
Deriving The Psychometric Characteristics Of An Arabized Image Of The Social And Emotional Competencies Scale Of A Sample Of Secondary School Students In Najran Region

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Abstract: The present study aimed to derive the psychometric characteristics (honesty and consistency) of Zych, Ruiz, Morales & Llorent, (2018) social and emotional competencies, and the sample of the study consisted of (544) students (244 males and 300 females) of secondary school students in Najran region. The results indicated the availability of indications of validity of the scale with indications (content honesty, validity of internal consistency). There were also acceptable indications of reliability for the scale, and the value of the alpha Cronbach for the scale as a whole was (0.91), and the value of the exploratory global validity of the scale reached (64.9). And the value of the Kimo test for compatibility between statement s was (0.87). The results indicated that there were statistically significant differences at the level of significance (0.05) on the scale of social and emotional competencies in favor of females. The study recommends codifying the scale among other categories.

Keywords: psychometric characteristics, social and emotional competencies, high school students.

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Introduction:

Social and emotional competencies play a big role in the lives of children, youth and adults and are acquired through competencies, behavior and values. They also help reduce risky behaviors, improve educational motivation, and academic success, as well as increase interest and commitment in school. These represent the basic effects of social and emotional competencies. Secondary effects appear through an increase in cooperation with other individuals and ability to solve problems, an improvement in healthy living and commitment to society, a decrease in violence and substance abuse, and an improvement in family relationships (Gokel & Dagli, 2017).

Social and emotional competencies have been studied extensively since the 1990s and programs to promote them are now taking place widely at different educational levels (Durlak, et al, 2015). These programs have been found to be effective in improving SEL skills, positive attitudes, social behavior, problem behavior, emotional distress, and academic performance (Durlak, et al, 2011).

Durlak et al. (2015) indicate that the components of socio-emotional competencies are:

Self-awareness: the ability to accurately identify an individual's feelings, thoughts, and values and how they affect behavior, the ability to accurately assess an individual's strengths and weaknesses, with a dominant sense of confidence, optimism, and the acquisition of a growth mindset.

Self-management: the ability to successfully organize an individual's feelings, thoughts, and behaviors in different situations - managing stress effectively, controlling impulses and motivating oneself, and the ability to set personal and academic goals and work to achieve them.

Social awareness: the ability to consider and empathize with others' viewpoints, including people from different backgrounds and cultures, and the ability to understand social and ethical standards of behavior and to perceive the resources and support of the family, school and society

Relationship skills: This refers to the ability to form and maintain healthy and rewarding relationships with different individuals and groups, the ability to communicate clearly with others, listen attentively, cooperate with others, resist inappropriate social pressures, negotiate conflicts constructively, and seek and provide assistance when needed.

Responsible decision-making: the ability to make constructive decisions about personal behavior and social interactions based on ethical standards, safety considerations, and social norms, realistically assessing the consequences of various behaviors and taking into account the safety of one and others.

The application of methods and principles of social emotional learning contributes to problem-solving, self-regulation, and control of emotions and motivations, which in turn contribute to reducing negative social behaviors such as bullying, and create a positive atmosphere in the classroom. It also helps students successfully

manage their daily lives by improving their focus and supporting them in making good decisions that make them active members of their community. Since feelings - as brain research indicates - lead to attention and attention leads to learning, so when the student becomes able to lead his feelings, he is able to lead his learning. When a student learns to relieve and manage stress, he is able to learn deeply. Students who demonstrated higher levels and better results in most skills had higher academic achievement than their peers who did not undergo social emotional learning programs. Their behavior improved, dropout rates decreased, negative behavioral practices increased, the ability to control stress and depression increased, the ability to succeed, and positive feelings toward learning and mental health improved (Durlak, et al, 2011; Schonert-Reichl, Kitil & Hanson-Peterson, 2017; Mahoney, Durlak, & Weissberg, 2018).

Social and emotional competencies are essential to success in school and in life (Zins, Weissberg, Wang, & Walberg, 2004), in addition to having a protective effect against bullying, stress and inappropriate behavior towards adults and risky behaviors (Durlak, et al, 2011 2012; Sklad) , et al.)

The CASEL 2019 annual report indicates that 27% of students improved their academic performance at the end of the program, more than 57% gained personal and life skills and more than 24% improved their social behavior and thus decreased negative behaviors.

Contemporary schools, especially in developed countries, have placed great interest in developing students' social and emotional competencies that include satisfying students with moral social responsibilities, civic education, and becoming self-confident members and activists in society (Ee, Zhou & Wong, 2014; Suratno, Komaria, Yushardi, Dafik, & Wicaksono, 2019) that a high level of social and emotional competencies is a protective factor against behavioral problems (Nasaescu, MarínLópez, Llorent, & Zych, 2018).

Social emotional competence is influenced by culture, peer interactions and gender. Men tend to lack interest and are less able to control emotions. So they tend to be more aggressive, less sensitive, less cooperative, and less emotional (Chaplin & Aldao, 2013; Curby, et al, 2015). Women tend to express and control their feelings in a positive way because they are more aware of emotions in developing different types of emotions and understanding the causes and consequences of manifesting these feelings. (Garner, et al, 2014)

Although many programs include basic competencies such as: self-awareness, self-management, social awareness, social relationship skills and responsible decision-making (CASEL, 2019), these competencies are usually measured separately by means of different tools and without calculating the overall score in the structure (Denham, et al, 2009). Hence, the aim of this study was to verify the psychometric characteristics (validity and reliability) of Zych, Ruiz, Morales & Llorent, (2018) the social and emotional competencies of a sample of high school students in Najran region.

Previous studies:

Macêdo & Silva, (2020) conducted a study aimed at investigating and validating the construction of a measure of social and emotional competencies in Brazil. The study sample consisted of agency managers from the National Social Security Institute, where the study sample consisted of (424) individuals (220 women and 204 men) to assess the reliability and validity of 34 items. Nine items were excluded from the scale, and the scale ultimately consisted of 25 items divided into five competencies, namely Emotional awareness; emotional regulation, social awareness, emotional restraint, and emotional creativity. The results of the study indicate that the scale of social and emotional skills represents the theoretical contribution in the fields of management and educational psychology. The scale has a high degree of validity and stability, and the possibility of using it by researchers.

The study was conducted by Smithe, Dutchera, Askar, Talwar & Bosackia (2019). The study aimed to uncover the socio-emotional competencies of emerging adolescence and the relationships between student assessments and self-reports. The sample of the study consisted of (290) adolescents, 114 males and 170 females) from (24) schools in Canada. The social competencies of students and teachers were assessed through self-report questionnaires. The results of the study indicated that there were significant positive correlations between the social-emotional competencies of teachers and the self-reports of emerging adolescents with three of the four components (Perspective Taking), imagination, and social interest, and the existence of a significant difference in degrees of social and emotional competencies in favor of females.

Ummah & Fitriari, (2019) (a study aimed at determining the different social and emotional competencies of children in Gao on the basis of their gender. The study sample consisted of (101) students aged 10-13 years who were in grades four to six. On them a measure of the socio-emotional competence of children the results of the study indicated: The social and emotional competence of children was at a high level, which is 96.03% there is no difference in the social and emotional competence of children on the basis of gender.

Zych, Ruiz, Morales & Llorent (2018) conducted a study to design and validate a social and emotional competencies questionnaire. The study was conducted on a sample of (643) university students (2139) adolescent students. The results showed that the questionnaire has good psychometric properties and includes four components: self-awareness, self-management and motivation, social awareness and social behavior, and

decision-making. These competencies are positively related to perceived emotional intelligence and negatively related to alexithymia. This questionnaire is useful in assessing social and emotional competencies in different settings. It can also be used to evaluate the effectiveness of social and emotional learning programs.

Petric and Szamoskozi (2018) conducted a study aimed at translating and adapting the Social Emotional Competence Questionnaire (SECQ) in Hungarian populations. The main aim of the study was to analyze the working structure and psychometric properties of SECQ in a Hungarian sample from Romania. The sample of the study consisted of (560), (284 males, 276 females). The questionnaire contains 25 components and five dimensions of social and emotional competence: self-awareness, social awareness, self-management, relationship management and responsible decision-making. Results: The Confirmatory Factor Analysis (CFA) of the Hungarian Social-Emotional Questionnaire (SECQ-Hu) showed a factor structure similar to the original form. The results showed good internal consistency Cronbach Alpha was (0.89) The psychometric properties of SECQ-Hu showed that the questionnaire is a valid and reliable measure for researchers and practitioners as well.

Coelho, Sousa & Marchante, (2015) conducted a study to verify the validity and reliability of the Social and Emotional Competencies Assessment Questionnaire. The questionnaire was validated on a sample of 683 middle school students (grades seven to nine). In addition, a group of teachers participated in filling out the teacher's copy with 111 teachers. The results showed that the questionnaire of social and emotional competencies has a good level of reliability, as the value of Cronbach Alpha reached (0.87).

As for the study of Ji, Flay and Dubois (2013), it aimed to determine the characteristics of the social and emotional competencies of elementary school children through the development of the social and emotional competency scale, and the signs of the study results indicated that all the validity and reliability coefficients of the scale were high and statistically significant and indicative of the scale validity.

Zhou & Ee (2012) conducted a study aimed at codifying a scale to assess the social and emotional development of children and adolescents in Turkey, in order to ensure appropriate intervention for the growth of children and adults, and the scale consisted of (25) items that were built to measure the social-emotional competence. The scale consists of the following sub-dimensions (personal sensitivity, personal awareness, personal management, relationship management, and responsible decision-making). The scale was applied to (356) students. The results of the study indicated that the scale achieved good indications of validity, apparent validity and validity of internal consistency, as well as positive constancy indications of the validity of the scale and the possibility of its use.

Objectives of the study:

The study aimed to codify the scale of Zych, et al, (2018) the social and emotional competencies of high school students in the Najran region and to extract the psychometric characteristics of the scale in the Arab environment (secondary school students in Najran region) by taking a number of measures represented in extracting Transactions of honesty and constancy. By providing an Arabic picture of the Social and Emotional Competencies Scale, it has validity and reliability indications that can be used to measure the level of social and emotional competence of students by answering the following questions:

1- What are the indicators of validity (Virtual, internal consistency, and global) of an Arabized and modified image of secondary school students from the scale of Zych, et al, (2018) social and emotional competencies?

2- What are the indicators of reliability of an Arabized and modified image among secondary school students from the scale of Zych, et al, (2018) social and emotional competencies?

3- Are there statistically significant differences in the responses of secondary school students on the scale of Zych, et al, (2018) social and emotional competencies attributable to the variable of gender?

Procedural definitions:

Psychometric properties:

It includes the derivation of various validity and reliability coefficients for the Zych et al. Scale (Zych, et al, 2018) of social and emotional competencies so that specialists can use it in clinical practice.

Social and emotional competencies:

It defines social and emotional competencies: as the ability to develop positive relationships, avoid negative relationships, develop empathy, control emotions, and the ability to make moral and ethical decisions. Social and emotional competencies ensure that people enjoy a higher quality of life and thus enjoy better health and more flexibility in dealing with the problems of daily life. Elias, et al, 1997),

Procedurally, it is defined as the degree obtained by the subject through his response to the scale statement s adopted in this study.

Limitations of the study:

1- The scale used for social and emotional competencies (Zych, et al, 2018).

2- A sample of study personnel (male and female students) in the secondary stage in the Najran region for the academic year 2020/2021.

Research Method:

The study adopted the descriptive approach as the most appropriate to the nature of the study, as it is concerned with investigating a phenomenon of the present phenomena with the intention of diagnosing it and revealing the relationships between its various components and dimensions.

Community and Sample:

Study population: The study population consists of male and female high school students in the city of Najran for the academic year 2020-2021 AD.

Study sample: The size of the study sample amounted to (544) male and female students who were selected using the simple random sample method.

Table (1) shows the distribution of the study sample members

Gender	Frequencies	%
Male	244	%45
Female	300	%55
Total	544	100.0

Study instrument:

The Social and Emotional Competencies Scale of Zych, et al, (2018):

The two researchers adopted the measure of social and emotional competencies (Zych et al, 2018) in its final form, which consisted of (16) statements, and the scale was translated by the researchers and was presented to a group of specialists in the English language and the Arabic language to ensure the integrity and preservation of the statements in the original sense in the scale, until it appeared as it was used to collect data. The scale adopted the pentagonal scale of Likert (Strongly disagree, somewhat disagree, disagree, somewhat agree, Strongly agree) and the Cronbach alpha value of the original scale in the university sample was (0.87 and in the adolescent sample 0.82)). The scale statements were divided into four areas: Self-awareness, which includes statements (1-4), the second dimension, self-management and motivation, and includes statements (5-7), the third dimension: social awareness and positive social behavior, and the fourth dimension includes statements (8-13): Decision-making and includes statements (14-16).

Results:

The results of the first question: What are the psychometric properties of the scale of Zych, et al,(2018)?

The psychometric properties of the scale were verified (validity and reliability). Two methods were used to verify the validity (the validity of the content, the validity of internal consistency), and to verify the reliability, the Cronbach Alpha equation was used.

First: indications of validity

1 - Content Validity

Zish et al. (2018) scale was translated into Arabic by English language specialists, and the translation and the original scale were presented to Arabic language specialists to ensure that the meaning and ideas in the translated scale match the original scale, and then the translated scale was presented to (15) of Arbitrators specializing in measurement, evaluation, psychology and psychological counseling in order to identify the suitability of the statements of the scale for the Arab environment, as well as to identify the suitability of the statements to the dimensions to which they belong a statement from the scale of Zych et al. (2018), so all statements of the scale were preserved.

2 - Internal consistency validity

The Scale of Zych, et al, (2018) was applied on an exploratory sample of high school students in Najran of (200) male and female students to measure the degree of relevance of the statement to the total score of the scale and the degree to the sub-dimension by calculating the Pearson correlation coefficient, and Table (2) It shows:

Table (2) Internal consistency validity- Pearson correlation coefficient (N=200)

No	Dimensions - Statements	Correlation between	Sig	Correlation	Sig
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		statement and dimension		between statement and Total of scale	
	The first dimension: Self-awareness.				
1	I know how to categorize my feelings.	.748**	.000	.847**	.000
2	I am aware of the thoughts that affect my feelings.	.723**	.000	.659**	.000
3	I separate one emotion from another.	.799**	.000	.543**	.000
4	I know how my feelings affect what I do.	.760**	.000	.730**	.000
	The second dimension: Self-management and motivation.			.637**	.000
5	I know how to motivate myself.	.876**	.000	.812**	.000
6	I have clear goals.	.876**	.000	.619**	.000
7	I pursue my goals despite the difficulties.	.904**	.000	.774**	.000
	The third dimension: social awareness and positive social behavior.			.760**	.000
8	I know what people expect from others.	.716**	.000	.854**	.000
9	I care about the needs of others.	.796**	.000	.659**	.000
10	I usually know how to help others who need it.	.782**	.000	.667**	.000
11	I have good relations with my schoolmates.	.805**	.000	.619**	.000
12	I usually listen actively.	.776**	.000	.600**	.000
13	I offer help to those who need me.	.813**	.000	.698**	.000
	The fourth dimension: decision-making.			.744**	.000
14	I make decisions that critically analyze potential outcomes.	.836**	.000	.691**	.000
15	I usually think about the pros and cons of each option before making decisions.	.837**	.000	.563**	.000
16	I don't make decisions carelessly.	.772**	.000	.566**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

The results of Table (2) showed that the values of the Pearson correlation coefficients between the statements and the dimension to which they belong, as well as the statements with the overall scale, and the sub-dimensions with the overall scale are statistically significant at the level of (0.01), which indicates the validity of the internal consistency of the scale. The study in Table (2) shows that the scale has the characteristics of validity of consistency, as the values of the correlation coefficient ranged between the statements of the first dimension with the first dimension (0.723 - 0.799). The values of the correlation coefficient ranged between the statements of the first dimension with the overall scale (0.543 - 0.730), all of which are statistically significant at a level of significance (0.01), and the values of the correlation coefficient ranged between the statements of the second dimension with the second dimension (0.876 - 0.904), and the values of the statement correlation coefficient The second dimension with the overall scale (0.619 - 0.774), all of which are statistically significant at the level of significance (0.01), and the values of the correlation coefficient ranged between the statements of the third dimension with the third dimension (0.716 - 0.813), and the values of the correlation coefficient of the third dimension statements with the overall scale (0.600 - 0.774), all of which are statistically significant at the level of significance (0.01), and the correlation coefficients of the fourth dimension statements with the fourth dimension ranged (0.772 - 0.837) and the fourth dimension

statements ranged with the total score of the scale (0.563 - 0.566), and all of them are statistically significant at the level of significance (0.01).

Second: indications of reliability

The reliability was calculated by the Cronbach Alpha-repetition method, whereby the scale was applied to a survey sample of (200) male and female students, and Table (3) shows that.

Table (3): Reliability with Cronbach Alpha method

No	Dimensions	Number of statements	Reliability coefficient
1	The first dimension: Self-awareness.	4	0.82
2	The second dimension: Self-management and motivation.	3	0.86
3	The third dimension: social awareness and positive social behavior.	6	0.87
4	The fourth dimension: decision-making.	3	0.80
Total		16	0.91

Table (3) showed that the scale of Zych et al. (2018) had the characteristics of stability, where the values of the reliability coefficient ranged from the Cronbach-Alpha method on the sub-scales and the overall scale (0.80 --0.91).

Results of the second question: What are the global components of the Scale of Social and Emotional Competencies (Zych et al., 2018)?

Exploratory Factor Analysis was used, where the measure of social and emotional competencies was applied to a sample of (544) male and female students. (Principal Component Analysis) for Hotteling, which is one of the most accurate factor analysis methods in which each factor is extracted with the most variation possible, and the axes have been rotated orthogonally in a manner (Varimax with Kaiser Normalization) (Farg, 2007).

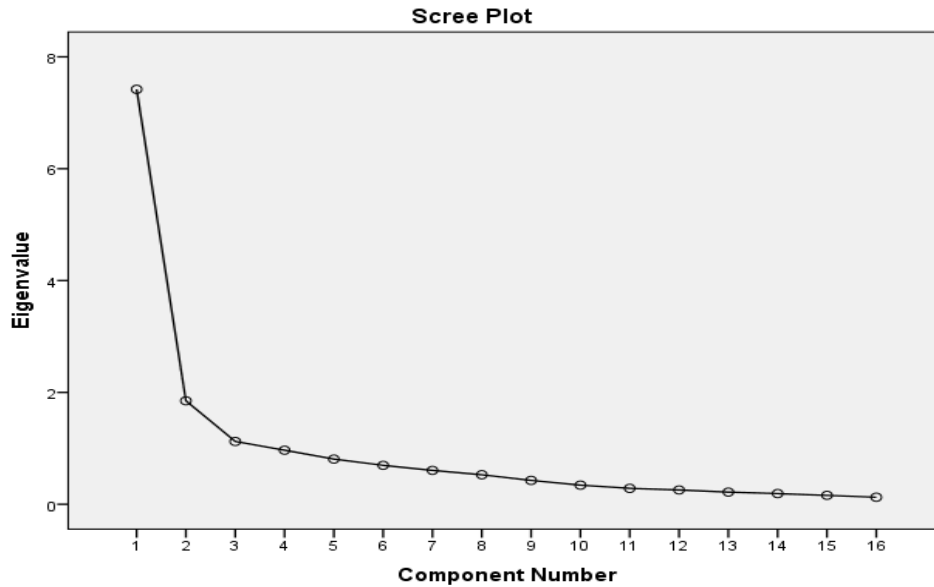
In pursuit of more purity and clarity in the psychological meaning of the saturations of the items on the factors, the appropriate saturation was considered to be that of (0.3) or more according to the Guilford test (Abd al-Khaliq, 1987). It is clear from Table (4) that three factors are reached due to the fact that their specific values are (Latent root) is greater than the integer one, and the proportions explaining the variances were obtained from the total variance of each factor.

Table (4) Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.419	46.370	46.370	7.419	46.370	46.370	4.859	30.367	30.367
2	1.850	11.562	57.932	1.850	11.562	57.932	3.001	18.756	49.124
3	1.123	7.021	64.953	1.123	7.021	64.953	2.533	15.829	64.953
4	.967	6.044	70.997						
5	.808	5.049	76.047						
6	.697	4.354	80.400						
7	.606	3.786	84.187						
8	.527	3.296	87.483						
9	.426	2.664	90.147						
10	.342	2.137	92.284						
11	.285	1.779	94.063						
12	.256	1.603	95.666						
13	.218	1.360	97.025						

14	.191	1.194	98.219						
15	.159	.994	99.213						
16	.126	.787	100.000						

Extraction Method: Principal Component Analysis



It is evident from Table (4) and Figure (1) that 3 factors are reached due to the fact that their sample values (the latent root) are greater than the correct one. These factors explain a rate of (64.95%), which is a high percentage, the total variance of each factor. Accordingly, (3) factors were obtained: the first factor is toxic, which is a pure factor that absorbed a saturation percentage (74.3%) from the variance, and the second factor, which is a pure factor that absorbed the saturation percentage (79.3%) of the variance, and the third factor is toxic, which is a pure factor that absorbed the saturation percentage (87.2%), and the value of Kimo test for compatibility quality was (0.866), which is greater than (0.60), which is appropriate and high, meaning that the measurement is appropriate, and Table (5) shows that

Table (5) Component Transformation Matrix

Component	1	2	3
1	.743	.475	.471
2	.593	.793	.136
3	.309	.381	.872

Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization

The axes were also rotated orthogonally in a manner (Varimax with Kaiser Normalization), and Table (6) shows the items of the statements that saturated on the workers after the rotation process:

Table (6) Rotated Component Matrix

No	Statements	Component		
		Self-management and motivation	Making appropriate decisions	social awareness behavior.
a13	I offer help to those who need me.	.814		
a7	I pursue my goals despite the difficulties.	.782		.409
a6	I have clear goals.	.768		.362
a12	I usually listen actively.	.758		.321

a3	I separate one emotion from another.	.757		
a5	I know how to motivate myself.	.606		.595
a8	I know what people expect from others.	.718		
a11	I have good relations with my schoolmates.	.716	-.519-	
a1	I know how to categorize my feelings.	.665	.301	
a4	I know how my feelings affect what I do.	.606		
a2	I am aware of the thoughts that affect my feelings.	.568		
a15	I usually think about the pros and cons of each option before making decisions.	.520	.588	.361
a14	I make decisions that critically analyze potential outcomes.	.545	.572	
a16	I don't make decisions carelessly.	.528	.548	
a10	I usually know how to help others who need it.	-.440-		.716
a9	I care about the needs of others.	.334		.731

Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization

Table (6) shows that all the scale items are saturated according to the three factors, and thus all the scale items are organized into (3) factors only, which indicate the existence of a theoretical structure behind this scale, which is an acceptable indicator of the validity of the scale.

The results of the Exploratory Factor Analysis, where the Zych scale was applied, et al, (2018) To verify the global validity, an exploratory factor analysis of the responses of the study sample individuals was performed, and the factor analysis of the items of this scale was performed by the basic components method (Principal). Component Analysis), for accuracy as each factor extracts the largest possible variance. The axes were also rotated orthogonally in a manner (Varimax with Kaiser Normalization), and the results of the study showed that the scale has global validity, where (3) factors were reached: The first factor was named: self-management and motivation, and all the statement s were saturated on it, and the second factor: appropriate decision-making and saturated It has (5) statement s and the third factor is conscious social behavior, and (7) statement s are saturated on it. Therefore, the results of the study showed that there is a theoretical structure behind this scale, which is an acceptable indicator of the validity of the scale in the Arab environment.

The reliability (Cronbach Alpha) was extracted for the Arabized image in the basic study sample according to the three factors and the table shows that:

Table (7) Cronbach-Alpha reliability coefficient for the Arabized image

No	Dimension	Number of statement	Reliability coefficient
1	Self-management and motivation	11	0.90
2	Making appropriate	3	0.79

	decisions		
3	social awareness behavior	2	0.73
	Total	16	0.92

Are there statistically significant differences in the responses of secondary school students on the scale of Zych, et al, (2018) social and emotional competencies attributable to the variable of gender?

The arithmetic means and standard deviations of the Arabized image of the Zych’s scale were extracted on the total score and dimensions.

Table (8): The arithmetic means and standard deviations of the Arabized image of Zych, et al, (2018) on the total score and the T-test to show the significance of the differences between the arithmetic means according to the gender variable

	Gender	N	Mean	S.D	T	D.F	Sig
Social and emotional competencies	Male	244	3.82	.532	-7.623-	542	0.00
	Female	300	4.17	.537			

Table (8) showed the existence of statistically significant differences at the level of (0.05) on the scale of social and emotional competencies in favor of females.

Discussing the results:

The first question: Zych, et al, (2018) enjoys the indications of honesty in the Arab environment, as the results of the study were shown through the validity of the content, and the validity of the internal consistency of the social and emotional competencies scale of Zych, et al, (2018) .

The values of the Pearson correlation coefficients between the statement s and the dimension to which they belong, as well as the statement s with the overall scale, and the sub-dimensions with the overall scale are statistically significant at the level of (0.01), which indicates the validity of the internal consistency of the scale. The results of the study also showed that the scale has the characteristics of sincerity of consistency, as the values of the correlation coefficient ranged between the statement s of the first dimension with the first dimension (0.723 - 0.799), and the values of the correlation coefficient ranged between the statement s of the first dimension with the overall scale (0.543 - 0.730), all of which are statistically significant At the level of significance (0.01), and the values of the correlation coefficient ranged between the statement s of the second dimension with the second dimension (0.876 - 0.904), and the values of the correlation coefficient of the statement s of the second dimension with the overall scale (0.619 - 0.774), all of which are statistically significant at the level of significance (0.01), The values of the correlation coefficient ranged between the third dimension statement s with the third dimension (0.716 - 0.813), and the values of the third dimension statement correlation coefficient values with the overall scale (0.600 - 0.774), all of which are statistically significant at the level of significance (0.01). The correlation coefficients of the fourth dimension statement s with the fourth dimension ranged (0.772 - 0.837), and the fourth dimension statement s ranged with the total score of the scale (0.563 - 0.566), all of which are statistically significant at the level of significance (0.01).

The scale also enjoyed the reliability characteristic of Cronbach Alpha method, as the total reliability value of the reliability scale was (0.91). This indicates that the scale has the property of reliability in the Arab environment. Therefore, the results indicate that the scale has the characteristics of validity, reliability and validity of its application on the Arab environment. This is in agreement with the study (Macêdo & Silva, 2020), the study (Zych, Ruiz, Morales & Llorent, 2018) and the study (Petric, & Szamoskozi, 2018).

The second question: The results of the Exploratory Factor Analysis, where the measure of social and emotional competencies were applied, were shown by Zych, et al, (2018). To verify the global validity, an exploratory factor analysis of the responses of the individuals of the study sample was conducted, and a factor analysis of the items of this scale was performed using the Principal Component Analysis, for its accuracy, as each factor in it extracted the most variation possible, and the axes were rotated orthogonally in a manner (Varimax with) Kaiser Normalization) and the results of the study showed that Zych, et al, (2018) enjoys a measure of social and emotional competencies with global honesty, as three factors were reached due to the fact that their concrete values (the latent root) are greater than the correct one. These factors explain what Its percentage is (64.95%), which is a high percentage, and the rates of interpretation of variances from the total variance of each factor were obtained, and accordingly three factors were obtained: The first factor was self-management and motivation, which is a pure factor that absorbed a saturation rate (74.3%) of the variance, and the second factor Taking appropriate decisions, which is a pure factor that absorbed a saturation rate (79.3%) of the variance, and the third factor, which is social conscious behavior, a pure factor that absorbed a saturation

rate of (87.2%). The value of the Kimo test for compatibility quality was (0.866), which is greater R of (0.60) and it is appropriate and high, meaning that the measurement is appropriate and there is a theoretical structure behind this scale, which is an acceptable indicator of the validity of the scale in the Arab environment. This is in agreement with the study of Coelho, Sousa & Marchante, (2015) and the study of Ji, Flay & Dubois, (2013), and the study of (Zhou & Ee, 2012).

The third question: There are statistically significant differences at the level of (0.05) on the scale of social and emotional competencies in favor of females. This result is consistent with the Ummah & Fitriarsi study, 2019 (and Chaplin & Aldao, 2013; Garner, et al, 2014; Curby, et al, 2015) studies.

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