

ASSESSING SOCIAL AND BEHAVIORAL COMPETENCIES OF INTERMEDIATE LEARNERS: DEVELOPMENT AND VALIDATION OF A SOCIAL AND BEHAVIORAL COMPETENCY SCALE

by Jana Publication & Research

Submission date: 21-Oct-2025 08:05AM (UTC+0300)

Submission ID: 2770461203

File name: IJAR-54419.pdf (894.78K)

Word count: 4892

Character count: 30707

ASSESSING SOCIAL AND BEHAVIORAL COMPETENCIES OF INTERMEDIATE LEARNERS: DEVELOPMENT AND VALIDATION OF A SOCIAL AND BEHAVIORAL COMPETENCY SCALE

4

5

ABSTRACT

The study aimed to develop and validate a Social and Behavioral Competency Scale (SBCS) designed to assess the social and behavioral competencies of intermediate learners. Recognizing the importance of these competencies in fostering holistic development and academic success, the study sought to create a reliable and user-friendly assessment tool that could be utilized by educators and school administrators. The research employed a developmental-descriptive design involving experts, administrators, teachers, and pupils from selected elementary schools in Pili, Camarines Sur, and the Central Bicol State University of Agriculture.

The development process involved identifying key competency domains, including interpersonal and communication skills, emotional regulation, academic-related behaviors, and environmental responsibility. The tool consisted of 28 items rated on a 4-point Likert Scale. Content validation by experts yielded a Cronbach's alpha coefficient of 0.81, indicating good internal consistency. Feedback from respondents suggested refining sentence structures, simplifying terminologies, and translating the items into Filipino to enhance clarity and cultural appropriateness.

Findings confirmed that the developed Social and Behavioral Competency Scale is a valid and useful instrument for assessing intermediate learners' social and behavioral skills. However, continuous improvement is recommended to ensure its adaptability and effectiveness across diverse learning contexts.

INTRODUCTION

Learners with strong social and behavioral competencies do better in school, have higher future learning adaptation, tend to be more positive, and have the capacity to control positive behaviors, which improves their overall well-being. Social competence is a term covering a variety of diverse internal factors and external behavior that influence the likelihood and quality of social interaction. Competence implies an overall level of success in social interaction as it occurs in the context of daily life (Kennedy, 2019). Behavioral skills are interpersonal and task-related

behaviors that connect to successful performance in education and workplace settings. The behavioral skills are designed to help individuals succeed through effective interactions, stress management, and persistent effort (Elchert et al., 2017).

Children need to learn various skills by interacting with their teachers and peers in order to develop their social and behavioral competencies. Social and behavioral skills are fundamental, and the development of social and behavioral competencies leads to academic success and positive future learning (Alzahrani et al., 2019). Communication abilities and the ability to make connections with people, both within and outside of school, are linked to social and behavioral skills. In order to build social and behavioral competencies, children must interact with their teachers and peers to learn a variety of skills. Social and behavioral competencies are essential, and the development of such competence leads to academic performance and favorable future learning. Furthermore, pupils with good social and behavioral competencies are capable of identifying and managing their negative behaviors positively.

Studying the social and behavioral competencies of pupils can determine their competencies, better school outcomes, future learning adaptation, well-being, and the ability to control good behaviors. An assessment tool called Social Competence and Behavior Evaluation-30 (SCBE-30) is a short version of an 80-item Likert measure available and used by parents and teachers to evaluate social-emotional competence, internalizing, and externalizing behaviors in preschool children. Technical evidence collected for the short form is based on the study of a sample of 2,646 preschool students from three U.S. states and Montreal, Canada (LaFreniere & Dumas, 1996). Moreover, based on the study of (Alzahrani et al., 2019), it was stated that social and behavioral competencies in results to positive learning outcomes and have a huge impact on improving the learning of learners. Observing and assessing student behavior is an important aspect of teaching, as it helps teachers understand the needs of learners, capabilities, and areas that need development. According to a survey from intermediate teachers, pupils were able to engage with their friends and peers, as well as their behavior in class. However, it is understood that pupils may not always behave appropriately.

Despite the availability of existing instruments such as the Social Competence and Behavior Evaluation (SCBE-30), most of these tools are intended for preschool or early childhood populations and are largely developed in Western contexts. There remains a lack of culturally

adapted and developmentally appropriate assessment tools specifically designed to measure the social and behavioral competencies of Filipino intermediate learners. Current instruments may not fully capture the contextual and linguistic nuances that influence learners' social interactions and behavioral expressions in Philippine schools. Hence, there is a need to develop and validate an indigenous or contextually relevant assessment tool that accurately evaluates the social and behavioral competencies of intermediate learners, ensuring that interventions and educational strategies are grounded in reliable, culturally sensitive data.

This study aimed to develop and validate a Social and Behavioral Competency Scale (SBCS) intended to assess the social and behavioral competencies of intermediate learners. Specifically, it sought to address the need for a reliable and culturally appropriate assessment tool that can effectively evaluate learners' interpersonal, emotional, and behavioral skills within the school context.

In particular, the study sought to answer the following questions:

1. What Social and Behavioral Competency Scale can be developed to measure the social and behavioral competencies of intermediate learners?
2. What are the results of the expert validation of the developed assessment tool in terms of content validity and reliability?
3. What are the insights and feedback of experts, administrators, teachers, and pupils regarding the clarity, relevance, and applicability of the developed tool?
4. What modifications or improvements can be recommended based on the validation results and stakeholder feedback to enhance the tool's effectiveness and usability?

The present study aims to develop and validate assessment tools for measuring learners' social and behavioral competencies. Specifically, it aims to answer the following:

1. Develop a Social and Behavioral Competency Scale that measures the social and behavioral competencies of intermediate learners.
2. Validate the developed assessment tool through expert evaluation focusing on content validity and reliability.
3. Determine the insights and feedback of experts, administrators, teachers, and pupils regarding the clarity, relevance, and applicability of the tool.

4. Recommend modifications or improvements based on validation results and stakeholder feedback to enhance the tool's effectiveness and usability

METHODOLOGY

The present study utilized Research and Development (R&D), which refers to the investigative activities that an educational institute conducts with the intention of making a discovery that can either lead to the development of new educational products such as curricula, learning materials or procedures, including teaching or assessment procedures or to the improvement of existing educational products or procedures.

The study was designed to develop an assessment tool that assesses the social and behavioral competencies of intermediate learners.

The researcher used the Descriptive Developmental method, which is an organized evaluation of the design, development, and effective assessment of educational programs, procedures, and products that meet certain standards or criteria. This study employed the descriptive method to examine the ideas and suggestions of experts, administrators, instructors, and students.

The developed assessment tool, with the attachment of questions about the insights and suggestions, was prepared by the researcher. The validators used the adapted criteria for measuring the content validity of the developed assessment tool.

The two administrators, ten teachers, and 20 pupils were also provided with the printed assessment tool as their guide in answering the survey questionnaire regarding their insights and suggestions about the developed assessment tool.

The printed assessment tool, which attached a survey questionnaire and criteria for measuring content validity, was administered to the validators for three consecutive days.

After the administration of the developed assessment tool, survey questionnaire, and criteria for measuring content validity, the data was analyzed and interpreted using the Statistical Package for the Social Sciences.

The administrators, teachers, and learners were provided with a printed assessment tool attached to a questionnaire for three consecutive days.

After the administration of the developed assessment tool, survey

questionnaire, and criteria for measuring content validity, the data was analyzed and interpreted using the Statistical Package for the Social Sciences.

The following statistical treatments were used: Mean and Cronbach alpha tests. The mean was utilized to calculate the results of the experts' content validations. The Cronbach Alpha Test was utilized to determine the content validity of the developed assessment tool.

RESULTS AND DISCUSSION

The developed assessment tool aims to determine the social and behavioral competencies of intermediate learners.

The assessment tool consists of a 4-point Likert Scale: 0-Not at all, 1- Moderately well, 2- Well, and 3- Very well under the social competencies. There are three social competencies: Interpersonal and Communication Skills, Emotional Regulation Skills, and Academic-Related Skills. After the social competencies, the behavioral competency follows, which is Environmental Behavior, consisting of a 4-point Likert Scale consisting of 0-Not observed, 1- Behavior exhibited at an acceptable level, 2-Lower than acceptable level, and 3-Never exhibited.

The competencies of social and behavioral consist of seven items per competency. It means that the content of the assessment tool can determine the social and behavioral competencies of intermediate learners by answering a total of 28 items of statements using the 4-point Likert Scale. This assessment tool is distinct from the Social Competence and Behavior Evaluation 30 (SCBE-30) tool developed by LaFreniere and Dumas in 1996 due to the fact it is used by teachers and parents to evaluate social-emotional competence, internalizing, and externalizing behaviors in preschool children, whereas the researcher developed an assessment tool for intermediate learners.

Experts Content Validation in the Developed Assessment Tool

Table 1 presents the results of the content validation of the three experts.

This table shows the relevance, clarity, simplicity, and ambiguity of the content of the developed assessment tool.

Table 1. Summary of Results of Jurors/ Experts to the Developed Assessment
Tool on Social and Behavioral Competencies of Learners

Competencies	Content Validity Index							
	Relevance		Clarity		Simplicity		Ambiguity	
	WM	VI	WM	VI	WM	VI	WM	VI
Interpersonal and Communication Skills								
1. I seek assistance from mothers when needed.	3.66	VR	3.66	VC	3.66	VS	3.00	NDN
2. I discuss and try to solve my problems by talking about them.	4.00	VR	4.00	VC	4.00	VS	4.00	MR
3. I initiate conversations with classmates.	4.00	VR	3.66	VC	3.66	VS	3.33	MC
4. I am attentive to the needs and feelings of my peers.	4.00	VR	3.33	VC	3.66	VS	3.00	NDN
5. I share my things with others.	3.00	RNM	3.00	CN	3.33	VS	3.00	MR
6. I respect the ideas of my peers and classmates.	4.00	VR	3.66	VC	4.00	VS	3.66	MC
7. I participate willingly in class activities.	4.00	VR	3.66	VC	3.66	VS	3.66	MC
Mean	3.80	VR	3.56	VC	3.71	VS	3.37	MC
Emotional Regulation Skills								
1. I say "thank you" or "sorry" when appropriate.	4.00	VR	3.66	VC	4.00	VS	3.66	MC
2. I feel bad when someone's feelings have been hurt.	4.00	VR	3.66	VC	3.66	VS	3.66	MC
3. I comfort my friends when they are sad.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
4. I express my anger and loneliness.	3.66	VR	3.66	VC	3.66	VS	3.00	NDN
5. I know how to calm myself down.	3.66	VR	4.00	VC	4.00	VS	3.66	MR
I understand how I feel when I am angry and frustrated.	4.00	VR	3.66	VC	3.66	VS	3.66	MC
I am confident in sharing my thoughts and ideas without feeling ashamed.	4.00	VR	3.66	VC	3.66	VS	3.66	MC
Mean	3.90	VR	3.75	VC	3.80	VS	3.61	MC
Academic-Related Skills								
1. I give my best effort in the class.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
2. When I don't understand the lesson, I raise my hand and ask the teacher questions.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
3. I am learning to balance my time effectively in academics and other activities.	4.00	VR	3.00	CN	3.66	VS	3.00	NDN
4. During lessons, I make an effort to follow my teachers' instructions.	4.00	VR	4.00	VC	4.00	VS	4.00	MR
5. I complete my assignments on time.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
6. I actively participate in class discussions and share my ideas with my friends and classmates.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
7. I accept the feedback of my teachers to improve myself.	4.00	VR	3.66	VC	4.00	VS	3.66	MC
Mean	4.00	VR	3.80	VC	3.95	VS	3.80	MC
Environmental Behavior								
1. I follow the posted signs about the proper disposal of trash.	4.00	VR	4.00	VC	3.66	VS	4.00	MC
2. I voluntarily participate in cleaning	4.00	VR	4.00	VC	4.00	VS	4.00	MC

our classroom.

3. I conserve/save water in school and at home.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
4. Turn off electricity when not in use.	4.00	VR	3.66	VC	3.66	VS	3.66	MC
5. I make an effort to recycle bottles, papers, and other materials.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
6. I keep plastics and other trash in my bag when no trash bins are available.	4.00	VR	4.00	VC	4.00	VS	4.00	MC
7. I feel happy about cleaning the classroom.	4.00	VR	3.66	VC	4.00	VS	3.66	MC
Mean	4.00	VR	3.90	VC	3.90	VS	3.90	MC
Overall Mean	3.92	VR	3.75	VC	3.84	VS	3.67	MC

Legend:

Relevance
3.26-4.00=VR(Very Relevant)
2.51-3.25=NR(Relevant but Need Minor Revision)
1.76-2.50=NSR(Need Some Revision)
1.00-1.75=NR(Not Relevant)

Clarity
3.26-4.00=VC(Very Clear)
2.51-3.25=CNMR(Clear but Need Minor Revision)
1.76-2.50=NSR(Need Some Revision)
1.00-1.75=NC(Not Clear)

Interpersonal and Communication Skills

The table shows the results for each CVI, with the highest weighted mean under relevance being in items 2, 3, 4, 6, and 7; it is 4.00, which is very relevant in verbal interpretation, and the lowest weighted mean being in item 5, which is 3.00, which is relevant but needs minor revision. The mean under relevance is 3.80, indicating that it is very relevant.

The highest weighted mean under clarity is 4.00, which is very relevant, and the lowest weighted mean is 3.00, which is clear but needs minor revision. The mean for clarity is 3.56, which is very clear.

The highest weighted mean for simplicity is 4.00, which is very simple in verbal interpretation, while the lowest weighted mean is 3.33, which is still quite simple. The mean for simplicity is 3.71, indicating that it is very simple.

The highest weighted mean under ambiguity is in item 2; it is 4.00, indicating that the meaning is clear, while the lowest weighted mean is in items 1, 4, and 5; it is 3.00, indicating that there is no doubt but needs minor revision. The mean for ambiguity is 3.37, indicating that the meaning is clear.

Emotional Regulation Skills

The highest weighted mean under relevance is 4.00, which is very relevant in verbal interpretation, and the lowest weighted mean is 3.66, which is relevant but needs minor revision in items 4 and 5. The mean for relevance is 3.90, which is very relevant.

The highest weighted mean under clarity is 4.00, which is very clear, and the lowest weighted mean is 3.66, which is still very clear in items 1, 2, 4, 6, and 7. The mean for clarity is 3.75, which is very clear.

The highest weighted mean under simplicity is 4.00, which is very simple in verbal interpretation, while the lowest weighted mean is 3.66, which is still very simple in items 2, 4, 6, and 7. The mean for simplicity is 3.80, indicating that it is very simple.

The highest weighted mean under ambiguity is in item 3; it is 4.00, indicating that the meaning is clear while the lowest weighted mean is in item 4; it is 3.00, indicating that there is no doubt but needs minor revision. The mean for ambiguity is 3.61, indicating that the message is clear.

Academic-Related Skills

All items have the highest weighted mean under relevance; it is 4.00, which is very relevant in verbal interpretation. The mean under relevancy is 4.00, indicating that it is very relevant.

The highest weighted mean under clarity is 4.00 in items 1, 2, 4, 5, and 6; it is very clear, and the lowest weighted mean is 3.00 in item 3; it is clear but needs minor revision. The mean for clarity is 3.80, which is very clear.

The highest weighted mean under simplicity is 4.00, which is very simple in verbal interpretation, while the lowest weighted mean is 3.66, which is still very simple in item 3. The mean for simplicity is 3.95, indicating that it is very simple.

The highest weighted mean under ambiguity is 4.00 in items 1, 2, 4, 5, and 6, indicating that the meaning is clear while the lowest weighted mean is 3.00 in item 3, indicating that there is no doubt but needs minor revision. The mean for ambiguity is 3.80, indicating that the meaning is clear.

Environmental Behavior

All items have the highest weighted mean under relevance; it is 4.00, which is very relevant in verbal interpretation. The mean under relevance is 4.00, indicating that it is very relevant.

The highest weighted mean under clarity is 4.00, which is very clear in items 1, 2, 3, 5, and 6, while the lowest weighted mean is 3.66, which is still very clear in items 4 and 7. The mean for clarity is 3.90, which is very clear. The highest weighted mean under simplicity is 4.00, which is very simple in verbal interpretation, while the lowest weighted mean is 3.66, which is still very simple in items 1 and 4. The mean for simplicity is 3.90, indicating that it is very simple.

The highest weighted mean under ambiguity is 4.00 in items 1, 2, 3, 5, and 6, indicating that the meaning is clear, while the lowest weighted mean is 3.66 in items 4 and 7, indicating that the meaning is clear. The mean for ambiguity is 3.90, indicating that the meaning is clear.

The overall mean in all competencies for relevance is 3.92, indicating that it is very relevant; clarity is 3.75, indicating that it is very clear; simplicity is 3.84, indicating that it is very simple; and ambiguity is 3.67, indicating that meaning is clear.

Insights in the Developed Assessment Tool

The researcher provided questions that determine the insights of experts and administrators, as well as teachers and pupils in Grade 4 to Grade 6 of Pilip Central School and San Jose South Elementary School. The discussion shows the results in determining the insights of (a) experts, (b) administrators, (c) teachers, and (d) learners. The expert says that (1) "The developed assessment tool is acceptable. However, researchers must make some modifications to the developed assessment tool." (2) "The developed assessment tool is highly appropriate based on psychometric properties." (3) "The developed assessment tool for social and behavioral competencies in intermediate learners needs various changes, such as simplifying the sentences and, in particular, translating each item into Filipino."

The administrators say that (1) "The assessment tool requires modest adjustments in other areas of competency." (2) "Some of the statements in the assessment tool's content are appropriate, and no revisions are necessary. However, there are some areas that could be

enhanced or improved, such as sentence form, and grammatical errors should be avoided.”

The teachers from Grade 4 to Grade 6 of Pili Central School gave their insights about the developed assessment tool, saying that (1) “The assessment tool is good and serves a useful function; however, it may be enhanced in a few categories.” (2) “This assessment tool helps to motivate students to be responsible, active learner.” (3) “The terms on the scale are not suitable for pupils in the intermediate grades, which causes some confusion for the pupils.” (4) “The certain statement constructions are left unimproved to the point that students might become confused.” (5) “The words that are difficult for pupils to understand may cause them to provide the wrong response.”

Teachers from Grade 4 to Grade 6 of San Jose South Elementary School gave their insights about the developed assessment tool, saying that (6) “The “Rate” or “Scale” is confusing.” (7) “There’s no space provided in every component that lets the learners share their own input.” (8) “The Likert scale the words are confusing.” (9) “The overall the questionnaire serves its purpose. It easy to comprehend by elementary learners/ respondents.” (10) “The scale is not easy to understand by the pupils.”

The learners from Grade 4 to Grade 6 of Pili Central School gave their insights about the developed assessment tool says that, (1) “*Hindi ko po masyado maintindihan ang ibang salita sa English.*” (2) “*Mayroon po akong hindi naiintindihan sa salita tulad ng seekat peers.*” (3) “*Hindi ko po alam ang exhibited.*” (4) “*May mga pangungusap na mahirap intindihin lalong at English. ito.*” (5) “I don’t understand the words in the choices above.” (6) “*Hindi ko maintindihan ang word na balance.*” (7) “Some sentences are not easy to understand.” (8) “The choices are hard to understand because of the words.” (9) “I don’t understand some English words.” (10) “*May mga salita at pangungusap na mahirap intindihin habang binabasa ko ito.*”

The learners from Grade 4 to Grade 6 of San Jose South Elementary School gave their insights about the developed assessment tool, saying, (11) “I understand it well, but I don’t on some. I like it very much, and these are even some good things to do. The words are really nice too.” (12) “I don’t understand some sentences.” (13) “I don’t understand some words in sentences.” (14) “*Ang ibang English words ay*

mahirap intindihin.” (15) “*Hindi ko maintindihan ang word na peer.*” (16) “*Mahirap intindihin ang ibang pangungusap.*” (17) “I don’t understand some words.” (18) “I think the question is not enjoyable for me.” (19) “For me in number 3 in Academic Related Skills, it’s hard to understand because I don’t really know what the meaning of the academic activities is, and in number 4 in the Interpersonal and Communication Skills, I don’t understand the word peers and attentive, because I am not really good at English.” (20)

“For me, number 4, interpersonal and communication skills, is so hard because I don’t really know what is attentive to the needs.”

According to respondents the developed assessment tool is adequate and serves a useful function. However, it may be enhanced in a few categories, such as simplifying the sentences and, in particular, translating each item into Filipino because most of the pupils’ insights result in having difficulties understanding the sentences due to the fact that it is constructed in English form. It means that the results of getting the insights of experts, administrators, teachers, and learners may show the researchers that some items of the developed assessment tool are not aligned with the grade level of intermediate learners. The researchers may put an effort into revising the developed assessment tool in consideration of the respondent’s insights. This result is congruent with the study of (Marfa Eugenia Panizza et al., 2020), where it is recognized that the development of assessment instruments requires continued efforts for improvements.

Suggestions in the Assessment Tool

The researcher provided questions that will determine the suggestions of experts and administrators, teachers, and pupils in Grade 4 to Grade 6 of Pili Central School and San Jose South Elementary School. The discussion shows the results in determining the insights of (a) experts, (b) administrators, (c) teachers, and (d) learners. The expert says that (1) “In Interpersonal and Communication Skills, add the word friends after the word classmates in item 3. In Emotional Regulation Skills, remove the word feeling ashamed because it is redundant to confidence. In Environmental Behavior, rephrase the sentence by adding the words lights, radio, TV, etc. instead of electricity. In item 7, add another place, not only in the classroom.” (2) “The developed assessment tool is highly appropriate based on psychometric properties.” (3) “In Interpersonal and Communication Skills, change the word with

into from. In Academic-Related Skills, researchers should simplify the statement because some pupils may not comprehend what “balance” time means.

The administrators say that (1) “In Interpersonal and Communication Skills, item2 addss sharing, item3 addss me, and item7 addsthe in the sentence. In Emotional Regulation Skills, remove the word when appropriate in the sentence in item 1. In item3, change the word sad to needed my care.” (3) “In Interpersonal and Communication Skills, change the words seek to ask and with to form in item 1. In Item 3, change the word initiate to start and add my. In item 4, change peers to friends. In item 5, change others to friends. In Emotional Regulation Skills, remove the word when appropriate in the sentence in item 1. In item 2, change the words have and been to are.”

The teachers from Grade 4 to Grade 6 of Pili Central School gave their suggestions about the developed assessment tool, saying that (1) “It was suggested to enhance the assessment tool. She considered the user feedback together in input from user to understand their experience and identify areas for improvement.” (2) “The researchers remember that words matter and plan, select, and design assessment tool that is appropriate and of high quality.” (3) “In order to prevent pupils from being confused, she recommends keeping the scale basic.” (4) “Researchers modify each phrase to make it clearer and translate the content into Filipino.” (5) “The terms should be simple or easy to understand so that the students may comprehend them easily and provide accurate answers.”

Teachers from Grade 4 to Grade 6 of San Jose South Elementary School gave their suggestions about the developed assessment tools say that, (6) “For the word EXHIBITED, the researcher may use a common or familiar word like SHOW.” (7) “The researchers should add “Others, please specify” to give the respondents the freedom to write or share their own input about the topic.” (8) “Improve the Likert scale because it is confusing.” (9) “It could be better to be more specific on how learners communicate among them. (virtual/ online, face to face conversation, etc.)” (10) “Change the word Elementary learners to Intermediates Grades and scale should construct into easy words (Never, Seldom, Often, Always).”

The learners from Grade 4 to Grade 6 of Pili Central School gave their suggestions about the developed assessment tools say that, (1) “*Kung pwede ponag gawing simple ang mga salita para mas maintindihan.*” (2) “*Gustokopo sanang palitan ang*

salitang seek ng mas madaling maintindihan ng bata.” (3) “Ang maimumungkahikopo ay kung pwede palitan ang ibang mgasalitakase medyomahirap intindihintuladpos a choices. Hindikoolamang exhibited.” (4) “Kung pwede po sanang naka translate sa tagalog ang bawat pangungusap paramasaloponamingitong maintindihan.” (5) “I don’t understand the words in the choices above. So, I suggest used simple words.” (6) “Sana po palitan ang word the balance kase po hindi ko maintindihan.” (7) “Improve the sentences for us the pupils easily understand the meaning of it.” (8) “It is difficult to understand the choices, so he suggests making them simple.” (9) “Translate each item into Tagalog to make it easier to understand.” (10) “Ang aking maimumungkahi ay gawing mas simple ang mgasalitakasi pomedyomahirap intindihin ang ibang salita.”

The learners from Grade 4 to Grade 6 of San Jose South Elementary School gave their suggestions about the developed assessment tool saying that, (11) “Make other sentences easy to understand.” (12) “I want some sentences to be simple.” (13) “Put some words that are easy to understand.” (14) “Dapat ponaka tagalog para maintindihan ko at ng ibang estudyante.” (15) “Ang aking maimumungkahipalitan ang salita tulad ng peer.” (16) “Sanagawin itong mas simple para agad naming itong maintindihan.” (17) “Make the words simple.” (18) “The questionnaire should be enjoyable to answer.” (19) “Change the words in number 3 in academic-related skills and number 4 in the interpersonal and communication skills.” (20) “The word attentive change to simple word.”

According to respondents of the developed assessment tool, some words need to be changed in simpler terms. Furthermore, words need to be added to the sentences in order to have a proper understanding. In order to avoid misinterpretation of the given items, the assessment tool should be translated into Filipino. Additionally, the respondents suggested that it is possible to understand the assessment tool well if the 4-point Likert scale is constructed with simple words due to the fact that students cannot understand the assessment tool well if the words used are not aligned with their grade level of understanding. However, researchers must add information about others to the assessment tool below. Please specify what you want to know and consider the feedback of the

respondents. It means that the results of getting the suggestions of experts, administrators, teachers, and pupils may inform the researchers that some items of the developed assessment tool need revisions and simple words to understand and avoid misinterpretation of the given items properly.

This study differs from the study of Estacio (2015), where words, sentences, and statements used in the material were highly acceptable (mean of 4.48) since they were within the level of comprehension of the students. In this presented study, the results of the suggestions show that the sentences or statements were not easy for the learners to understand. They weren't within the level of comprehension of the intermediate learners.

CONCLUSION

The following conclusions were derived from the findings of the study:

The researcher has created an assessment tool for intermediate learners that assesses their social and behavioral competencies through a 4-point Likert Scale consisting of 28 statements.

The developed assessment tool for measuring social and behavioral competencies of intermediate learners is generally considered relevant, clear, simple, and unambiguous. It is deemed valid and reliable, but minor modifications are necessary to enhance its effectiveness.

The assessment tool developed for intermediate learners has been considered satisfactory by respondents, but it could benefit from simplifying sentences. Feedback from experts, administrators, teachers, and pupils suggests that some items may not align with in terms of cognitive abilities of intermediate learners.

REFERENCES

- Alzahrani, M., Alharbi, M., & Alodwani, A. (2019). *The effect of social- emotional competence on children's academic achievement and behavioral development*. *International Education Studies*, 12(12), 141–149. <https://doi.org/10.5539/ies.v12n12p141>
- Dumagay, D. (n.d.). *INTERVENTION STRATEGIES OF REGULAR ELEMENTARY CLASSROOM TEACHERS FOR STUDENTS WITH BEHAVIORAL PROBLEMS*. <https://doi.org/10.46360/globus.edu.220222011>
- Elchert, D., Latino, C., Bobek, B., Way, J., & Casillas, A. (2017). *ACT Insights In Education And Work: The Importance of Behavioral Skills and Navigation Factors for Education and Work Success*. COLLEGE EFFORT STUDY FUTURE. <https://files.eric.ed.gov/fulltext/ED583586.pdf>
- Gonowon, M. L. (2023). *Psychosocial Development of Children in Conflict with the Law Under Detention in the Bicol Region, Philippines*. *Journal of Advances in Humanities Research*, 2(3), 135–145. <https://doi.org/10.56868/jadhu.v2i3.155>
- Jamieson, L., & Leonie Mosel Williams. (2003, July). *Focus group methodology: Explanatory notes for the novice nurse researcher*. ResearchGate; Taylor & Francis. https://www.researchgate.net/publication/10655067_Focus_group_methodology_Explanatory_notes_for_the_novice_nurse_researcher
- Napolitano, C. M., Madison Nicole Sewell, Hee Jun Yoon, Soto, C. J., & Roberts, B. W. (2021). *Social, Emotional, and Behavioral Skills: An Integrative Model of the Skills Associated With Success During Adolescence and Across the Life Span*. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.679561>
- Roach, E. (2018, March 6). *Education in the Philippines*. WENR. https://wenr.wes.org/2018/03/education-in-the-philippines?fbclid=IwAR1rJQrk70kICS_UAFK0E1vH1pKw8QeKm06Toe9fLgAcPBCGX81c6HdQ-YQ#:~:text=Elementary%20education%20in%20the%20Philippines,of%20the%20basic%20education%20cycle
- Topciu, M., & Myftiu, J. (2015). *Vygotsky Theory on Social Interaction and its Influence on the Development of Pre-School Children*. *European Journal of Social Sciences Education and Research*, 4(1), 172. <https://doi.org/10.26417/ejser.v4i1.p172-179>

APPENDICES

SOCIAL AND BEHAVIORAL COMPETENCIES OF INTERMEDIATE LEARNERS

Name: _____ Grade & Section: _____

Direction: Please rate yourself on the following items by putting a check mark (✓) in the right column. Please choose one answer for each item.

Be honest in answering the items.

	0-Not at all	1-Moderately well	2-Well	3-Very Well
INTERPERSONAL AND COMMUNICATION SKILLS				
1. I seek assistance with others when needed.				
2. I discuss and try to solve my problems by talking about them.				
3. I initiate conversation with classmates.				
4. I am attentive to the needs and feelings of my peers.				
5. I share my things with others.				
6. I respect the ideas of my peers and classmates.				
7. I participate willingly in class activities.				
EMOTIONAL REGULATION SKILLS				
1. I say "thank you" or "sorry" when appropriate.				
2. I feel bad when someone's feelings have been hurt.				
3. I comfort my friends when they are sad.				
4. I express my anger and loneliness.				
5. I know how to calm myself down.				
6. I cannot understand how I feel when I am angry and frustrated.				
7. I am confident sharing my thoughts and ideas without feeling ashamed.				
ACADEMIC-RELATED SKILLS				
1. I give my best effort in the class.				
2. When I don't understand the lesson, I raise my hand and ask questions to the teacher.				
3. I am learning to balance my time effectively in academics and other activities.				
4. During lessons, I make efforts to follow my teachers' instructions.				
5. I complete my assignments on time.	16			
6. I actively participate in class discussion and share my ideas to my friends and classmates.				
7. I accept the feedback of my teachers to improve myself.				

	0-Not observed	1-Behavior exhibited at an	2-Lower than acceptable	3-Never exhibited

		acceptable level	level	
ENVIRONMENTAL BEHAVIOR				
1. I follow the posted signs about proper disposal of trash.				
2. I voluntarily participate in cleaning our classroom.				
3. I conserve/save water in school and at home.				
4. I turn-off electricity when not in use.				
5. I make effort to recycle bottles, papers and other materials.				
6. I keep plastics and other trash in my bag when there are no trash bins available.				
7. I feel lazy in cleaning the classroom.				

ASSESSING SOCIAL AND BEHAVIORAL COMPETENCIES OF INTERMEDIATE LEARNERS: DEVELOPMENT AND VALIDATION OF A SOCIAL AND BEHAVIORAL COMPETENCY SCALE

ORIGINALITY REPORT

8%

SIMILARITY INDEX

6%

INTERNET SOURCES

2%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

ed-instruments.org

Internet Source

1%

2

Submitted to CSU Northridge

Student Paper

1%

3

Mona Alzahrani, Manal Alharbi, Amani Alodwani. "The Effect of Social-Emotional Competence on Children Academic Achievement and Behavioral Development", International Education Studies, 2019

Publication

1%

4

digilib.unimed.ac.id

Internet Source

1%

5

542eeb23-41da-4271-b6de-092494f4fca3.filesusr.com

Internet Source

1%

6

www.rand.org

Internet Source

<1%

7

Submitted to American College of Education

Student Paper

<1%

8

Submitted to Our Lady of Fatima University

Student Paper

<1%

9

olivarezcollegetagaytay.edu.ph

Internet Source

<1%

10

www.parlament.gv.at

Internet Source

<1%

11	www.un-pub.eu Internet Source	<1 %
12	Submitted to Toronto Business College Student Paper	<1 %
13	bmcp psychology.biomedcentral.com Internet Source	<1 %
14	Submitted to novi Student Paper	<1 %
15	Submitted to Polytechnic University of the Philippines - Sta. Mesa Student Paper	<1 %
16	www.peza.gov.ph Internet Source	<1 %
17	consortiacademia.org Internet Source	<1 %
18	link.springer.com Internet Source	<1 %
19	Beatrice G. Werden, E. Billig, Harry B. Gray. "Transition Metal Complexes Containing 1,1-Dicyanoethylene-2,2-dithiolate", Inorganic Chemistry, 1966 Publication	<1 %
20	hdl.handle.net Internet Source	<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On