight into the matter, and SWOT (strength, weaknesses, opportunities, and threats) analysis. Students need to develop the skill of decision-making in order to have social adjustment and judgment about their career and achievement. They also need to understand the importance of their decision and the importance of the activities based on their decision. They also need to realize the impact of their decision on themselves and other people (Joseph & Strain, 2013).

School Connectedness/Belonging

Although school connectivity has been linked to numerous favorable outcomes for youth's mental health and academic achievement, researchers have emphasized that operationalizing the idea of school connectedness has proven difficult. According to (Whitlock, Wyman, & Moore, 2014), connectedness is associated with nine different fields of research in education and psychology for example it is linked with attachment theory, as a school provides a solid basis for being attached to others. School connectedness lies within social support theory, as school is the best source for a child to be a social person and give or take help. School connectedness is attached to other theories like human development bio-ecological models, resilience frameworks, stage-environment fit theories, social development and learning theories, and social capital theories.

Optimism/Positivity

Reivich (2010) a positive psychologist, defines optimism as having two subfactors. It is the mix of the ability to perceive, take a positive view, and believe that the world around us is in its best possible form. He explained that optimism or positivity involves that pertains to how individuals explain why things around them happen, also known as the notion of explanatory style (Seligman, 1991). Reivich (2010) refers to optimistic and pessimistic ideas in her work, not optimistic and negative persons. Psychologists claim that one's thinking pattern is not fixed, but that one can question and alter one's thinking. When individuals are optimistic, they consider their issues or difficulties to be temporary, they do not simplify the problem outside its unique area, and ascribe it to exterior factors.

Measuring Socio-emotional Development

Researchers mention the ability to be self-reflective in order to acquire socio-emotional intelligence in their study on socio-emotional intelligence (Devis-Rozental, 2017). Many of the socio-emotional competence-related measures used had subscales with numerous items. Because socio-emotional development components are predicted to interact, several of the variables were expected to evaluate more than one element of socio-emotional competence. Coryn, Spybrook, Evergreen, and Blinkiewicz (2009) have also developed Socio-emotional Learning Scale (SELS) for measuring SED it was a questionnaire. Self-report scale was used for assessment of socio-emotional development (SED) level in many studies like (Coelho, Sousa, & Marchante, 2015; Coryn et al., 2009; Ercoskun, 2016; Esen-Aygun & Sahin-Taskin, 2017; Hightower et al., 1987; Lohmeier & Lee, 2011; Mondejar & Pastor,

2017; Tarasova, 2016; Thomas, Zolkoski, & Sass, 2022; Ülvey & Ozkul, 2018a, 2018b; Zhou & Ee, 2012; Zych, Ortega-Ruiz, Muñoz-Morales, & Llorent, 2018).

MATERIAL AND METHODS

Research Design

The main purpose of the study was to develop and validate Socio-emotional Development Scale (SEDS) for 5th grade students. The study was developmental research. The study includes five steps ranging from development to validation phase (selection of domain elements, development of the statements of scale, validity, pilot testing and final instrument).

RESULTS AND DISCUSSION

The researcher developed the instrument to measure 5th-grade students' socio-emotional development by following the standard procedure of scale development. Many researchers have used a self-reporting scale for the assessment of socio-emotional development (Brenchley, 2017; Kulsoom & Hussain, 2020). The instrument was titled as Socio-emotional Development Scale (SEDS). A detailed literature review was carried out on socio-emotional development, in order to find the most common domain elements. The most common domain elements related to socio-emotional development were discussed with experts in education and psychology. The literature review and the consultation/discussion were then aligned to maintain the conceptual meaning of socio-emotional development. This exercise helped in finalizing the eight most common domain elements of students' Socio-emotional development Self-awareness, emotion regulation, social awareness, social relationships, social skills, social responsibility, school connectedness/belonging, and positivity. Thus, the initial draft of the questionnaire was developed with eight (8) factors and Seventy-Four (74) items on five points (5) on Likert's Scale, i.e., Never, Rarely, Sometimes, Often, and Always. The scale values were adjusted to 1 for Never, 2 for rarely, 3 for Sometimes, 4 for Often, and 5 for Always. Self-awareness was compromised of 9 items, emotion regulation was compromised of 10 items, social awareness was compromised of 10 items, social relationships compromised of 8 items, social skills compromised of 9 items, social responsibility was compromised of 8 items, school connectedness compromised of 10 items, positivity compromised of 8 items. Since this instrument was developed for students of five class so the statements were in Urdu language so that students may understand it easily.

Table No. 1 Detail of Factors and Items on SEDS

Sr. No.	Factors	Description	No. of Items
1	Self-awareness	the capacity to effectively identify one's own emotions and ideas, as well as their impact on the conduct	9
2	Emotion Regulation	the capacity to efficiently manage one's emotions, thoughts, and behaviors in various conditions	10
3	Social Awareness	Social awareness is the ability to read other persons' cues, and emotional states, to understand and appropriately respond to their feelings.	10
4	Social Relationships	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups	8
5	Social Skills	Social skills are learnable behaviors that lead to the ability to have positive interactions with others and to avoid engaging in behaviors that could result in undesired social outcomes.	9
6	Social Responsibility	Social responsibility has been characterized as "a reflection of concern for the greater good and welfare of others that extend beyond personal wants,	8
7	School Connectedness	School connectedness occurs when students feel part of their school and an attachment to the adults and students therein.	10
8	Positivity	It is the combination of being able to see having a hopeful outlook and a belief that the world is the best possible version of itself.	8

Total	8	74
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Expert Validation of SEDS

The validity of a scale is its suitability, meaningfulness, accuracy, and effectiveness of the scale. But Experts use it for a systematic review of raw data to improve the overall quality and representativeness of a research instrument (Aulia, Sukirlan, & Sudirman, 2017). Therefore, the initial draft of SEDS was discussed with the educationists, psychologists, and school teachers. The researcher requested all the experts to review each statement of the scale and provide their valuable opinion/level of agreement about the appropriateness, clarity, comprehensibility, plausibility, suitability of the language for grade 5 students, linkage, and relevancy of the items with the socio-emotional development and its key domain element. Furthermore, following much discussion with the experts, the scale was reformed and enhanced. The second draft of the SEDS scale was prepared and then used for piloting.

Content Validity of SEDS

The Content Validity Ratio (CVR) for every statement and standard Content Validity Index (CVI) of the scale was calculated to enhance its validity.

Table No. 2 CVR and CVI of initial SEDS

Item No.	CVR	Decision	Item No.	CVR	Decision
1	0.71	Deleted	38	0.86	Retained
2	0.00	Deleted	39	1.00	Retained
3	-0.43	Deleted	40	1.00	Retained
4	0.86	Retained	41	1.00	Retained
5	1.00	Retained	42	1.00	Retained
6	1.00	Retained	43	1.00	Retained
7	0.86	Retained	44	1.00	Retained
8	0.86	Retained	45	0.86	Retained
9	0.86	Retained	46	-0.14	Deleted
10	0.86	Retained	47	1.00	Retained
11	0.86	Retained	48	1.00	Retained
12	0.86	Retained	49	1.00	Retained
13	1.00	Retained	50	0.86	Retained
14	0.86	Retained	51	1.00	Retained
15	1.00	Retained	52	1.00	Retained
16	0.86	Retained	53	-0.43	Deleted
17	0.00	Deleted	54	0.86	Retained
18	-0.14	Deleted	55	0.86	Retained
19	-0.14	Deleted	56	0.86	Retained
20	0.86	Retained	57	-0.29	Deleted
21	1.00	Retained	58	0.86	Retained
22	0.86	Retained	59	0.86	Retained
23	0.86	Retained	60	0.14	Deleted
24	1.00	Retained	61	0.86	Retained

25	-0.29	Deleted	62	0.86	Retained
Item No.	CVR	Decision	Item No.	CVR	Decision
26	0.86	Retained	63	0.86	Retained
27	1.00	Retained	64	0.86	Retained
28	-0.29	Deleted	65	-0.14	Deleted
29	-0.57	Deleted	66	0.43	Deleted
30	1.00	Retained	67	0.14	Deleted
31	1.00	Retained	68	1.00	Retained
32	1.00	Retained	69	1.00	Retained
33	0.86	Retained	70	0.29	Deleted
34	1.00	Retained	71	0.86	Retained
35	-0.29	Deleted	72	1.00	Retained
36	0.86	Retained	73	-0.29	Deleted
37	1.00	Retained	74	0.86	Retained

Nineteen items 1, 2, 3, 17, 18, 19, 25, 28, 29, 35, 46, 53, 57, 60, 65, 66, 67, 70, 73, were deleted/removed because their CVR values were less than 0.70. The content validity ratio of the remaining scale items ranged from 0.71 to 1.00 were retained. The overall CVR value was 0.88. While the total content validity index of the questionnaire remained 0.92 for 14 experts. The content validity index above 0.49 is considered acceptable (Lawshe, 1969).

Pilot Testing of SEDS

A sample size of 10-15 participants per item is important for factor analysis (Hof, 2012). Therefore, the Student Socio-emotional Development Scale (SEDS) was tested on 565, 5th-grade students of different schools in district Gujrat. Construct and discriminant validity of the scale was ensured through confirmatory factor analysis (CFA). Factor analysis was performed in order to use statistical software, SPSS version 24, and Amos to verify the student Socio-emotional Development Scale (SEDS).

Model Fit of Confirmatory Factor Analysis (CFA) for SEDS

Statistical methods were used to test the Confirmatory Factor Analysis (CFA) of the Students' Socio-emotional Development Scale (SEDS). This procedure assists in assessing the likelihood of a relationship between parental parameters and potential constructs (Ramakrishnan & Arokiasamy, 2019). This demonstrates that many matching indexes are available. To determine the fit of the model, the researchers used the statistics of the comparative fit index (CFI), the criterion of fit (CMIN), the adjusted fit index (AGFI), the Tucker-Lewis index (TLI), and the root mean squared error of fit. Fitting (RMSEA) and standardized regression weights. Xia and Yang (2019) reported a general standard with minimum requirements for compliance with indicators such as $CFI \geq 0.90$, $AGFI \geq 0.90$, $CFI > 0.90$ and close to 1, $TLI \geq 0.90$, and $RMSEA \leq .08$ approved, but less than 0.05 is good. CFI and TLI values were supported by Liu, DiStefano, Pan, and Jiang (2020). Therefore, confirmatory factor analysis (CFA) was performed using AMOS 24 software, and values were calculated accordingly.

Table No. 3 Criterion values for Confirmatory Factor Analysis of SEDS

Indicators' consistency	Value	Function value on the quality of conformity
CMIN/df	1.46	< 3
CFI	0.96	> 0.9
AGFI	0.92	> 0.9
CFI	0.96	> 0.9
TLI (rho2)	0.95	> 0.9
RMSEA	0.03	$\leq .08$ is accepted but < 0.05 is good

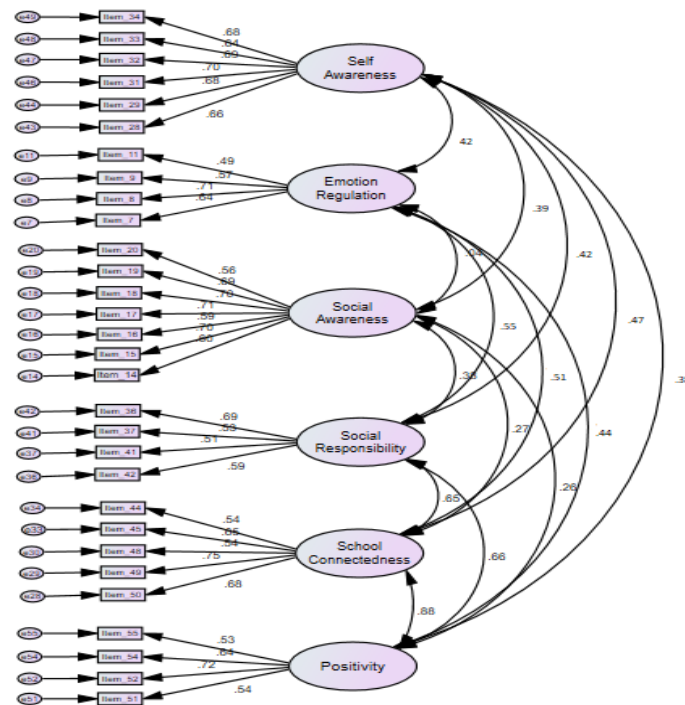
The table-2 shows that the CMIN/DF ratio value is less than 3, that is, 1.45, which satisfies the model fit criterion. An AGFI value of 0.92 and a TLI value of 0.95 were observed. Similarly, an

RMSEA value of 0.03 was observed, with an RMSEA value ≤ 0.08 making the model "fit". However, less than 0.05 is an "exact match" (Xia & Yang, 2019). The standardized regression weights of all SEDS items" were also calculated. Table 3 shows the standardized regression weights of each test item.

Table No. 4 Standardized Regression Weights of SEDS Items

Domain element	Item	Standardized Regression Weights	Domain element	Item	Standardized Regression Weights
Self-awareness	SA_1	0.66	Social	SoAw_6	0.69
	SA_2	0.68	Awareness	SoAw_7	0.56
	SA_3	0.70	Social Responsibility	SoRs_1	0.59
	SA_4	0.70		SoRs_2	0.51
	SA_5	0.64		SoRs_3	0.53
	SA_6	0.68		SoRs_4	0.69
Emotion-regulation	ER_1	0.64	School Connectedness	ScCt_1	0.68
	ER_2	0.71		ScCt_2	0.75
	ER_3	0.57		ScCt_3	0.54
	ER_4	0.49		ScCt_4	0.65
Social Awareness	SoAw_1	0.60		ScCt_5	0.54
	SoAw_2	0.70	Positivity	PT_1	0.54
	SoAw_3	0.59		PT_2	0.72
	SoAw_4	0.72		PT_3	0.64
	SoAw_5	0.70		PT_4	0.53

Figure-1: Structure Model of SEDS



Assessing SEDS Fit with Sample Data (the Modified Model)

Preliminary changes, modifications, and additions were made to the Student Socio-emotional Development Scale (SEDS). The model is fit. A graphic illustration of the CFA Student Socio-emotional Development Scale (SEDS) presented above was also identified. The graphic shows that the elements of the SEDS were loaded into Six sub-factors: Self-awareness, Emotion Regulation, Social Awareness, Social Responsibility, School Connectedness, and Optimism. 6 items were loaded for Self-awareness, 4 for Emotion Regulation, 7 items are loaded for Social Awareness, 4 items are loaded for Social Responsibility, 5 items are loaded for School Connectedness and 4 factors are loaded for

Table No. 5 Reliability Values of SEDS

Sub Scales	Number of Statements	Reliability Coefficient
Self-awareness	6	0.85
Emotion Regulation	4	0.66
Social Awareness	7	0.85
Social Responsibility	4	0.67
School Connectedness	5	0.74
Optimism	4	0.68
Total	30	0.74

Table 5 represents the results of the piloting data, which affirm that the model is valid and reliable. It has been reduced to Thirty (30) items with $\alpha = 0.74$, out of which six (6) items were retained for Self-awareness (SA) with $\alpha = 0.85$, Four (4) items for Emotion Regulation (ER) with $\alpha = 0.66$, seven (7) items retained for the Social Awareness (SoAw) with $\alpha = 0.85$ and Four (4) items retained for the Social Responsibility (SoRs) with $\alpha = 0.67$, Five (5) items retained for School Connectedness (ScCt) with $\alpha = 0.74$ and Four (4) items retained for the Positivity. Thus, the Socio-emotional Development Scale (SEDS) has adequate evidence to be a valid and reliable scale to measure 5th-grade students' level of Socio-emotional development.

CONCLUSION

1. Socio-emotional Development Scale (SEDS) can actually measure Socio-emotional Development level of 5th grade students.
2. Content Validity Index (CVI) value remained 0.92, which was greater than 0.70, which is an acceptable value. Each item was found statistically significant.
3. The reliability (Cronbach's alpha value) of valid items was 0.88, which was higher than 0.7. Thus, Socio-emotional development scale (SEDS) was highly reliable.
4. Confirmatory Factor Analysis (CFA) of the Students' Socio-emotional Development Scale (SEDS) for construct validity was fit to model.
5. Final Socio-emotional development scale (SEDS) consisted of 30 items.

RECOMMENDATIONS

On the basis of conclusions, it is recommended that

1. Socio-emotional development scale (SEDS) is valid and reliable. So, it may be used for assessment of 5th grade students' Socio-emotional development (SED).
2. The scale may be tested for other age and grade level.

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