



The Pedagogical Scale for the Evaluation of Personal Order and Social Order. An Instrument for Development

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Abstract

Considering the Pedagogy of Personal and Social Order for growth and prosperity, the Pedagogical Scale for the Evaluation of Personal Order and Social Order has been developed to assist with expansion and growth. As it assesses the personal order and the social order an individual is experiencing or has been experiencing. It has two main sections, one for personal order and the other for social order. Which subsequently are divided in three main subsections, according to the three fundamental elements established by Hedley Bull (1977) to conceive the social coexistence of any community or society. The first subsection is for property. Which has been extended including all resources available to oneself, others, and the environment, as tangible and nontangible belongings, possessions, properties, and assets. The second subsection is for life, or security to preserve life. Which has been also extended, including health at the physical, emotionally, and socially level, to understand how the life of a person is protected, cared for, and safeguarded. The third subsection is for honesty and the good use of truth with oneself, others, and the environment. It is recommendable to make use of the scale with the help of a professional for a more in-depth analysis of the information extracted, but it can also be used personally to conduct a general, less in-depth, and more superficial self-diagnosis. When assessing personal order and social order, highly confidential information will be treated, which consequently must be protected to prevent any misuse.

Keywords: Personal development, Personal disorder, Personal order, Social disorder, Social order.

1. Introduction

As the Pedagogy of Personal and Social Order consist in the process of learning and teaching around the good use and effective self-management of truth, life, and resources of oneself, others, and of the environment to avoid personal disorder and social disorder, so helping people to understand how their actions can impact on their own life, and that of others, as in the environment, through businesses, education, work, health, etc., so, towards *social order* (Tabares, 2025), and promote prosperity and growth. Therefore, a Pedagogical Scale for the Evaluation of Personal Order and Social Order was required to understand the starting point of the learning teaching process of a specific person, or a specific group, who needs to be educated around those terms through the Pedagogy of Personal and Social Order. So, successively, to design and develop specific educational interventions, or educational programs towards personal order and social order to avoid stagnation and decline.

Consequently, the person or group receiving instructions and learning through the Pedagogy of Personal and Social Order, will be able to understand the impact personal and individual actions can have towards *social order* on the following levels:

- On the level of personal development. The one the person can achieve by themselves with good use and effective self-management of *truth*, *life*, and *property*. Which are the fundamental elements for *social order*.
- On the level of communal development. The development groups can achieve, as family, organizations, neighbours, students, workers, etc. through the actions of its individuals.
- And on the level of social or environmental development. The development societies can achieve because of the actions of those groups, through the actions of individuals within those groups.

Because all personal actions, create a collectivity of actions, which can produce or enable social actions which consequently contribute to a *social order* that allows for sustainability, and therefore, growth and prosperity.

Then, the concepts of 'Personal Order' and 'Personal Disorder' are intended to educate about two main objectives:

- The consequences of considering or not considering the basic personal elements required for social order and so, human development, for own personal benefit, for a collective benefit and for social or environmental benefit, and
- How personal order and social order enable collaboration and cooperation at the regional, national, or international levels to obtain astonishing results which promote expansion and growth.

Consequently, the educational interventions through the Pedagogy of Personal and Social Order will be designed around the value, appreciation, good use, and effective self-management of the personal tangible and intangible resources, the community tangible and intangible resources, the environmental tangible and intangible resources, honesty and the good use of truth at the personal level, community level, and environmental level, and with security and value for life in all its facets, physically, emotionally, and socially.

Because, citizens can be responsible individuals, with ethics and aesthetic contributions, and with a sense of collectivity, to make societies a better place and not to cause harm on them. Because despite governments are fundamental to the performance of administrative functions of modern societies, for citizen security, the provision of public services, etc.; and because in every society they are rules or norms about what is right or wrong provided through societal norms or through a judicial system, the citizens themselves must also play their part.

Then, according to that, the Pedagogy of Personal Order and Social Order has been created to teach and educate citizens to contribute to social order and development, through the learning and teaching process about:

- Making responsible use of their own resources, community resources of others, and environmental and social resources;
- Making good use of truth and avoiding detrimental lies;
- And being safe and healthy, to be motivated, and to have sufficient capacities, skills, and attributes to take responsibility for their own existence and that of their descendants in the best possible way, both ethically and aesthetically (Tabares, 2023, 2024, 2025).

For such reasons, the essential human needs for development are also an essential part of this work. Because for humans to attain 'personal order', they need to go through development, and that is only possible through the provision, attachment, or acquisition of the resources required to cover the essential human needs (Tabares, 2025).

2. Background

This work is part or a continuation of the mission of the author to develop a Pedagogy of Personal Order and Social Order for prosperity and growth, which started, as it was mentioned before in her previous works (Tabares, 2023, 2024, 2025), with the work of Hedley Bull "The Anarchical Society" (1975). Because through that work flourished the motivation behind this research and behind the previous ones. Which have been developed to find the connection which can exist between the elements established by Bull for *social order*, *life*, *truth*, and *property*, with the human qualities and attributes that also enable harmony, cooperation, teamwork, and therefore, the achievement of goals and results, that can lead to potential development in all areas of human life, so in society in general.

Then, to analyse, understand, and verify such connection, it was necessary to delve first into the conceptual research of the fundamental needs for human development. Because without a proper human development, a society or community cannot exist, and without societies, *social order* cannot be.

Subsequently, then, was necessary carry on the conceptual research of the term *social disorder*, and the analysis into the elements established by Hedley Bull for *social order*, *life*, *truth*, and *possessions*. As in this way, it was possible to have a better comprehension of their possible analogues within the human and personal sphere.

Which could be corroborated throughout observational research (Tabares, 2025). Which was put into practice, to be able to validate or not those analysis and findings obtained throughout the conceptual research. Which, consequently, became effective supporting the assumptions which motivated the realization of this study.

Then, finally, with such solid theoretical foundation, and throughout the trial-and-error method the Pedagogical Scale for the Evaluation of Personal Order and Social Order could be designed and developed, to be established and presented in this work.

3. Objective

The general goal of this work is the presentation of the Pedagogical Scale for the Evaluation of Personal Order and Social Order. For which was necessary the conceptual research, and the observational research in previous studies (Tabares, 2025), and the trial-and-error method for this one.

Because it was necessary the understanding of the fundamental human needs for human development, the analysis of the terms social order and social disorder, the development, definition, and establishment of the terms personal order and personal disorder, the findings throughout the observational research, and the establishment of the Pedagogy of Personal and Social Order for the design, development, definition, and establishment of the Pedagogical Scale for the Evaluation of Personal Order and Social Order, to be able to put into practice a measure of the personal order and social order an individual is experiencing or has been experiencing throughout all his or her life, in the most recent past, or before that.

Therefore, the specific objectives of this study are five:

1. Definition of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.
2. Presentation of the structure of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.
3. Presentation of the content of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.
4. Presentation of the measurement instrument of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.
5. Presentation and understanding of the measures obtained throughout the Pedagogical Scale for the Evaluation of Personal Order and Social Order.

4. Methodology

The research for this paperwork as its foundation was conducted using qualitative methodology. As it was necessary a solid theoretical framework on Personal Order and Personal Disorder based on conceptual research and observation research, for the establishment of the Pedagogy of Personal Order and Social Order and, consequently, for the making of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.

Which was developed throughout the use of the trial-and-error method. Because throughout the trial-and-error method it could be modified until it probed was able to measure the level of Personal Order and Social Order a person is experiencing or has been experiencing throughout all his or her life, in the most recent past, or before that.

So, the main research method which have been used for this work is the trial-and-error method.

4.1. The Trial-and-Error Method.

The trial-and-error method can be considered a scientific tool for problem solving (Campbell, 1960), repair, tuning, or obtaining knowledge (BBC Bitesize, 2026). Which allows the creation of models for the description and the interpretation of an observed reality, in order to bring the observed universe within the ambit of our comprehension through gaining knowledge and understanding of such observed phenomenon, to know how things happen as they do.

Such knowledge and understanding will have importance in relation to how it will help us to explain present issues, predict future events, and to explain past ones. Consequently, in this way, gaining most relevant knowledge and understanding will allow us to exercise control and adapt our surroundings and us, creating, building, and controlling the most favorable circumstances for our existence. Which successively will move us toward progress. Being progress whatever aim, or aims are under consideration, such as for example, better health, better education for our children, better relationships, better financial outcomes, better property maintenance, etc. Then, one can be said to have an effective grasp of the fundamental workings of a system if one is able to predict successfully the future outcomes of that system, and to 'retrodict the past ones (Pirie, 1973).

Sir Karl Popper (1972) formulated the trial-and-error method as an analysis developed through the elimination of variously proposed alternatives through testing. So, in this way can be minimized the use of non-conclusive arguments. Because the function of testing is seen as one of determining which of various competing proposals best serves the particular purpose in question. In this way, proposals or propositions can be demarcated or separated into those which can assist us in progressing towards objectives, and those which cannot.

So, through the trial-and-error method is identified the model which serve our purpose better, and we reject proposal models which we find inadequate, guiding us to find the model that serve our purpose better than did their predecessor proposal.

It can happen that the selected proposal may never be finally established in any way, but they will be retained as long as they serve its purpose better than their rivals. Accordingly, it will be rejected whenever a rival proposal is found to serve that purpose even better. Then, in the trial-and-error method, the function of testing is very important, as it is seen as one of determining which of various competing proposals serves the particular purpose in question.

Therefore, will be possible to determine the facts which compose a particular reality, which successively, will be key to establish a true. Which, successively, will help with the establishment and foundation of a theory. Because a theory is true if and only if it corresponds to the facts.

The trial-and-error method in relation to the theory, will help to identify the falsity content of a theory, by trying to refute such theory by testing it with all the objective knowledge, and imagination. So, it can happen that the theory may be false, even if it passes all those tests. However, if things have been done right, despite the theory is false, it has passed all the tests because has a greater truth content than its predecessor and may not have greater falsity content than its predecessor.

Furthermore, if we fail to refute the new theory, especially in those fields in which its predecessor has been refuted, then we can claim that the new theory is a better approximation to truth than the old theory. Then, there may be a correspondence between scientific theories and the observed universe (Popper, 1972).

The trial-and-error method has been essential for the development of the Pedagogical Scale for the evaluation of personal order and Social Order. As through the trial-and-error method, it was continually redesigned, throughout testing and error elimination (Popper, 1972), or inadequacy elimination (Pirie, 1973), in favour of a better one. For which it was necessary recurrently alterations and corrections using general knowledge and imaginative skills, and also the theoretical framework which compose the base of the Pedagogy of Personal and Social Order. Which is mainly based on the human needs for development, the social order and social disorder concepts, the pedagogical terms personal order and personal disorder, the contributions of other authors and theories, and traditional knowledge as the Ubuntu African philosophy.

Therefore, it was possible to carry on its development continually renewing its worse version. Which was done successively, creating constantly a new model until proved it worked right for the assigned task of describing and measuring the levels of personal order and social order a person can be experiencing, or has been experiencing throughout all his or her life, in the most recent past, or before that.

So, to be functional for a better understanding of a person's behavior, and of society, through a better understanding of certain experiences in the life of people, which can help to construct a better future. Because through the Pedagogy of Personal and Social Order, the levels of personal order and social order provided by the scale can be improved. So, the person can move towards growth and progress, making better his or her general conditions of life, but also, creating more favorable surrounding circumstances than they were for previous generations.

Then, after more than a year of testing and error elimination, the one which performed better under testing was chosen, as it was the one which has proved itself in practice. Furthermore, the one presented in this paperwork.

5. Theoretical Framework

Personal order refers to effective self-management on *truth*, *property*, and *life*. Which implies the value, appreciation, good use, care, organization and abundance, in the existence of a person, of personal tangible and intangible resources, community tangible and intangible resources, environmental tangible and intangible resources, honesty and the good use of truth at the personal level, community level, and environmental level, and the value of life in all its facets, through physical and mental health, so also with security. Which must happen at

the personal sphere, with a supportive community, and in his or her environment through a reliable judicial system and forces of authority and security acting for the wellbeing of its citizens, as it is explained below.

Because when a person can count with a wide variety of tangible and intangible *resources*, which he or she manages well and makes good use of them, they possess a strong structure of resources which enables them to enhance their human capacity. Because it provides fortitude, security, and confidence, and allows for significant economic stability that can foster or boost their potential development and that of others.

Also, if his or her community, and the environment is rich in tangible and intangible *resources*, and these are properly cared for and maintained, the person finds themselves surrounded by stability, harmony, cooperation, and productivity. Which allows them to use those resources for their own benefit and that of their community and society.

Regarding *truth*, if a person is honest and can be trusted because they know always how to make good use of the *truth*, this of course also favors and fosters potential development for them and for others and positively contributes to *social order* (Tabares, 2025).

Additionally, if the environment where the person stays is transparent, reliable, and effective by the wide good use of the *truth*, the person feels confident that their environment is supportive and trustworthy. Which contributes to wellbeing and development.

In relation to *life*, if a person is full of *life*, because the person lives a healthy *life*, cares for it, and respects it, emanating ethical, aesthetic, physical, emotional, psychological, social, and spiritual well-being. Subsequently, they can, of course, optimally and effectively cope with the activities, obstacles, problems, actions, and responsibilities necessary for their daily lives without causing disorder. Which in turn favors and fosters potential development for them and for others, positively contributing to *social order*.

Besides it, if his or her community, and the environment is safe and healthy, it is cared for, and maintained, not polluted and with plenty of natural resources, natural beauty, local assets, and human capital, it contributes to the health of its inhabitants or users. So, it will be fostering wellbeing and personal development, so *social order* (Tabares, 2025).

Then, *personal disorder* refers to all personal circumstances that arise from lack of self-management on *property*, *truth*, and *life*. Which implies poor organization, neglect, careless, and deficiency in the social existence of people, and in the environment, of the three elements necessary for *social order*:

- *Property*: Possessions, belongings, or assets. This includes tangible resources and intangible resources of the person, and the tangible and intangible resources of the community, and of the environment or society. Which includes the human capital, time, and the local resources (possessions, belonging, properties, and assets), included in those natural and built landscapes or environments.
- *Truth*: Honesty and good use of truth with themselves, with others, and with the environment (institutions, social agents, organisms, worker, etc.). And,
- *Life*: Which implies health in all its human facets (physical and mental health), and security, with themselves, with others in the community (with family, friends, neighbours, social agents, etc.), and by the environment (Tabares, 2025).

Because, as argued in the preceding paragraphs, the lack of self-management on *truth*, *property*, and *life*. Which implies the misuse, the shortage, and the lack of care, poor organization, and neglect in these areas, (*property*, *truth*, and *life*), creates *personal disorder*, so delays or hinder potential development and negatively impact on *social order*.

This can be originated, as mentioned above, on two levels.

It can be originated at the personal level, when there is lack of honesty and not good use of the *truth* by the person; when the person lacks *resources* or those resources are neglected; when his or her personal and individual carrying capacity is exceeded resulting in a misuse or poor management of resources; and when there is not safety and his or her physical and mental health is not of good standard. Which implies a deficiency of attention to the fundamental human needs for maintaining human well-being, safety, and development.

At the community level, when family, friends, neighbours, have also circumstances of personal and social disorder, and also they are not supportive towards any activity, action, event, or project for personal, group, or community expansion and growth.

It can also be originated in the environment, because there must be a non-reliable judicial system with forces of authority and security acting in a fraudulent way. Also, the truth may not be used by the collectivity; additionally, the carrying capacity of natural and built spaces may be exceeded; likewise it can also happen that those resources provided by the environment might be poorly cared for and misused; and, consequently, the built and/or natural environment may not be contributing to the good life of its inhabitant. Which will be deteriorating their physical and mental health, as there may be a lack of attention to the demands and needs for the maintenance and conservation of these spaces used and/or inhabited by humans (Tabares, 2025).

5.1. Definition of the Pedagogical Scale for the Evaluation of Personal Order and Social Order.

The Pedagogical Scale for the Evaluation of Personal and Social Order is an instrument for economy and development, understanding, evaluating, measuring, and stating the level of personal and social order a person is experiencing or has been experiencing throughout all his or her life, in the most recent past, or before that, at the individual sphere, as part of a group or community, and in a social setting.

The use of the Pedagogical Scale for the Evaluation of Personal and Social Order takes place answering the questions included. Which provide information about misuse of resources (properties, possessions, assets and belongings, including tangible and non-tangible ones), misuse of life (security and health), and misuse of truth (honesty and good use of truth). So, information related to personal disorder and social disorder at the individual level, as part of a group (in a free time activity, in an institution, within a family, in a workplace, etc.), and within a social setting (town, city, village, neighbourhood, etc.).

The information presented in each question uses different examples which are reflecting situations and circumstances related to lack of personal order and lack of social order. Because such questions were elaborated thinking on negative results and outcomes caused by lack of resources (properties, possessions, assets, and

belongings), lack of health and safety, lack of truth, lack of knowledge, lack of understanding, and lack of awareness on acts, behaviours, conducts, actions, etc., which interrupt the realization of activities, events, or initiatives which are positive for personal, and social growth. Consequently, making difficult, or slowing down the personal, group, and social development, so causing personal and social disorder.

In this way, the questions allow to identify which behaviours, vital experiences, awareness, knowledge, and understanding related to lack of resources, lack of health and safety, and lack of truth, are being experienced by the person who is using the scale, at the personal level, within a group, and at the social level, in four different timelines. Which are present (actually), throughout all their life, in the most recent past (last twelve months), and before that.

So, basically, it can be said that the Pedagogical Scale for the Evaluation of Personal and Social Order focus on identifying what obstructs personal order and social order, throughout the answers provided to the questions included in the scale. Which successively, will also enable to establish the frame to put into practice the Pedagogy of Personal and Social Order to develop educational interventions to remove those obstructions and to work towards personal and social order.

5.2. Presentation of the Structure of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

The Pedagogical Scale for the Evaluation of Personal Order and Social Order is divided in two main sections, one for the evaluation of personal order and the other for the evaluation of social order. Which subsequently are divided into three subsections, one for the tangible and nontangible resources (property, possessions, belongings, and assets), one for the life (health and security), and one for the honesty and good use of truth.

Then a measure can be obtained for each subsection of the scale in relation to personal order and in relation to social order. Additionally, those measures will make possible to obtain an average of the level of personal order, and of the level of social order a person is experiencing at the present time (actually), throughout all their life, in the most recent past (last 12 months), and before that.

Furthermore, if the person is experiencing and has been experiencing those levels since a year ago and before that, it means the person has been dealing with such levels maybe a big part of their life, or all their entire life.

5.3. Presentation of the content of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

The Pedagogical Scale for the Evaluation of Personal Order and Social Order, includes a total of 142 questions, of which 73 are for the evaluation of personal order, and 69 for the evaluation of social order.

This content can be presented to any individual of 12 years of age or more, who has those capacities, attributes, and skills to understand and response to the content presented, however some questions can only be presented to people over 15 years of age, for which they are in italics.

To put into practice the total scale for the evaluation of personal order and social order, under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating it takes at least one hour.

5.3.1. Evaluation of Personal Order

To put into practice the total scale for the evaluation of personal order it takes at least 25 minutes, as it is explained below.

For the *evaluation of personal order in relation to resources* (properties, possessions, assets, and belongings) of the individual, of others, and of the environment, are 26 questions.

Of which, 12 questions are for the evaluation of personal order in relation to *tangible resources* of oneself, others, and of the environment, available to the individual.

For the realization of these 12 questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating, are needed at least 3 minutes, and these questions are:

1. Have you ever had to take food thrown away or ask for free food given to you to be able to eat?
2. Have you ever stolen food to be able to eat?
3. Have you ever been without any money at all?
4. Have you ever lived on the street?
5. Have you ever used clothes in a forceful way as you or your parents could not buy what you liked?
6. Have you ever used shoes in a forceful way as you or your parents could not buy what you liked?
7. Have you ever had a deteriorated physical appearance as you or your parents could not afford take care of yourself?
8. Have you ever taken or using private things of others without permission?
9. Have you ever taken things from the public spaces without permission, because you needed them, as a bench in a park, electricity from the public lights, water from a fountain?
10. *Have you ever been the romantic partner or lover or tried to do so, with someone who is already engaged or married, and you knew it?*
11. *Have you ever abused with lower pay or free labour or tried to do so, to someone of your family, friend, or community, abusing on their trust on you?*
12. *Have you ever abused with lower pay or free labour or tried to do so, to someone unknown, abusing on their desperation?*

And 14 questions are for the evaluation of personal order in relation to non-tangible resources of oneself, others, and of the environment, available to the individual.

For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed at least 4.5 minutes, and these questions are:

1. Have you ever decided to reach a goal?
2. Have you ever quit or given up before reaching a goal?
3. Have you ever did not provide your help to someone of your family, friends, or community, after they asked you for it, when it did not cost you any money, just a little effort?

4. Have you ever did not provide your help to an organization or institution, after it asked you for it, when it did not cost you any money, just a little effort?
5. Have you ever did provide help to a strange or unknown person after asking you for it, taking the risk of being abducted or attacked?
6. Have you ever shared your personal data as phone number, address, etc., with strange people?
7. Have you ever shared personal data or confidential information and circumstances of someone of your family, friends, or community without their permission?
8. Have you ever shared personal data or confidential information and circumstances of an organization or institution without their consent?
9. Have you ever stolen nontangible possessions (data, music, ideas, tales, scripts, etc.) from someone of your family, friends, or community, taking advantage of their trust on you?
10. Have you ever stolen nontangible possessions from an organization or institution?
11. Have you ever stolen nontangible possessions from a strange person?
12. Have you ever did not consider the time of others carelessly cancelling a formal meeting just hours before it was scheduled? For example, with your dentist.
13. Have you ever did not consider the time of your family, friends, or community carelessly cancelling something you were going to do with them, just hours before it was going to take place? As a barbecue, shopping, gathering, etc.
14. Have you ever did not consider the time of an organization or institution carelessly cancelling something you were going to do with them, just hours before it was going to take place? For example, you need to find a property to rent but just hours before its viewing you cancel the appointment with its state agent.

For the *evaluation of personal order in relation to life* (Protection towards life through security and health with yourself, others, and the environment) are 26 questions.

For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed at least 7.5 minutes. These questions are the following ones:

1. Have you ever got involved into so many responsibilities without planning its stressful and financial requirements?
2. Have you ever broken your valuable belongings, property, or possessions due to inappropriate behaviour, because too much drinking, anger, or frustration?
3. Have you ever broken, or damaged belongings, property, or possessions of others due to inappropriate behaviour, because too much drinking, anger, or frustration?
4. Have you ever broken, or damaged valuable belongings, property, or possessions of an organization or institution due to inappropriate behaviour, because too much drinking, anger, or frustration?
5. Have you ever broken, or damaged valuable belongings, property, or possessions of the public (in a park, public building, or on the street) due to inappropriate behaviour, because too much drinking, anger, or frustration?
6. Have you ever not managed to dress with clean clothes?
7. Have you ever not been able to have your bedroom or house cleaned?
8. Have you ever disposed any of your waste or clutter on the street, not using a bin?
9. Have you ever left your waste or clutter inappropriately in a beauty spot o natural landscape, like in a forest, in a mountain, in a valley, etc.?
10. Have you ever left your waste or clutter inappropriately in water (like the sea, a river, a lake, a waterfall, etc.)?
11. Have you ever felt your home more like a place of stress than a place to relax?
12. *Have you ever been greedy with your time to your partner or spouse not even giving a hug per day?*
13. *Have you ever been greedy with your time to your children, if you have them, not even giving a hug per day?*
14. Have you ever bullied or annoying someone, alone or with others just to abuse them?
15. Have you ever consumed harmful substances? Cigarettes, alcohol, sugars, etc.
16. Have you ever planned to physically hurt someone, alone or with others? With your own arms, using a gun or a blade.
17. Have you ever planned to physically hurt an organization or institution alone or with others? Making graffities, destroying their installations, etc.
18. Have you ever emotionally hurt yourself, telling bad things to you?
19. Have you ever planned to emotionally hurt someone, insulting or ridiculing them, alone or with others?
20. Have you ever planned to emotionally hurt an organization or institution alone or with others? For example, gossiping or creating conflict.
21. Have you ever socially hurt yourself misbehaving or wrongdoing something in public?
22. Have you ever planned to socially hurt someone, alone or with others? For example, destroying their reputation.
23. Have you ever planned to socially hurt an organization or institution, alone or with others? For example, with bad reviews, or with negatively critics.
24. Have you ever felt negativity, as criticism or sabotage towards the initiative of someone within business, sport, art, politics, education, etc.?
25. Have you ever felt negativity, as criticism or sabotage towards the initiative of an organization or institution within business, sport, art, politics, education, etc.?

About the *evaluation of personal order in relation to truth* (Honesty and good use of truth with yourself, others, and the environment) are 21 questions.

For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed at least 9.5 minutes. These questions are the following ones:

1. Have you ever broken a promise with yourself not doing something you said you were going to do? Like studying, exercising, reading, working, going to the gym, etc.
2. Have you ever told lies to yourself in a detrimental way? For example, about your economic situation, I do not have any savings, but I am fine, I do not need to work more or spend less.
3. Have you ever hidden wrongdoings with yourself instead of fixing them up? For example, hiding a dirty spot on your dress instead of cleaning it up.
4. Have you ever hidden your wrongdoing within your environment instead of fixing them up? For example, hiding a hole in the wall with a poster instead of fixing it up; or not cleaning what cannot be seen by others.
5. Have you ever told lies about yourself to others in a detrimental way to get what you want causing disorder? For example, to avoid facing consequences for your mistakes at work, telling you completed a duty when it never happened; or to get something you did not earn by yourself, as social prestige, recognition, telling for example, that you have an economic or social status which you do not have, etc.
6. Have you ever told lies about yourself in a detrimental way to an organization or institution to get what you want causing disorder? For example, lying about knowing how to do certain things but after doing everything wrong.
7. Have you ever told lies to someone in a detrimental way causing disorder and consequently denying you said such lies? For example, creating conflict between people.
8. Have you ever damaged something which was not yours and never told anything to its owner? For example, you broke the shirt of your sister, but you left it in the wardrobe and never told anything about it to no one.
9. Have you ever broken your commitment with others not doing something you required yourself to do? For example, you said to your friend you will help with the study for their exam, but you never went, or you did not appear.
10. Have you ever told lies in a detrimental way about a place to others causing disorder? For example, that beach was very dirty, but it was not true.
11. Have you ever told lies in a detrimental way about an organization or institution to others causing disorder? For example, that restaurant is awful, when it is not.
12. Have you ever told lies in a detrimental way about somebody to someone of your family, friend, or community to get what you want causing disorder? For example, my boss is awful I need to leave that job; or my grandmother has always a terrible sleep when I stay overnight with her, so I do not think I will stay again.
13. Have you ever told lies in a detrimental way about somebody to an organization or institution causing disorder? For example, about the personal of the catering who prepares the food.
14. Have you ever told lies to someone when asking you for something just to annoy them? For example, somebody asked you where such street is, and you just send them in the opposite direction; or someone in the supermarket asked you if a particular product is good, and you just say yes or not without knowing it.
15. Have you ever told lies to an organization or institution when asking you for something just for annoying? For example, in the training of your job the instructor asks your name, and you just said the wrong one.
16. Have you ever hidden information you know is beneficial to someone of your family, friends, or community? For example, you are in a conversation and your family, friends, or neighbours start to talk about something and you know about it but just you decided to do not say anything; or you see someone you know having difficulties operating an equipment and you know how to do it, but you do not intervene.
17. Have you ever hidden information you know is beneficial to an organization or institution? For example, your job management team is complaining about the cost and difficulties with the internet brand, and you know an internet brand more competitive with better prices and speed, but you just do not say anything.
18. Have you ever did not comply with your responsibilities with someone of your family, friends, or community? For example, you must help cleaning the family home and you do not do it; or you must help your daughter or son with the school homework, but you do not do it; or you need to maintain the stairs of your building clean, but you do not do it.
19. Have you ever did not comply with your responsibilities with an organization or institution? For example, in your job/school you suppose to put the plastic waste in the plastic waste bin, but you put it in the normal bin; or you suppose to switch off the light of the toilet when you have finished of using it, but you do not do it.
20. *Have you ever did not comply with your responsibilities towards strange people? For example, you are a landlord and because you don't know your tenants you do not take care of the property and of them, as you were supposed to do with people you know; or you are working in a restaurant in a foreign country and you do not comply with hygiene standards towards customer service because nobody knows you.*
21. Have you ever defended different controversy opinions depending on who you are with, just to feel included or to avoid conflict?

5.3.2. Evaluation of Social Order

To put into practice the total scale for the evaluation of social order is needed at least 30 minutes, as it is explained below.

For *the evaluation of social order in relation to resources* (properties, possessions, assets, and belongings) available to the individual, from oneself, others, and the environment, are 22 questions.

Of which, 10 questions are for the evaluation of social order in relation to tangible resources of oneself, others, and of the environment.

For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating, are needed at least 2.5 minutes, and these questions are:

1. Have your family did not provide a solid tangible base for you to develop your life, consequently you had to pay almost everything by yourself? For example, if they never paid your studies, your car, or never left you a piece of land or a house.
2. Have your private tangible resources ever been used by your family, friends, or community without your permission?
3. Have your private tangible resources ever been used by an organization or institutions or its workers or members without your permission?
4. Have your private tangible resources ever been used by a strange person without your permission?
5. *Is adultery common in your family, friends, or community?*
6. Have you ever been abused with lower pay or free labour by someone of your family, friend, or community taking advantage of your trust on them?
7. Have you ever been abused with lower pay or free labour by someone unknown, taking advantage of your desperation?
8. Have you ever been abused with lower pay or free labour by an organization or institution, or its workers or members?
9. Have you ever been without any food to eat?
10. Have you ever been in need and not able to use services in your surroundings, through institutions or organizations, which are to help people who is experiencing poverty or who can end up on the street?

And 12 questions are for the evaluation of social order in relation to non-tangible resources of oneself, others, and of the environment. For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed at least 4.5 minutes, and these questions are:

1. Have your own nontangible resources ever been stolen by someone of your family, friends, or community taking advantage of your trust on them?
2. Have your own nontangible resources ever been stolen by an organization or institutions or its workers or members?
3. Have your own nontangible resources ever been stolen by a strange person?
4. Is quitting towards a goal common in your family, friends, or community?
5. Has ever someone of your family, friends, or community, refused to help you after you asked for it, when it did not cost any money to them?
6. Has ever an organization or institution, or its workers or members, refused to help you after you asked for it, when it did not cost any money to them?
7. Have you ever asked an unknown or strange person to help you taking the risk of being attacked, stolen, or abducted, because you could not count on someone else?
8. Has ever someone of your family, friends, or community shared your personal data as phone number, address, etc., or private circumstances without your consent?
9. Has ever an organization or institution, its workers or members, shared your personal data as phone number, address, etc., without your consent?
10. Has ever a strange persons shared your personal data or confidential information and circumstances without your consent?
11. Has ever someone of your family, friends, or community did not consider the value of your time, frequently cancelling something you were going to do with them, just hours before it was going to take place?
12. Have you ever felt sabotage or bad criticism towards your initiatives by people of your family, friends, or community?

For the *evaluation of social order in relation to life* (Protection towards life through security and health with yourself, others, and the environment) are 25 questions.

For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed at least 8.5 minutes. These questions are the following ones:

1. Have you ever felt unsafe at home alone?
2. Have you ever felt unsafe in any neighbourhood you have lived?
3. Have you ever felt unsafe in any region or district you have lived?
4. Have you ever felt unsafe in any country you have lived?
5. Have you ever disliked any neighbourhoods you have lived as no services were close by? As a medical practice, access to public transport, a pharmacy, a supermarket, etc.
6. Have you ever disliked any neighbourhood you have lived because lack of aesthetics? As dirtiness, damaged houses or infrastructure, ugliness because lack of care, etc.
7. Have you ever disliked any neighbourhood you have lived because its neighbours were unhealthy and problematic? As with drugs, alcohol, making parties, sleeping late, conflicts, fights, etc.
8. Have you ever disliked any neighbourhood you have lived because lack of natural resources and landscapes? As parks, gardens, river, sea, beach, mountain, forest, lake, trees, flowers, etc.
9. Have you ever disliked any neighbourhood you have lived because lack of entertainment and free time activities? As a museum, a cinema, a venue for concerts, performances, a library, etc.
10. Have you ever felt unable to invite someone of your family, friends, or community to any home you have lived because its neighbourhood?
11. Have you ever felt unable to invite someone of your family, friends, or community to any home you have lived because it was ugly, small, damaged, etc.?
12. Have you ever been not able to count on with someone of your family to reach your goals?
13. Have you ever been not able to count on with someone of your friend to reach your goals?
14. Have you ever been not able to count on with an organization or institution to reach your goals?
15. Have you ever been bullied?

16. Have you ever felt your family was not carrying on all their responsibilities as it should?
17. Have you ever felt your neighbours were not carrying on all their responsibilities as they should? For example, taking care of the street, or paying their services.
18. Have you ever felt an organization or institution, of your surroundings, or its workers or members, were not carrying on all their responsibilities as they should?
19. Have you ever felt the governmental bodies of your surroundings were not carrying on all their responsibilities as they should?
20. Have you ever been physically hurt by someone of your family, friends, or community?
21. Have you ever been physically hurt by workers or members of an organization or institution?
22. Have you ever been emotionally hurt by someone of your family, friends, or community?
23. Have you ever been emotionally hurt by workers or members of an organization or institution?
24. Have you ever been socially hurt by someone of your family, friends, or community?
25. Have you ever been socially hurt by workers or members of an organization or institution?

About the *evaluation of social order in relation to truth* (Honesty and good use of truth with yourself, others, and the environment) are 22 questions. For the realization of these questions under regular circumstances, without the need of a translator, or a machine to transcript what a person is communicating are needed 14.5 minutes or more. These questions are the following ones:

1. Has someone of your family, friends or community ever told lies about you in a detrimental way? For example, about how you care of your house, or of your car.
2. Has someone of your family, friends or community ever hidden wrongdoings with themselves instead of fixing them up? For example, hiding a broken spot of their shirt with a waistcoat instead of fixing it up.
3. Has someone of your family, friends or community ever hidden wrongdoing within their environment instead of fixing them up? For example, hiding the dirty oven tray in the oven until it will be used again instead of cleaning it up.
4. Has someone of your family, friends or community ever told lies about themselves to you or others to get what they wanted causing disorder? For example, telling they do not have enough money to get invited or to get things paid by others; or telling they have had a fabulous holiday to show off an irreal economic status.
5. Has someone of your family, friends or community ever told lies about themselves to an organization or institution causing disorder to get what they wanted? For example, lying about knowing how to do certain things but after probing they were wrong; or lying about the price of articles they needed to do the job.
6. Has someone of your family, friends or community ever told lies to you or others causing disorder and consequently denying they said such lies? For example, creating conflict between people.
7. Has someone of your family, friends or community ever damaged something which was yours or of someone else and never told anything to you or its owner? For example, you found your shoes bitten by your parent's dog, but nobody says anything about it after you asked.
8. Has someone of your family, friends or community ever cancelled a formal meeting, activity, or project, just hours before it was going to take place? For example, they had to be part of a wedding ceremony, but they arrived when it was almost finished.
9. Has someone of your family, friends or community ever frequently broken their commitment with you or others not doing something they required themselves to do? For example, your sister told you to give you a lift to the airport, but she felt asleep and never did it.
10. Has someone of your family, friends or community ever frequently cancelled a free time activity or hobby with your or others just hours before it was going to take place? For example, not coming for lunch after you are inviting them, but also not informing you about it.
11. Has someone of your family, friends or community ever told lies in a detrimental way about a place to others? For example, about the city you were on holidays telling was very unsafe, but it was not true.
12. Has someone of your family, friends or community ever told lies in a detrimental way about an organization or institution to others? For example, about the hospital where someone of your family was after giving birth, just because the nurse was not available once.
13. Has someone of your family, friends or community ever told lies in a detrimental way about somebody to get what they wanted? For example, speaking badly about their workmates to justify their lack of motivation to go to work.
14. Has someone of your family, friends or community ever told lies in a detrimental way about somebody to an organization or institution to get what they wanted? For example, about the personal of the catering who prepares the food to be offered another type of food during the staff lunches.
15. Has someone of your family, friends or community ever told lies to someone who was asking for something just to annoy them? For example, somebody asked them where they could find a supermarket and they responded they did not know, when they knew it.
16. Has someone of your family, friends or community ever told lies to an organization or institution when asking for something just for annoying it? For example, in the school they had noticed your nephew needs to visit a dentist, but your brother says he has been taking his son to the dentist, and everything is fine.
17. Has someone of your family, friends or community ever hidden information you know is beneficial to you or others? For example, you are in a conversation, and your family, friends, or neighbours talk about Facebook pages for wellbeing and health, but they do not share such pages with others, and they keep talking without telling their names or specific content to be able to find them.
18. Has someone of your family, friends or community ever hidden information beneficial to an organization or institution? For example, you are walking through a street, and a group of youngsters arrive by car and broke into a shop, so soon after, the police arrive and when the police asked what happened, they said they never saw anything.

19. Has someone of your family, friends or community ever did not comply with their responsibilities towards someone? For example, your grandfather does not inform the doctor about his new diet to lose weight while he is taking tablets for his cholesterol.
20. Has someone of your family, friends or community ever did not comply with their responsibilities towards an organization or institution? For example, your neighbour cannot eat at the office desk only at the staff room, but he says he does it.
21. Has someone of your family, friends or community ever did not comply with their responsibilities towards strange people? For example, your friend is a taxi driver, but when a foreigner or unknown person uses his or her service he or she takes longer ways and charge more.
22. Has someone of your family, friends or community ever defended different controversy opinions depending on who they are with, just to feel included or to avoid conflict?

5.4. Presentation of the measurement instrument of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

To understand the personal order and social order an individual is or has been experiencing when using the Pedagogical Scale for the Evaluation of Personal Order and Social Order, a measurement instrument has been designed. Which contains five answers for each question of the Pedagogical Scale for the Evaluation of Personal Order and Social Order. As it can be seen below.

Table 1. Measurement instrument for the Pedagogical Scale for the Evaluation of Personal Order and Social Order

Section	Questions	Answers					Total
		Yes	No	Actually	Last 12 Months	Before	
	Total						

As it can be seen, the five answer for each question are presented in this measurement instrument, and they include the temporalization of the answers (Actually; Last 12 months; Before; And throughout all his or her life). Which will indicate what the person is experiencing, if the person has been experiencing some issues all their life, or if him or she was able to leave some issues in the past and been able to improve his or her life experience.

These measurement instrument has been adapted for each subsection of the Pedagogical Scale for the Evaluation of Personal Order and Social Order. As each subsection has different number of questions, with, of course, different contents in relation to resources, life, and truth.

The values for each question are presented in the section ‘5.4. Presentation and understanding of the measures applied and obtained throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order’.

So once these measurement instruments are completed for each subsection, the values can be consulted in the section 5.4., so a total can be calculated to know exactly in which aspects the person needs educational assistance to understand the impact his/her actions have on the personal order and social order of themselves, others, and the environment. Procedure which will be applied for every subsection of the Pedagogical Scale for the Evaluation of Personal Order and Social Order. So, also an average can be obtained for each section, the section of Personal Order, and the section of Social Order.

Each measurement instrument for each subsection of the Pedagogical Scale for the Evaluation of Personal Order and Social Order will be presented in the following pages. Each one is presented in a new page to bring clarity to its readers.

5.4.1. Measurement Instrument for the Evaluation of Personal Order in Relation to Resources – Tangible and Nontangible, of Oneself, Others, and of the Environment

In the Pedagogical Scale for the Evaluation of Personal Order and Social Order for this subsection were established 26 questions, of which 12 are referred to tangible resources and 14 to nontangible resources. These questions are presented within the same instrument but separated in two parts. As it can be seen below.

Table 2. Measurement instrument for the Evaluation of Personal Order in relation to Resources.

Section	Questions	Answers					Total
		Yes	No	Actually	Last 12 Months	Before	
Evaluation of personal order in relation to resources - tangible	1						
	2						
	3						
	4						

	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	Total						
Evaluation of personal order in relation to resources - nontangible	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	Total						

5.4.2. Measurement Instrument for the Evaluation of Personal Order in Relation to Life (Protection Towards Life through Security and Health with Yourself, Others, and the Environment)

In the Pedagogical Scale for the Evaluation of Personal Order and Social Order are included 26 questions for the evaluation of personal order in relation to life.

Furthermore, these 26 questions are presented in the measurement instrument presented below.

Table 3. Measurement instrument for the Evaluation of Personal Order in relation to Life.

Section	Questions	Answers					Total
		Yes	No	Actually	Last Months	12 Before	
Evaluation of personal order in relation to life (protection towards life through security and health with yourself, others, and the environment)	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						
	23						
	24						
	25						
	26						
	TOTAL						

5.4.3. Measurement Instrument for the Evaluation of Personal Order in Relation to Truth (Honesty and Good Use of Truth with Yourself, Others, and the Environment)

As it can be seen in the Pedagogical Scale for the Evaluation of Personal Order and Social Order, there are 21 questions for the evaluation of personal order in relation to truth.

These 21 questions are included in the measurement instrument presented below.

Table 4. Measurement instrument the Evaluation of Personal Order in relation to Truth.

Section	Questions	Answers					Total
		Yes	No	Actually	Last 12 Months	Before	
Evaluation of personal order in relation to truth (honesty and good use of truth with yourself, others, and the environment)	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
Total							

5.4.4. Measurement Instrument for the Evaluation of Social Order in Relation to Resources (Properties, Possessions, Assets, and Belongings) Available to the Individual, From Oneself, Others, and the Environment

For the evaluation of social order in relation to resources (properties, possessions, assets, and belongings) available to the individual, from oneself, others, and the environment, in the Pedagogical Scale for the Evaluation of Personal Order and Social Order are 22 questions.

Of which, 10 questions are for the evaluation of social order in relation to tangible resources of oneself, others, and of the environment, and 12 questions are for the evaluation of social order in relation to non-tangible resources of oneself, others, and of the environment.

These questions are presented within the instrument for measurement of the personal order in relation to resources but separated in two subdivisions. As it can be seen below.

Table 5. Measurement instrument for the Evaluation of Social Order in relation to Resources.

Section	Questions	Answers					Total
		Yes	No	Actually	In the Last 12 Months	Before	
Evaluation of social order in relation to resources-tangible	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	total						
Evaluation of social order in relation to resources nontangible	1						
	2						
	3						
	4						
	5						
	6						
	7						

	8						
	9						
	10						
	11						
	12						
	Total						

5.4.5. Measurement Instrument for the Evaluation of Social Order in Relation to Life (Protection Towards Life Through Security and Health with Yourself, Others, and the Environment)

For the evaluation of social order in relation to life (Protection towards life through security and health with yourself, others, and the environment) in the Pedagogical Scale for the Evaluation of Personal Order and Social Order are 25 questions.

These 25 questions are presented in the measurement instrument of this subsection. As it can be seen below.

Table 6. Measurement instrument for the Evaluation of Social Order in relation to Life..

Section	Questions	Answers				Total	
		Yes	No	Actually	Last 12 Months		Before
Evaluation of social order in relation to life (protection towards life through security and health with yourself, others, and the environment)	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						
	23						
	24						
	25						
Total							

5.4.6. Measurement Instrument for the Evaluation of Social Order in Relation to Truth (Honesty and Good Use of Truth with Yourself, Others, and the Environment)

For the evaluation of social order in relation to truth (Honesty and good use of truth with yourself, others, and the environment) in the Pedagogical Scale for the Evaluation of Personal Order and Social Order are established 22 questions.

These 22 questions have been included in the measurement instrument for this subsection. As it can be seen below.

Table 7. Measurement instrument for the Evaluation of Social Order in relation to Truth..

Section	Questions	Answers				Total	
		Yes	No	Actually	Last 12 Months		Before
Evaluation of social order in relation to truth (honesty and good use of truth with yourself, others, and the environment)	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						

	20						
	21						
	22						
	Total						

5.5. Measures applied and obtained throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

For each subsection the answers which are negative has zero value.
The answers for each subsection which are positive have values of 00.50 and 10.00.

5.5.1. Measures applied throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

For the evaluation of personal order in relation to resources – tangible and nontangible ones of oneself, of others, and of the environment the measures applied are the following ones.

For the tangible resources, the values of the answers for each question are presented below.

- | | |
|-------------------------------------|--------------------------------------|
| Question 1. Positive answer = 00.50 | Question 7. Positive answer = 00.50 |
| Question 2. Positive answer = 10.00 | Question 8. Positive answer = 10.00 |
| Question 3. Positive answer = 00.50 | Question 9. Positive answer = 10.00 |
| Question 4. Positive answer = 10.00 | Question 10. Positive answer = 00.50 |
| Question 5. Positive answer = 00.50 | Question 11. Positive answer = 00.50 |
| Question 6. Positive answer = 00.50 | Question 12. Positive answer = 00.50 |

For the nontangible resources, the values of the answers for each question are presented below.

- | | |
|-------------------------------------|--------------------------------------|
| Question 1. Positive answer = 00.50 | Question 8. Positive answer = 10.00 |
| Question 2. Positive answer = 00.50 | Question 9. Positive answer = 00.50 |
| Question 3. Positive answer = 10.00 | Question 10. Positive answer = 00.50 |
| Question 4. Positive answer = 10.00 | Question 11. Positive answer = 00.50 |
| Question 5. Positive answer = 10.00 | Question 12. Positive answer = 00.50 |
| Question 6. Positive answer = 10.00 | Question 13. Positive answer = 00.50 |
| Question 7. Positive answer = 10.00 | Question 14. Positive answer = 00.50 |

For the evaluation of personal order in relation to life (Protection towards life through security and health with yourself, others, and the environment), the values of the answers for each question are the following ones.

- | | |
|--------------------------------------|--------------------------------------|
| Question 1. Positive answer = 00.50 | Question 14. Positive answer = 10.00 |
| Question 2. Positive answer = 10.00 | Question 15. Positive answer = 00.50 |
| Question 3. Positive answer = 10.00 | Question 16. Positive answer = 10.00 |
| Question 4. Positive answer = 10.00 | Question 17. Positive answer = 00.50 |
| Question 5. Positive answer = 10.00 | Question 18. Positive answer = 00.50 |
| Question 6. Positive answer = 00.50 | Question 19. Positive answer = 10.00 |
| Question 7. Positive answer = 00.50 | Question 20. Positive answer = 00.50 |
| Question 8. Positive answer = 00.50 | Question 21. Positive answer = 10.00 |
| Question 9. Positive answer = 00.50 | Question 22. Positive answer = 10.00 |
| Question 10. Positive answer = 00.50 | Question 23. Positive answer = 10.00 |
| Question 11. Positive answer = 00.50 | Question 24. Positive answer = 00.50 |
| Question 12. Positive answer = 00.50 | Question 25. Positive answer = 00.50 |
| Question 13. Positive answer = 00.50 | |

For the evaluation of personal order in relation to truth (Honesty and good use of truth with yourself, others, and the environment), the values of the answers for each question are the following ones.

- | | |
|--------------------------------------|--------------------------------------|
| Question 1. Positive answer = 00.50 | Question 12. Positive answer = 10.00 |
| Question 2. Positive answer = 00.50 | Question 13. Positive answer = 10.00 |
| Question 3. Positive answer = 00.50 | Question 14. Positive answer = 00.50 |
| Question 4. Positive answer = 00.50 | Question 15. Positive answer = 10.00 |
| Question 5. Positive answer = 10.00 | Question 16. Positive answer = 00.50 |
| Question 6. Positive answer = 10.00 | Question 17. Positive answer = 00.50 |
| Question 7. Positive answer = 10.00 | Question 18. Positive answer = 10.00 |
| Question 8. Positive answer = 00.50 | Question 19. Positive answer = 10.00 |
| Question 9. Positive answer = 10.00 | Question 20. Positive answer = 00.50 |
| Question 10. Positive answer = 00.50 | Question 21. Positive answer = 00.50 |
| Question 11. Positive answer = 10.00 | |

For the evaluation of social order in relation to resources – tangible and nontangible ones of oneself, of others, and of the environment the measures applied are the following ones.

For the tangible resources, the values of the answers for each question are presented below.

- | | |
|-------------------------------------|-------------------------------------|
| Question 1. Positive answer = 10.00 | Question 6. Positive answer = 10.00 |
|-------------------------------------|-------------------------------------|

Question 2. Positive answer = 10.00	Question 7. Positive answer = 10.00
Question 3. Positive answer = 10.00	Question 8. Positive answer = 10.00
Question 4. Positive answer = 10.00	Question 9. Positive answer = 10.00
Question 5. Positive answer = 00.50	Question 10. Positive answer = 00.50

For the nontangible resources, the values of the answers for each question are presented below.

Question 1. Positive answer = 00.50	Question 7. Positive answer = 10.00
Question 2. Positive answer = 00.50	Question 8. Positive answer = 00.50
Question 3. Positive answer = 00.50	Question 9. Positive answer = 00.50
Question 4. Positive answer = 00.50	Question 10. Positive answer = 00.50
Question 5. Positive answer = 00.50	Question 11. Positive answer = 10.00
Question 6. Positive answer = 00.50	Question 12. Positive answer = 00.50

For the evaluation of social order in relation to life (Protection towards life through security and health with yourself, others, and the environment), the values of the answers for each question are the following ones.

Question 1. Positive answer = 10.00	Question 14. Positive answer = 00.50
Question 2. Positive answer = 10.00	Question 15. Positive answer = 10.00
Question 3. Positive answer = 00.50	Question 16. Positive answer = 00.50
Question 4. Positive answer = 00.50	Question 17. Positive answer = 00.50
Question 5. Positive answer = 00.50	Question 18. Positive answer = 00.50
Question 6. Positive answer = 10.00	Question 19. Positive answer = 00.50
Question 7. Positive answer = 10.00	Question 20. Positive answer = 10.00
Question 8. Positive answer = 00.50	Question 21. Positive answer = 00.50
Question 9. Positive answer = 00.50	Question 22. Positive answer = 10.00
Question 10. Positive answer = 00.50	Question 23. Positive answer = 00.50
Question 11. Positive answer = 10.00	Question 24. Positive answer = 10.00
Question 12. Positive answer = 10.00	Question 25. Positive answer = 00.50
Question 13. Positive answer = 00.50	

For the evaluation of social order in relation to truth (Honesty and good use of truth with yourself, others, and the environment), the values of the answers for each question are the following ones.

Question 1. Positive answer = 10.00	Question 12. Positive answer = 00.50
Question 2. Positive answer = 00.50	Question 13. Positive answer = 10.00
Question 3. Positive answer = 00.50	Question 14. Positive answer = 10.00
Question 4. Positive answer = 10.00	Question 15. Positive answer = 00.50
Question 5. Positive answer = 10.00	Question 16. Positive answer = 00.50
Question 6. Positive answer = 10.00	Question 17. Positive answer = 00.50
Question 7. Positive answer = 10.00	Question 18. Positive answer = 00.50
Question 8. Positive answer = 10.00	Question 19. Positive answer = 00.50
Question 9. Positive answer = 10.00	Question 20. Positive answer = 00.50
Question 10. Positive answer = 10.00	Question 21. Positive answer = 00.50
Question 11. Positive answer = 00.50	Question 22. Positive answer = 00.50

5.5.2. Measures Obtained Throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order

The values throughout these responses will reveal the inclinations of a person regarding their past and present actions concerning the tangible and intangible resources of oneself, of others, and of the environment. Likewise, they reflect behaviours toward life—or the preservation of life in all its facets—through safety and physical, mental, and social health, whether for the individual, in relation to others, or with the environment. Finally, they also address the proper use of truth, or the use (or avoidance) of detrimental lies, in dealings with oneself, with others, and with the environment.

For the evaluation of personal order in relation to resources – tangible and nontangible ones of oneself, of others, and of the environment, the values obtained from the responses will indicate—across the present, the most recent past, and the more distant past—whether the individual, through their actions regarding the proper use and care of their own tangible and intangible resources, as well as those of others and of the environment, creates personal order in their own life, as well as in the lives of others and the surrounding environment, benefiting growth and prosperity;

Or whether, through a lack of such actions, the individual creates personal disorder with themselves, with others and with the environment.

For the evaluation of personal order in relation to life (Protection towards life through security and health with yourself, others, and the environment), the values obtained from the responses will indicate -across the present, the most recent past, and the more distant past- whether the individual, regarding the respect for and care of their own life, the life of others, and of the environment creates or has created personal order in their own life, with others and with the environment, motivating growth and development.

Alternatively, the obtained values will show whether, due to a lack of such actions, the individual experiences personal disorder regarding themselves, with others, and with the environment.

For the evaluation of personal order in relation to truth (Honesty and good use of truth with yourself, others, and the environment), the values obtained from the responses will indicate -across the present, the most recent past, and the more distant past-, whether the person creates, or has created, personal order in their own life, with others and with the environment by avoiding the use of lies that are detrimental, and in this way promoting development and expansion.

And whether the person creates, or has created, personal disorder in their own lives, with others, and with the environment by using lies that are detrimental.

For the evaluation of social order in relation to resources – tangible and nontangible ones of oneself, of others, and of the environment, the values obtained from the responses will indicate -across the present, the most recent past, and the more distant past-, whether the social groups of a person and their environment, through actions involving respect for and care of the tangible and intangible resources of others, support, or have supported, social order. Which successively support development and growth in the life of that person, in the lives of others, and in the environment, both directly and indirectly;

Or whether, that social groups and environment, due to a lack of such actions regarding the good use and care of the tangible and intangible resources of others, contribute, or have contributed to social disorder for that person, for others, and for the environment, both directly and indirectly, refracting development and growth.

For the evaluation of social order in relation to life (Protection towards life through security and health with yourself, others, and the environment), the values of the answers will indicate, -across the present, the most recent past, and the more distant past-, whether the immediate environment and the broader community of a person, through actions involving respect for and care for the lives of others, support or have supported social order for the individual, others, and the environment, both directly and indirectly, thereby fostering development and expansion;

Or, whether the social groups of a person and the environment, due to a lack of health and safety measures aimed at caring for and protecting the lives of others, contribute or have contributed to social disorder affecting that person, others, and the environment, both directly and indirectly, thereby hindering growth and prosperity.

For the evaluation of social order in relation to truth (Honesty and good use of truth with yourself, others, and the environment), the values of the answers will indicate, -across the present, the most recent past, and the more distant past-, whether the immediate environment and the broader community of a person, through actions involving not use of detrimental lies, support, or have supported, a social order for the individual, others, and the environment, both directly and indirectly which promotes expansion and growth.

Or, whether the social groups of a person and the environment, due to using detrimental lies, contribute, or have contributed to social disorder, affecting that person, others, and the environment, both directly and indirectly, stopping prosperity and progression.

The values or measures obtained throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order can be from 0 to 100.

These values can be located at the present (actually), in the most recent past (last 12 months), and before (the more distant past), or throughout all life, if the person indicates positive in those three timelines.

If the values obtained are related to more than a year ago, it means the person was lacking personal and social order in the past but not now, so the person may not need any action through the Pedagogy of Personal and Social Order, as educational guidance, counselling, orientation, or educational interventions.

Value obtained = 0 actually

It means the person lacks personal disorder and does not interact with social disorder, so the person has personal order and interacts with social order. Which means the person counts with the safety, the health, and the necessary resources to improve her or his life experience, and the person has acquired the significant awareness and knowledge about the impact his or her actions can have on themselves, on others, and on the environment.

Value obtained = 00.50 - 09.50 actually

It means the existence of some personal disorder, and the person is experiencing some social disorder in relation to the subsection in which she or him has obtained such measures. As the person has a bit of lack of personal order or there is lack of social order in his or her environment. Which implies the person must be living in an environment which is not 100% supportive. Consequently, the person needs through the Pedagogy of Personal and Social Order some guidance, counselling, and orientation to understand the importance of safety and health, also for the maintenance, good use, appreciation, and obtainment of resources, and for the understanding of the impact of her or his own actions towards her or his life, the life of others, and towards the environment.

Value obtained = 10.00 – 50.00 actually

It means the person is experiencing significant lack of personal order and social order. Which means the person is very prompts to personal disorder and is interacting with considerable social disorder. So, the person may be interacting with an environment which is not very supportive, so retracts his or her own development. Consequently, the person needs throughout the Pedagogy of Personal and Social Order immediate educational interventions to correct his or her lack of health and safety, his or her unawareness over their own actions towards themselves, others, and the environment, and the importance of acquiring, maintaining, caring and appreciating resources (properties, possessions, assets, and belongings) of themselves, others, and of the environment.

Value obtained = 50.00 – 100.00 actually

It means the person is 100% prompts to personal disorder and he or she is experiencing a big deal of social disorder. As the person completely lacks or almost completely lacks personal order and he or she is not experiencing social order. Which means the person needs urgent educational intervention through the Pedagogy of Personal and Social Order to be educated on the consequences their actions have towards themselves, others, and the environment in relation to resources (property, possessions, assets, and belongings), life (safety and health), and truth (honesty and good use of truth). Which implies also understanding how the environment is impacting on themselves, on others, and on the environment, interfering on his or her personal development, communal development, and social development.

6. Conclusions

Throughout the measures obtained, the Pedagogical Scale for the Evaluation of Personal and Social Order will help to frame the educational actions through the Pedagogy of Personal and Social Order to promote growth and

prosperity throughout the achievement of personal order and its contribution towards social order. As those measures will expose the life experiences and surrounding circumstances of any individual.

Also, the Pedagogical Scale for the Evaluation of Personal and Social Order by itself educates and instructs for expansion and progress. Because throughout its use, the individual can achieve awareness and comprehension of the bad habits or bad practices which are hindering their own progress and development, and so of others, and of the environment.

Likewise, throughout the use of the Pedagogical Scale for the Evaluation of Personal Order and Social Order, the individual can start to understand:

- How the surrounding environment is. Whether it is beneficial or not for individual, community, and social development.
- How it impacts on themselves. Whether it offers opportunities and services for growth and expansion.
- How him or she can impact on it. Whether its security and health allow actions, activities, projects, events for development and progress.
- And how it can be transformed or modified. If the person counts with the support and opportunities to improve it.

Consequently, it can be affirmed that the Pedagogical Scale for the Evaluation of Personal Order and Social Order is a very rich instrument to promote individual wellbeing and development, but also, that of others, and of the environment, in any group or social setting.

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