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PSYCHOMETRIC PROPERTIES OF THE SOCIAL EMOTIONAL DEVELOPMENT ASSESSMENT SCALE IN PAKISTAN

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ABSTRACT

Recently, researchers have highlighted the significance of social emotional learning-based interventions in schools for children. Therefore, it is important to have a psychometrically sound assessment tool to assess social emotional development. The present study aimed to evaluate the reliability and structural validity of the adapted Urdu version of Social and emotional development assessment (SEDA), a self-report universal screening tool in a Pakistani sample. 426 participants were recruited from kindergarten, grade one and grade two from public schools of Islamabad, who completed the questionnaire. Findings revealed that the exploratory factor analysis explored three factors, and confirmatory factor analysis supported this structure for Pakistani children. Furthermore, the Urdu SEDA demonstrated excellent internal consistency, good split half reliability, adequate goodness of fitness indices and divergent validity. Overall, results suggested that the Urdu version of SEDA may be a valid method for the assessment of social emotional development in young children. Recommendations and limitations are discussed within a cultural context.

Keywords: Social emotional development, reliability, factor analysis, validity, Universal Screenings, self-report, Pakistan.