

Towards the Development of a Tool to Measure Socio-Emotional Competencies

Abstract

Socio-Emotional Learning (SEL) is the foundation for developing Socio-Emotional Competencies (SEC) necessary for navigating life successfully. SEL refers to developing essential noncognitive skills that are beneficial to students. Although the importance of SEL has been recognized globally, only a few local studies have explored how these factors can contribute to our understanding of Filipinos as learners. In response, the researchers designed the Assessment of Social and Emotional Competencies (ASEC) to measure students' SEL through the following scales: self-awareness, self-management, self-regulation, social skills, and grit. The ASEC has four forms with statements worded in English and translated into Filipino: Primary, Intermediate, Junior High School, and Senior High School. Responses from 1,211 Filipino students who participated in the pilot tests were analyzed. Based on the conducted equivalence study, exploratory factor analysis, and reliability analysis, the internal consistency of ASEC forms is high ($r=.76-.94$). The resulting factors show good model fit ($TLI=.91-.97$ and $RMSEA=.02-.04$). Predictive analyses suggest that the level of socio-emotional competence is significantly different across students' grade levels; results show that Filipino students at higher grade levels are lower in social-emotional competence compared to students at lower grade levels. Researchers recommend increasing the number of items on the scales with weak internal consistency and conducting correlational studies examining the relationship of socio-emotional competencies with students' academic performance.

Keywords: *socio-emotional learning, Grit, self-regulation, Filipino learners, test-translation, exploratory and confirmatory factor analysis, correlational analysis*

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