



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

Chamaida Inés Tabares Márquez

International Cooperation and Development Centre for Personal and Social Order University of Aberdeen –
University of La Laguna, Spain.

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, mental, and social level, to understand how the life of a person is protected, cared for, and safeguarded. The third subsection is for the truth, including the good use of truth and not use of detrimental lies 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: Expansion, Growth, 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 and behaviours on resources, life, and truth, 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 educational interventions towards personal order and social order to promote expansion and growth and 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 around *resources*, *life*, and *truth*, 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 *resources*. Which are the fundamental elements for *social order*, but where property has been exchanged by resources.
- 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 environment and 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, the truth, through good use of truth and no use of detrimental lies at the personal level, community level, and environmental level, and with security and health for protection of life, physically, emotionally, and socially with oneself, others, and the environment. 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, of the community resources, and of environmental and social resources;
 - Making good use of truth and not use of 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 human needs for 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 *property*. 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 understanding the fundamental human needs for 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, experienced, or has been experiencing at the moment the scale is being used.

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 values and measures used and 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, experienced, or has been experiencing. So, the main research method which have been used for this paperwork 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, 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 concepts of social order and social disorder, 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, experienced, 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 the behaviors and actions of a person within a community and within a 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 its contribution to 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*, *resources*, and *life*. Which implies the value, appreciation, good use, care, organization, maintenance, and so, abundance, in the existence of a person, of personal tangible and intangible resources, community tangible and intangible resources, environmental tangible and intangible resources, truth, through the good use of true and not use of detrimental lies, and life, through security and health with oneself, others, and the environment. Which must happen at the personal sphere, at the community, and in the environment or society in general, through a reliable judicial system, with public services, and forces of authority and security acting for the wellbeing of its citizens, as it is explained below. Because when people can count on a wide variety of tangible and intangible *resources*, which they manage well and make good use of them, for their maintenance and value, they possess a strong structure of resources which enables them to enhance their human capacity. Because it provides fortitude, security, and confidence, and can also allow a significant economic stability that can foster or boost their potential development and that of others.

Also, if their community, and their environment is rich in tangible and intangible *resources*, and these are properly cared for and maintained, people find 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*, and do not use detrimental lies, this of course also favors and fosters potential development for them and for others avoiding disorder and positively contributing 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 through their daily life with the activities, obstacles, problems, actions, and responsibilities without causing disorder. Which in turn favors and fosters potential development for them and for others, positively contributing to *social order*. Also, 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 and mismanagement of *resources*, *truth*, and *life*. Which implies poor organization, neglect, careless, and deficiency in the social existence of people, in the community, and in the environment, of the three elements necessary for *personal order*:

- *Resources*: Possessions, belongings, properties, or assets. This includes tangible resources and intangible resources of the person, the tangible and intangible resources of the community, and the tangible and intangible resources 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 not use of detrimental lies. And,
- *Life*: Which implies health in all its human facets (physical and mental health), and security, with themselves, in the community (with family, friends, workmates, classmates, neighbours, flatmates, roommates, social agents, etc.), and by the environment or society in general (Including Politics, technology, law, economy, and ecology) (Tabares, 2025).

Because, as argued in the preceding paragraphs, the lack of self-management and mismanagement of *truth*, *resources*, and *life*. Which implies the misuse, the shortage, and the lack of care, poor organization, and neglect in these areas, (*resources*, *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 three levels.

It can be originated at the personal level, when there not good use of the *truth* by the person and the person uses detrimental lies; when the person lacks *resources* or those resources are neglected, misused, poor cared for, etc.; 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 health (physical and mental), or they are not of good standard. Which implies a deficiency of attention to the fundamental human needs for maintaining human well-being, growth, expansion, and development. *At the community level*, when family, friends, neighbours, have also circumstances of personal disorder, not contributing to social order as much as they could, and becoming not supportive towards any activity, action, event, or project for personal, group, or community expansion and growth which can be positive for all. *And it can also be originated in the environment*, because there must be a non-reliable judicial system, where its forces of authority and security are acting in a fraudulent way. Also, there may not be a good use of the truth and use of detrimental lies 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, experienced, or has been experiencing, 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 lack of self-management and mismanagement of resources (properties, possessions, assets and belongings, including tangible and non-tangible ones), of life (security and health), and of truth (good use of truth and not use of detrimental lies). 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.) can be obtained. So, 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 self-management and mismanagement of resources (properties, possessions, assets, and belongings), of life and health, and of truth, lack of knowledge, lack of understanding, and lack of awareness on acts, behaviours, and actions, which can 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 contributing to personal and social disorder.

In this way, the questions allow to identify which behaviours, vital experiences, awareness, knowledge, and understanding related to lack of self-management and mismanagement of resources, of life and health, and 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. At the present (actually), never, in the most recent past (in the last twelve months), before that, and throughout a considerable amount of time. 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 in the best possible way.

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), another one for life (health and security), and the last one for the truth. Consequently, 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, has experienced, or has been experiencing.

Furthermore, if the person is experiencing, has experienced, and has been experiencing those levels since a year ago and before that, it means the person has been dealing with such levels maybe for a considerable amount of time.

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.

The content of the scale, can be presented to any individual of 12 years of age or more, who has those capacities, attributes, and skills to be able to understand and response to such content, 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* available to oneself, others, and for the environment.

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 because lack of resources?
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 public fountain for decoration?
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 community (friends, family, workmates, classmates, flatmates, neighbours, etc.), 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 poverty and desperation?*

And 14 questions are for the evaluation of personal order in relation to non-tangible resources available to 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 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 community (family, friends, neighbours, etc.), 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 or unknown people?
7. Have you ever shared personal data or confidential information and circumstances of someone of your community (family, friends, workmates, classmates, etc.) 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 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 someone of your community (family, friends, flatmates, etc.) carelessly cancelling something you were going to do with them, just hours before it was going to take place? As a barbecue, shopping, a 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 one of your valuable belongings, due to inappropriate behaviour, because too much drinking, anger, or frustration?
3. Have you ever broken, or damaged a valuable belonging of others due to inappropriate behaviour, because too much drinking, anger, or frustration?
4. Have you ever broken, or damaged a valuable belonging of an organization or institution due to inappropriate behaviour, because too much drinking, anger, or frustration?
5. Have you ever broken, or damaged a valuable belonging 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 the help of 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 the help of others? With your own arms and legs, using a gun, or a blade.
17. Have you ever planned to physically hurt an organization or institution alone or with the help of others? Making graffities, destroying their installations, etc.
18. Have you ever emotionally hurt yourself, telling bad and negative things to yourself?
19. Have you ever planned to emotionally hurt someone, insulting or ridiculing them, alone or with the help of others?
20. Have you ever planned to emotionally hurt an organization or institution alone or with the help of 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 the help of others? For example, destroying their reputation.
23. Have you ever planned to socially hurt an organization or institution, alone or with the help of others? For example, with bad reviews, or with negatively critics.
24. Have you ever felt negativity, as bad criticism without reasons, or sabotage, towards the initiative of someone within business, sport, art, politics, education, etc.?
25. Have you ever felt negativity, as bad criticism without reasons, 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* (Good use of truth and no use of detrimental lies, 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, being aware of not having any savings, but convincing yourself everything is fine, so no more work is needed, and spending less is not suitable.
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, you have made mistakes at work, but to avoid the consequences, you claim that you did your part of the job when that never happened; or when you want to get something you have not achieved on your own, like social prestige, recognition, by lying about your financial situation, or about your social status, 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 and to no one? 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, telling others the beach you visited at the weekend 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, telling others that restaurant is awful, when it is not.
12. Have you ever told lies in a detrimental way about somebody to someone of your community to get what you want causing disorder? For example, complaining about the job manager, to excuse wanting to leave that job; or complaining about the grandmother having terrible sleeps to avoid staying overnight with her.
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 or bad, and you just say is good, without knowing it.
15. Have you ever told lies to an organization or institution when asking you for something just to annoy? For example, in the training of your job the instructor asked for your name, and you just told a 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 you know very well, but you decided to do not say anything about it; 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 decided to do not say anything about it.
18. Have you ever did not comply with your responsibilities towards someone of your 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 clean the stairs of the place you live, but you do not do it.
19. Have you ever did not comply with your responsibilities towards an organization or institution? For example, in your job/school you suppose to put the plastic waste in the plastic waste bin to be recycled, 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 your tenants are foreigners and temporary visitors, you do not take care of the property and of them, as you were supposed to do with people you know, or who is planning to stay longer; or you are working in a restaurant in a foreign country and because nobody knows you, you do not comply with hygiene standards towards customer service, as washing your hands after using the toilet.*
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 someone of your community without your consent?

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 community (friends, neighbours, flatmates, classmates, workmates, family, etc.?)*
6. Have you ever been abused with lower pay or free labour by someone of your 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 poverty and 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 needing help and you have not been able to use services in your community, or in the society, through institutions or organizations, which provide help to 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 community (family, friends, etc.) 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 community (friends, family, workmates, classmates, flatmates, neighbours, colleagues, etc.?)
5. Has ever someone of your 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 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 without reasons, 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 any home you have lived, when you were 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? With drugs, alcohol, having 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 community (friends, family, workmates, classmates, bandmates, etc.) to any home you have lived because its neighbourhood?
11. Have you ever felt unable to invite someone of your 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 the community 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 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 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 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* (Good use of truth and not use of detrimental lies 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 community ever told lies about you in a detrimental way? For example, about how you care of your house, or how you care of your car.
2. Has someone of your community ever hidden wrongdoings or mistakes with themselves instead of fixing them up? For example, hiding a broken spot of their shirt with a waistcoat instead of fixing it up, or buying a new one.
3. Has someone of your community ever hidden wrongdoing or mistakes within their environment instead of fixing them up? For example, leaving the dirty oven tray inside the oven until it will be needed again, instead of cleaning it up.
4. Has someone of your 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 luxury holiday to show off an unreal economic status and produce envy on others.
5. Has someone of your 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, changing its prices, to be able to buy them.
6. Has someone of your 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 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; or at the time to park the car, your friend touched other car causing a bit of damage, but your friend decided to leave and do not say anything to its car insurance.
8. Has someone of your community ever cancelled a formal meeting, activity, or project, with you or others, 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 community ever frequently broke 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 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, your classmates not coming for lunch after you invited them, but also not informing you about it.
11. Has someone of your community ever told lies in a detrimental way to you or others, about a place? For example, about the city they were on holidays telling everyone it was very unsafe, but they told you it was not true.
12. Has someone of your community ever told lies in a detrimental way about an organization or institution to others? For example, about the hospital where you stayed, just because the nurse was not available once.
13. Has someone of your 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 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 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 community ever told lies to an organization or institution when asking for something just to annoy? For example, an electrician from the electric company came to the apartment because of an unpaid bill, and they asked for the tenants or residents, and your roommate said there was nobody there, and then when the technician asked for a name to know who they had spoken to, he gave a wrong name.
17. Has someone of your 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 internet 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 community ever hidden information beneficial to an organization or institution? For example, you and others are walking down the street and suddenly a group of kids in a car shows up, they get out of the car and break a store window to take whatever they can, and about 10 minutes after that the police show up, who ask if we have seen anything, and most of them answer telling no.

19. Has someone of your community ever did not comply with their responsibilities towards someone of their environment? For example, your grandfather does not inform his doctor about his new macrobiotic diet with a dietitian to lose weight, while he is taking tablets for his cholesterol.
20. Has someone of your community ever did not comply with their responsibilities towards an organization or institution? For example, your neighbour cannot eat at the office desk at the company where he works, as their employees only can eat at the staff room, but he says he does it.
21. Has someone of your community ever did not comply with their responsibilities towards strange people? For example, your friend is a taxi driver, but when a foreigner uses his service, he takes longer ways and charge more.
22. Has someone of your 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 experiencing, has experienced, 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.

Sub-Section	Questions	Answers					Total
		Yes	No	Actually	In the 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; In the last 12 months; and before). Which will indicate what the person is experiencing, has experiences, or have been experiencing.

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 an educational intervention through the Pedagogy of Personal and Social Order 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 elaborated from the previous ones, will be presented in the following pages.

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 for the evaluation of personal order in this subsection.

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

Section	Questions	Answers					Total
		Yes	No	Actually	Last 12 Months	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 (Good Use of Truth and Not Use of Detrimental Lies 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, which was made from the original to evaluate the personal order in this subsection.

Table 4. Measurement Instrument for 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,	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 include 25 questions.

These 25 questions are presented in the measurement instrument created for this subsection, to be able to evaluate the social order, which is experiencing, has experienced, or has been experiencing the person who is using the scale.

This measurement instrument can be seen below.

Table 6. Measurement Instrument for the Evaluation of Social Order in Relation to Life.

Sub-Section	Questions	Answers					Total
		Yes	No	Actually	In the 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 (Good use of Truth and no use of Detrimental Lies with Yourself, Others, and the Environment)

For the evaluation of social order in relation to truth (Good use of truth and no use of detrimental lies 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 created for this subsection from its original model. As it can be seen below.

Table 7. Measurement Instrument for the Evaluation of Social Order in Relation to Truth.

Sub-section	questions	Answers				Before	Total
		Yes	No	Actually	In the last 12 months		
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

The timing of the responses does not add value, but it tells us where to locate the extracted information. In other words, whether it is happening right now, happened in the recent past, happened in the more distant past but not now, or has been happening from a more distant past up to the present moment.

For each subsection the answers which are negative has zero value. Negative answer = 0

The answers for each subsection which are positive have values of 00.50 and 10.00.

The values given to the answers of each of the questions that make up each subsection of the Pedagogical Scale for the Evaluation of Personal Order and Social Order are presented in the following section ‘5.5.1’.

5.5.1. Measures to be Used and 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 values or amounts added to the responses for each of the questions that make up this subsection of the Pedagogical Scale for the Evaluation of Personal and Social Order are presented below.

For tangible resources, the response values for each of the questions set for this subsection are as follows:

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

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

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

For the evaluation of personal order in relation to truth (Good use of truth and no use of detrimental lies 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 2. Positive answer = 00.50
Question 3. Positive answer = 00.50
Question 4. Positive answer = 00.50
Question 5. Positive answer = 10.00
Question 6. Positive answer = 10.00
Question 7. Positive answer = 10.00
Question 8. Positive answer = 00.50
Question 9. Positive answer = 10.00
Question 10. Positive answer = 00.50
Question 11. Positive answer = 10.00
- Question 12. Positive answer = 10.00
Question 13. Positive answer = 10.00
Question 14. Positive answer = 00.50
Question 15. Positive answer = 10.00
Question 16. Positive answer = 00.50
Question 17. Positive answer = 00.50
Question 18. Positive answer = 10.00
Question 19. Positive answer = 10.00
Question 20. Positive answer = 00.50
Question 21. Positive answer = 00.50

For the evaluation of social order in relation to resources – tangible and nontangible ones of oneself, of others, and of the environment-, the values or amounts added to the responses for each of the questions that make up this subsection of the Pedagogical Scale for the Evaluation of Personal and Social Order are the following ones.

For tangible resources, the response values for each of the questions set for this subsection are presented below.

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

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

- Question 1. Positive answer = 00.50
Question 2. Positive answer = 00.50
Question 3. Positive answer = 00.50
Question 4. Positive answer = 00.50
Question 5. Positive answer = 00.50
Question 6. Positive answer = 00.50
- Question 7. Positive answer = 10.00
Question 8. Positive answer = 00.50
Question 9. Positive answer = 00.50
Question 10. Positive answer = 00.50
Question 11. Positive answer = 10.00
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 of the questions that make up this subsection are the following ones.

- Question 1. Positive answer = 10.00
Question 2. Positive answer = 10.00
- Question 14. Positive answer = 00.50
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 (Good use of truth and no use of detrimental lies with yourself, others, and the environment), the values of the answers for each of the questions that make up this subsection 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 obtained throughout these responses presented in the previous section of this paperwork ‘5.5.1.’, will reveal the inclinations of a person regarding their past and present actions concerning:

- Tangible and intangible resources of oneself, of others, and of the environment.
- Protection towards life (Through security and health) with the individual, in relation to others, and with the environment.
- And the truth (Good use of truth, and no use of detrimental lies), with oneself, with others, and with the environment.

Which will indicate the level of personal order and social order in relation to these aspects. 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—in 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, contributing to social order and benefiting growth and prosperity;

Or if, by the contrary, through a lack of such actions, that is, if a person does not make good use of or take care of their own tangible and intangible resources, those of others, and the environment, the person creates personal disorder with themselves, with others, and with the environment, not contributing to social order, and favouring delays and obstacles to achieving positive results for themselves, others, and 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 will indicate— in the present, the more recent past, and the more distant past— whether the person, through their actions regarding the care and respect of their own life, the lives of others, and the environment, creates or has created personal order in their own life, in the lives of others, and in the life of the environment, contributing to social order and encouraging growth and development. Or, alternatively, the values obtained could also show whether, due to a lack of such actions—that is, due to a lack of value and respect for their own life, the live of others, and for the environment—the person is experiencing personal disorder with themselves, with others, and the environment, not contributing to social order, and promoting stagnation and delay in positive development for themselves, others, and the environment. For the evaluation of personal order in relation to truth (Good use of truth and no use of detrimental lies with yourself, others, and the environment), The values obtained will indicate—at present, in the recent past, and in the more distant past—whether the person, through their actions regarding the proper use of truth and the avoidance of destructive lies, creates or has created personal order in their own life, with others, and with their surroundings, contributing to social order and thus promoting development and growth. Or if, alternatively, the values obtained indicate that, due to a lack of such actions, that is, if the person does not make good use of the truth and also uses destructive lies against themselves, others, and the environment, the person creates or has created personal disorder with themselves, others, and the environment, not contributing to social order, and promoting delay and obstacles to achieving positive goals for themselves, others, and the environment. 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 -in the present, the most recent past, and the more distant past-, whether the community and the environment, through actions regarding the proper use and care of tangible and intangible resources of the person using the scale, those of others, and of the environment itself, contribute to social order in the life of the person, others, and the environment, fostering growth and prosperity. Or if, otherwise, through a lack of such actions, that is, if the community and the environment do not make good use of or take care of the tangible and intangible resources of the person using the scale, of others, and of the environment itself, not contributing to social order with the person,

with others, and with the environment, and thus favouring delays and obstacles to achieving positive outcomes for oneself, 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-, the values obtained will indicate—now, in the recent past, and in the distant past—whether in the community and the environment, through actions related to safety and health for protecting the life of the person using the scale, of others, and the environment itself, there is a contribution to social order in the life of the person, the lives of others, and the environment, so, encouraging growth and development. Or if, alternatively, through a lack of such actions, that is, if the community and the environment do not protect life through the safety and health of the person using the scale, of others, and of the environment itself, and do not contribute to social order with the person, with others, and with the environment, will be promoting stagnation and delay toward positive development for oneself, others, and the environment.

For the evaluation of social order in relation to truth - Good use of truth and no use of detrimental lies with yourself, others, and the environment -, the values obtained will indicate – in the present, the most recent past, and the more distant past – whether in the community and environment, through actions regarding the proper use of truth and the avoidance of destructive lies, with the person using the scale, with others, and with the environment itself, there is a contribution to social order in the life of the person, others, and the environment itself, thereby promoting development and growth. Or if, on the contrary, through a lack of such actions, that is, if the community and the environment do not make good use of the truth and use destructive lies against the person who is using the scale, others, and the environment itself, then social order is not supported with the person, with others, and with the environment, and are promoted delay and obstacles toward achieving positive goals for the person, others, and the environment. 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 110. These values can be located at the present (actually), in the most recent past (last 12 months), and before (the more distant past), or never, if the answer is always 0 for every question. Of course, if the person answers positively in all the timelines, that can indicate that the person has been experiencing that—personal order, personal disorder, social order, or social disorder in relation to resources, life, and/or truth—for a long period of time. Therefore, based on the values obtained, educational interventions will be designed according to the Pedagogy of Personal and Social Order to promote development and growth.

Also, if the values obtained are related to the 'Before,' that may indicate that the person could have been experiencing that—personal order, personal disorder, social order, or social disorder in relation to resources, life, and/or truth—in the past, but not now, so the person does not need to use the Pedagogy of Personal Order and Social Order. Next, we will look at the values that can be obtained and how they can be interpreted to carry out the necessary educational interventions through the Pedagogy of Personal and Social Order.

Value Obtained = 0 actually

This can be interpreted to mean that the person lacks personal disorder and does not interact with social disorder; therefore, the person has personal order and interacts with social order. This means that the person has security, health, truth, the absence of destructive lies, and the necessary tangible and intangible resources of themselves, others, and the environment to improve their life and that of others. In addition, the person has acquired the necessary knowledge and awareness of how their actions affect themselves, others, and the environment, in order to manage them effectively through good use, care, maintenance, and taking advantage of them.

Value Obtained = 00.50 - 09.50 actually

This can be interpreted as the existence of some personal disorder, or that the person is experiencing some social disorder in their environment, or both. This depends on the subsection where that value was obtained, and whether it corresponds to the total of the personal order section, the social order section, or both. Consequently, the person needs educational interventions through the Pedagogy of Personal and Social Order to understand and learn the importance of their actions regarding themselves, others, and the environment, in terms of tangible and intangible resources, the proper use of truth, avoiding destructive lies, safety, and health to protect life—of themselves, others, and the environment—to contribute to social order and promote the growth and development of everyone.

Value Obtained = 10.00 – 50.00 actually

This value can be interpreted as a significant lack of personal and social order, or both, in the subsection, or subsections, where this value was obtained.

This means that the person tends toward personal disorder and interacts with a community and social environment characterized by considerable social disorder in that subsection, or subsections.

Therefore, if the values were obtained in the social order section, it means that the person is interacting with an environment that does not support their development and, therefore, delays their growth and expansion.

Yes, if they have also reached this value regarding personal order, it means that the person carries out actions and behaviours that contribute to personal disorder, stalling and hindering their own development.

Consequently, the person urgently needs educational interventions through the Pedagogy of Personal and Social Order to gain the knowledge and awareness necessary to learn and understand the impact of their actions on themselves, others, and the environment—regarding resources, life, and truth—and be able to contribute to social order, thus positively supporting their own development, the development of others, and the environment in a way that benefits everyone.

Value obtained = 50.00 – 110.00 actually

This value can be interpreted as a great almost total, or total, lack of personal order, social order, or both, in the subsection or subsections where this value was obtained. It is because the person seems to lack personal order completely or almost completely or seems to be interacting with an environment that has a lot of social disorder, or is already social disorder, or both if this score was obtained in both sections.

Consequently, the person needs urgent and immediate educational interventions through the Pedagogy of Personal and Social Order to correct their lack of security and health, or their misuse of the truth and use of destructive lies, as well as their lack of attention to tangible and intangible resources of themselves, others, and the environment, so they can manage them effectively, making good use of them, taking care of them, maintaining them, and benefiting from them. They also need to acquire the knowledge and awareness necessary to learn and understand the impact of their actions on themselves, others, and the environment, regarding resources, life, and truth, to contribute to social order, and favour their own development, that of others, and of the environment in a positive way for everyone.

6. Conclusions

Using the values obtained from the Pedagogical Scale for the Evaluation of Personal and Social Order, it is possible to establish a framework that allows for designing and developing the necessary educational interventions through the Pedagogy of Personal and Social Order to correct the anomalies found in relation to personal order and its contribution to social order, and to promote the growth and development of everyone in the best possible way through achieving personal order and its contribution to social order.

Because these values reveal the experiences and circumstances that surround the life of the person using the scale, as well as the types of actions and behaviours this person carries out in relation to resources, life, and the truth about themselves, others, and the environment.

Also, the Pedagogical Scale for the Evaluation of Personal and Social Order educate and teaches by itself for growth and progress. Because through its use, a person can reach knowledge, awareness, and understanding of actions and behaviours regarding resources, life, and truth, which are negative because they promote personal disorder and contribute to social disorder by encouraging stagnation and delay, which hinder or slow down their own development, that of others, and the environment.

Consequently, a person can come to understand and comprehend, as well as put into practice, those positive actions and behaviours regarding resources, life, and truth that are beneficial for the development and growth of oneself, others, and the environment in a positive way, for everyone.

Also, through the use of the Pedagogical Scale for the Evaluation of Personal and Social Order, a person can come to understand, know, and assess what their community and environment are like, to determine if they are positive or not for their own development, for others, and for the environment. Because through using the scale, a person can start to understand:

- What the community and surrounding environment are like. Whether they are beneficial or not for the development of the person, the community, and the environment.
- How the community and the environment impact the person. Whether the community and environment support or restrict opportunities and initiatives for growth and expansion.
- How the person can impact the environment. If security, health, truth, and resources allow the development of actions for development and expansion. Such as activities, projects, events, etc.,
- And how the environment can be transformed or modified. Improvements that can be made through support, self-management, understanding, coordination, and cooperation.

Consequently, it can be said that the Pedagogical Scale for the Evaluation of Personal and Social Order is a very valuable tool both individually and collectively for promoting well-being and the development of oneself, others, and the environment, in any group or community (businesspeople, students, workers, family, neighbours, etc.), and in any social setting (an organization, institution, neighbourhood, town, village, residential area, city, region, etc.).

References

- BBC Bitesize. (2026). *How to solve algebraic equations using guess and check*. <https://www.bbc.co.uk/bitesize/articles/z4wrvwx>
- Bull, H. (1977). *The anarchical society: A study of order in world politics*. Columbia University Press.
- Campbell, D. T. (1960). Blind variation and selective retention in creative thought as in other knowledge processes. *Psychological Review*, 67(6), 380–400. <https://doi.org/10.1037/h0040373>
- Pirie, M. (1973). *Trial and error and the idea of progress* (Doctoral dissertation, University of St Andrews). University of St Andrews Research Repository. <https://research-repository.st-andrews.ac.uk/handle/10023/14722>
- Popper, K. R. (1972). *Objective knowledge: An evolutionary approach*. Oxford University Press.
- Tabares, C. [Dr. Tabares-Ikjot Kaur]. (2024, September 30). *Educación y entorno* [Video]. YouTube. <https://www.youtube.com/watch?v=qFC2fgwJd5w>
- Tabares, C. [Dr. Tabares-Ikjot Kaur]. (2025, February 11). *Educación del desorden personal* [Video]. YouTube. <https://www.youtube.com/watch?v=fyLm0k8-vNE>
- Tabares, C. [Dr. Tabares-Ikjot Kaur]. (2024, November 10). *Educación y ubicación* [Video]. YouTube. <https://www.youtube.com/watch?v=rVa7QGoyAMU>
- Tabares, C. (2023). *Personal, economic, and social growth in the neoindustrialization*. Lots to Say Ltd.
- Tabares, C. (2025, May). *Personal order and personal disorder: Pedagogical terms for an optimal social existence as human beings*. Paper presented at the 10th International Conference on Social Sciences and Humanities (ICSSH 2025), Hangzhou, China. <http://sciencepublishinggroup.com/ISBN/979-8-88599-117-9>
- Tabares, C. (2025). Prosperity and growth throughout "personal order": A pedagogical term for an optimal social existence. *Interdisciplinary Research and Applications in Modern Science and Emerging Technologies*, 1(1), 1–16. <https://doi.org/10.63620/MKIRAMSET.2025.1001>
- Tabares, C. (2026, January). *The Centre for Personal and Social Order / El Centro para el Orden Personal y Social*. ResearchGate. <https://doi.org/10.13140/RG.2.2.11478.51522>
- Tabares, C. (2025, April). *Theoretical basis and definitions of the pedagogical terms "Personal Order" and "Personal Disorder"*. ResearchGate. <https://doi.org/10.13140/RG.2.2.13303.33442>
- Tabares, C. (2025). Theoretical basis and definitions of the pedagogical terms "personal order" and "personal disorder" for self-management of human resources and the achievement of an optimal social existence as human beings. *Asian Business Research Journal*, 10(10), 5–19. <https://doi.org/10.55220/2576-6759.592>
- Tabares, C. (2025, June). *The pedagogical scale for the evaluation of personal order*. ResearchGate. <https://doi.org/10.13140/RG.2.2.28445.83688>
- Tabares, C. (2025, December). *The pedagogical scale for the evaluation of personal order and personal disorder*. Paper presented at the 11th International Conference on Social Sciences and Humanities (ICSSH 2025) and the International Conference on Education and Artificial Intelligence (ICEAI 2025), Wuhan, China. <http://sciencepg.com/ISBN/979-8-88599-135-3>
- Tabares, C., & González, M. (2023). *General history of the university cooperation in Africa and with Africa*. Lots to Say Ltd.