

Socioemotional Skills in Sub-Saharan Africa

Validating and Comparing Behavioral and Self-Reported Measures

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Abstract

This paper validates a new set of behavioral measures for socioemotional skills across three Sub-Saharan African countries—Côte d’Ivoire, Nigeria, and Tanzania—and compares them to widely used self-reported measures. The behavioral measures demonstrate strong psychometric properties and are significantly associated with key outcomes, particularly in employment and income. Relationship management skills emerge as the most consistent predictors of economic outcomes, especially when measured behaviorally. Behavioral measures show weaker associations with social desirability bias and stronger correlations with

economic outcomes, and self-reports are more predictive of mental health. In two countries, changes in behavioral socioemotional skills over time significantly predict labor market improvements—an effect not observed with self-reports—highlighting their value for program evaluation. Correlations between measurement types are modest, with variation often driven more by measurement modality than underlying skill differences. These findings suggest that behavioral measures can offer more reliable instruments for policy and intervention design in low-income settings.

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Socioemotional Skills in Sub-Saharan Africa: Validating and Comparing Behavioral and Self-Reported Measures

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Context for the study

Socioemotional skills (SES; sometimes referred to as soft skills) have demonstrated their promise for improving outcomes ranging from educational attainment, to employment, to mental health [1]. SES are individuals' abilities to understand themselves and manage emotions, decisions, and relationships to achieve their goals. They are recognized as foundational [2], transferable across occupations [3] and settings (home, school, work, community), and are growing in importance with the rise of artificial intelligence [4] and remote work [5]. While they have long been highlighted in business curricula (i.e., Masters in Business Administration) in high-income countries, they are increasingly recognized for their potential to improve outcomes for small-scale entrepreneurs in low- and middle-income countries [6,7].

In contexts like Côte d'Ivoire, where moving toward upper-middle-income country (UMIC) status is a central objective of the forthcoming 2026–2030 National Development Plan, SES — especially those tied to perseverance, problem-solving, and personal initiative — are seen as vital components of labor and human capital development, with a strong potential to boost the economic participation of young women.

However, the current SES literature does not fully unpack whether some SES are rewarded more or face backlash — especially for women [8,9] — relative to others, whether particular skills are foundational for the formation of others, which programs effectively improve which skills, and how the returns to SES may differ with a population's demographics, aspirations, social norms, and available opportunities. Central to this effort is the difficulty of defining, differentiating, and measuring these skills. Overlapping and overcrowded definitions make it difficult to compare results across studies and extract policy lessons tied to teaching, hiring, or screening based on these skills. There has been a notable misalignment between the skills that are taught and those which are key for labor outcomes. For example, while most evidence on SES training focuses on intrapersonal skills [6,9,10,11,12], several studies have highlighted the growing importance of interpersonal skills [4,5,13].

Here, we adopt the Effective Socio-emotional Skills to Gain Economic Empowerment (ESTEEM) framework of 14 SES to unpack which skills matter for employment and mental health, and we undertake an extensive process to measure these skills in Sub-Saharan Africa.² We use data from three randomized controlled trials: beneficiaries of an agribusiness program in Nigeria; a population interested in SES training in Tanzania that was not in full time education, employment or training (NEET); and applicants to a youth employment program in Côte d'Ivoire. Because these studies targeted different populations, the results are not directly comparable across countries. However, this variation allows us to examine — leveraging large sample sizes — how SES matter for three groups who may stand to benefit most from opportunities to enhance such skills.

For each of the 14 skills, we assembled and developed both self-report scales and behavioral measures. Though we attempted to use existing measures, we soon learned about the dearth of measures that have been adapted and validated in LMICs, a key contribution of this work. [14] validate the self-report scales. Here, we validate the behavioral measures and, additionally, examine

² A comprehensive description of the framework, measurement tools and broader research agenda is available on the ESTEEM website: <https://poverty-action.org/socio-emotional-skills>.

the relationships between SES measures and outcomes tied to employment and mental health, also comparing the use of self-reports and behavioral measures.

Summary of key findings

We find that the behavioral measures meet psychometric standards for reliability and factor structure when the full form of the measures is utilized. All behavioral skill measures significantly correlate with a large majority of outcomes. Behavioral measures tend to be more strongly related to economic outcomes, while self-reports are more strongly related to mental health outcomes. In particular, behavioral measures of relationship management skills are most consistently associated with income across contexts.

Across samples, we find that behavioral measures correlate positively with labor outcomes, with the exception of the NEET sample in Tanzania. The strongest effects are seen with the agribusiness sample in Nigeria. Behavioral measures consistently correlate positively with income aspirations, decision-making power, mental health, and attitudes toward intimate partner violence (IPV) across samples. We also find that changes in behavioral measures are often predictive of labor outcomes, highlighting their promise for use in program evaluation. No such relationship is observed using self-reported measures.

Unpacking socioemotional skills

To identify the SES influencing labor outcomes and gender-differentiated returns to skills, we developed an SES framework. The list of skills was designed to be granular enough to identify expected gender differences, and as comprehensive and conceptually mutually exclusive as possible.

This was informed by a literature review on skills linked to economic outcomes, intrahousehold bargaining, and gender disparities in returns, complemented by an analysis of existing SES frameworks to minimize overlap. Focus groups in Nigeria were used to further refine the framework by highlighting the SES most relevant to respondents.

Our final framework utilizes categories similar to the Emotional Intelligence [15] and CASEL (2021) frameworks: a two-by-two categorization of skills based on whether they are self- or socially-oriented (intrapersonal or interpersonal), and awareness- or management-oriented (see Figure 1). These skills can be further disaggregated into agentic skills or communal skills [14] to examine gender differences in line with social role theory [16]. The final list of skills includes two self-awareness skills (emotional awareness, self-awareness), two social awareness skills (listening, empathy), five self-management skills (emotional regulation, self-control, perseverance, personal initiative, and problem-solving/decision-making), and five relationship management skills (expressiveness, interpersonal relatedness, influence, negotiation, and collaboration). We report results for aggregate skill levels based on these categories, as well as the 14 individual skills.

Measuring socioemotional skills

Measuring SES is particularly difficult because of the numerous skills and categorizations involved. Behaviors associated with each skill can vary with context and culture, and the most predictive measurement method may vary with the type of outcome. Moreover, measures can be subject to several forms of bias [17], and many existing measures have not been held to high psychometric standards and have not been validated in LMICs.

Figure 1 – ESTEEM Skills framework

	Intrapersonal Skills	Interpersonal Skills
Awareness Skills	Emotional Awareness Self Awareness	Listening Empathy
Management Skills	Emotional Regulation Self Control Perseverance Personal Initiative Problem Solving & Decision-Making (PSDM)	Expressiveness Interpersonal Relatedness Influence Negotiation Collaboration

Data collection in our contexts required several criteria. Measures needed to be administered offline through household surveys, and they could not require high cognitive ability nor written and digital literacy. In addition, an assessment could not last more than five minutes per skill. Measures were developed through an extensive process of (i) reviewing open-source measures to take advantage of existing resources whenever possible, (ii) interviews with local individuals to critically source scenarios and behavioral responses, and focus groups to understand which behaviors were associated with various skills, (iii) obtaining feedback from subject matter experts such as psychologists and implementers to ensure content validity, (iv) a comprehensive translation, backtranslation, and reconciliation process, (v) cognitive interviews in each setting to assess understanding, (vi) thorough enumerator training, (vii) exploratory and confirmatory factor analysis, and (viii) iterating to improve measures across contexts, which involved dropping or rephrasing items after each round of data collection.

While we aimed to utilize performance-based tasks whenever feasible, we often found that available open-source measures did not meet our criteria. Specifically, these measures frequently assess a narrow portion of a given construct, exceed a five-minute duration, or present challenges in being administered offline or in evaluating interpersonal skills without direct social interaction. Several performance-based tasks were tested and were unsuccessful. However, a few tasks remained promising and were used with a subset of samples (e.g., a frustrating task requiring counting triangles was sometimes used to measure perseverance). Enumerators asked questions and coded responses to assess listening comprehension, problem-solving/decision-making, influence, and self-awareness. Self-control was measured by enumerator observations of respondent focus during the survey, and by a continuous performance task in which respondents had to tap or not tap on the letter “X”.

The frequent inability of tasks to meet project requirements resulted in replacing many with situational judgement tests (SJTs). SJTs are increasingly used in work settings and medical school admissions [18]. While SJTs could measure performance as well as knowledge of skills, the use of behavioral responses reduces socially desirability bias. SJTs are also context-specific, unlike general self-reports, making it easier for participants to understand and evaluate likely behaviors in a survey. For example, an individual may be proactive in a home setting but not at work, causing self-reports to depend more on general confidence and the value associated with a skill. Our design of SJTs included several differentiating design elements: (i) the behaviors after each scenario mapped to the self-report

items such that both measures examined the same concept; (ii) two to three scenarios were included per skill to examine the manifestation of skills in several areas that matter for economic empowerment; (iii) to reduce cognitive load, individuals were asked how likely they were to take each action, rather than choosing between a list of actions; and (iv) scoring took advantage of the relative responses to each follow-up question.

Aims of the current study

This paper has three main aims: (i) to validate an array of new behavioral measures for a range of SES in three Sub-Saharan African contexts; (ii) to compare these behavioral measures with self-report measures of the same skills; and (iii) to identify which, if any, of these measures and skills are consistently associated with key economic and other outcomes for participants.

For brevity, our discussion here of the substantive interpretation of results for each skill or skill aggregate with each outcome is necessarily limited. We highlight examples throughout to illustrate key findings but acknowledge that the choice of examples in each case must necessarily be somewhat selective, and we invite readers to review the complete results for each skill and each outcome in the Extended Data and Supplementary Information.

The three samples (described in the Methods section) comprise participants in an agribusiness program in urban and rural settings in Nigeria, mainly aged 18-40; NEET youth aged 18-24 in vulnerable neighborhoods in urban Tanzania; and vulnerable youth aged 15-29 applying to a youth employment program in urban settings in Côte d'Ivoire.³ As the most broadly representative sample of the three, the Nigerian data therefore provide the strongest basis for evaluating the SES measures in some respects. However, the Nigerian sample size is also significantly smaller than in the other two countries and therefore has more limited statistical power (see Methods and Extended Data for details). It should also be noted that the behavioral measures administered in Côte d'Ivoire include only eight of the 14 skills, which are abbreviated versions of instruments used in Nigeria and Tanzania.

Validating behavioral measures of socioemotional skills

First, we present psychometric information for the new behavioral measures and correlations between the behavioral measures of SES.

Summary of psychometric details of behavioral measures

In general, the new behavioral measures demonstrated excellent psychometric properties across all three national contexts. High internal consistency (Cronbach's $\alpha \geq .7$) and Confirmatory Factor Analysis (CFA) fit indices indicated a strong fit to the observed data (CFI $\geq .95$, TLI $\geq .95$, RMSEA $\leq .08$, SRMR $\leq .08$) in almost all cases. A small number of exceptions can be noted.

The sole measure showing unsatisfactory psychometric data across all indices was self-control in Tanzania (in contrast, this measure performed well in Nigeria and was not used in Côte d'Ivoire).

³ More precisely, data was drawn from surveying beneficiaries of (i) the Agro Processing, Productivity Enhancement and Livelihood Improvement Support (APPEALS) program in Nigeria, developed by the Federal Ministry of Agriculture and Rural Development in collaboration with the World Bank; (ii) the Socioemotional Skills program implemented by BRAC in Tanzania, with support from the World Bank and Alkimia Consulting; (iii) the Pro-Jeunes program in Côte d'Ivoire

Also in Tanzania, Cronbach's α for emotional regulation (.68) was slightly below the target threshold, but CFA fit indices showed an excellent fit (CFI=.998, TLI=.997, RMSEA=.04, SRMR=.02), indicating little reason for concern overall. For all other measures in Tanzania, psychometric data indicated excellent measurement properties.

In Côte d'Ivoire, Cronbach's α was below the desired threshold for several measures, most clearly for problem-solving/decision-making at .45 (α was close to or above .6 in other cases where it fell below .7). However, for each of these measures, CFA fit indices indicated an excellent fit to the data. For emotional regulation in Côte d'Ivoire, Cronbach's α and SRMR values were within the target thresholds and CFI (.945) and TLI (.908) figures suggested a good rather than excellent fit, but the RMSEA value (.15) was unsatisfactory. CFA fit indices for all other measures were excellent.

In Nigeria, Cronbach's α for generalized self-efficacy (.65) was slightly lower than desired, but the CFA fit indices indicated strong measurement properties overall. Cronbach's α for the other behavioral measures ranged from .70 to .90. Generally, CFA fit indices for all measures in Nigeria indicated an excellent fit to the observed data.

Full psychometric data for these behavioral measures, as well as the corresponding self-report measures of SES described further below, are provided in the accompanying Methods.

Correlations between behavioral measures of socioemotional skills

As expected, in most cases the observed correlations between SES as assessed by behavioral measures are statistically significant, positive, and often moderate to large in magnitude (Supplementary Information Tables S1-S3). The exception is active listening and listening comprehension, both being task-based measures, which exhibit significant negative correlations with a relatively large proportion of other SES. Otherwise, correlations are generally in the expected direction.

Notable correlations in Nigeria are observed among relationship management skills: between empathy and relatedness ($r=.55$, $p<.001$), relatedness and collaboration ($r=.61$, $p<.001$), and collaboration and negotiation ($r=.58$, $p<.001$). In Côte d'Ivoire, notable correlations are observed among self-management skills: between problem-solving/decision-making and self-awareness ($r=.48$, $p<.001$) and personal initiative and expressiveness ($r=.41$, $p<.001$). Some exceptions to this general pattern can be noted in Tanzania (and especially for items that are negatively framed in the survey instrument). For example, the behavioral measures for problem-solving/decision-making and perseverance exhibit unexpected null or negative correlations with other SES. Here, notable correlations are observed between personal initiative and networking ($r=.47$, $p<.001$), expressiveness and collaboration ($r=.41$, $p<.001$), maintaining relationships and negotiation ($r=.43$, $p<.001$), and between empathy and each of influence ($r=.52$, $p<.001$), negotiation ($r=.50$, $p<.001$), and collaboration ($r=.46$, $p<.001$).

Key outcomes associated with behavioral measures of socioemotional skills

Our data demonstrate overall that all skills are significantly and positively associated with a majority of labor market, mental health and gender norms outcomes. Tables 1-3 present standardized regression coefficients for the behavioral measures, showing the associations of various SES with key outcomes. Regression results with unstandardized coefficients are presented in Extended Data Tables A1-A3. Outcomes are coded such that positive coefficients represent a positive association with the more preferable outcomes (e.g., less anxiety, higher income, being employed).

Across the three countries, nearly all behavioral measures are significantly positively associated, to varying degrees, with better outcomes in terms of employment, hours of work, income aspirations, anxiety/mental health, and attitudes towards IPV. In addition, in some samples, positive associations are largely prevalent for income (Nigeria and Côte d'Ivoire), job search (Côte d'Ivoire), and decision-making power, wellbeing, and depression (Tanzania).

In Tanzania, the strongest positive associations are seen in relation to decision-making power – for example, a one standard deviation (SD) increase in collaboration skills is associated with a .242 SD increase in decision-making power ($p < .001$). Strong positive relationships between SES and depression (e.g., $\beta_{\text{personal initiative}} = .183$, $p < .001$) or anxiety (e.g., $\beta_{\text{self-awareness}} = .216$, $p < .001$) are also observed. In Nigeria, the strongest positive associations include self-control and income ($\beta = .133$, $p < .001$), emotional regulation and anxiety ($\beta = .131$, $p < .001$), and perseverance and employment ($\beta = .129$, $p < .001$). In Côte d'Ivoire, the strongest associations are between problem-solving/decision-making ($\beta = .084$, $p < .001$) and perseverance ($\beta = .080$, $p < .001$) and NEET status, with similar magnitudes seen for employment.

However, whereas the observed significant associations in Côte d'Ivoire are generally positive in direction, as expected, a limited number of significant negative associations between SES and outcomes are observed in Nigeria and Tanzania. These associations are concentrated mostly in relation to three outcomes in Nigeria (job search, wellbeing, and less time spent on household chores), where a negative association with job search may be linked to the participation of the sample in an agribusiness program, and the negative association with time spent on household chores is congruent with the positive association with labor outcomes. However, a negative association with wellbeing is more difficult to explain, particularly given the positive association with mental health indices. In Tanzania, negative associations are observed for several labor outcomes, which may be tied to the lack of economic opportunities in this NEET sample. A few individual skills consistently stand out across the samples in which they are measured. Collaboration, negotiation, influence, and empathy are associated with employment and often with related variables such as NEET status and hours of work. The aggregate for relationship management is also associated with employment. Problem-solving/decision-making is positively associated with income, and results for perseverance are promising. The awareness aggregate is associated with income aspirations.

Emotional awareness, emotional regulation, personal initiative, and almost all interpersonal skills were consistently associated with improved anxiety. Relatedness and self-management aggregate skills were associated with improved attitudes toward IPV. Finally, three skills were associated with less restrictive gender norms: emotional regulation, perseverance, and problem-solving/decision-making.

As a robustness check, similar analyses were conducted with only the subsample of participants in

each country who are self-employed (Supplementary Information Tables S4-S6) on the basis that this group is more directly comparable across countries, especially for economic outcomes, given that the broader interventions in each country targeted different populations.

Overall, the results show that many of the associations between socio-emotional skills (SES) and outcomes observed in the full samples are preserved among the self-employed, with some limited country-specific differences.

In Nigeria, very similar patterns are found, with the main difference being that hours of work are positively associated with a slightly narrower range of SES in the subsample. This consistency may be expected given that the Nigerian sample contained the highest proportion of self-employed participants.

In the other two countries, some differences can be seen. Most notably, in Tanzania, behavioral SES are positively associated with income and wellbeing among the self-employed (whereas negative associations were observed in the full sample) and there is little association between SES and attitudes towards the acceptability of IPV among the self-employed (compared to mainly significant, albeit small, associations in the full sample). Finally, in Côte d'Ivoire, the only outcomes that showed significant associations with behavioral SES among the self-employed are income aspirations (positively) and attitudes toward IPV (negatively) -- both of which are also associated with SES in the full sample, along with several additional outcomes, including better job search, decision-making beliefs, and mental health.

Table 1. Standardized coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Nigeria

	Employed	Owens business	Income	NEET	Hours worked	Job Search	Income Aspirations	Decision-making power	Wellbeing	Anxiety	IPV acceptable	Time on household chores
Emotional awareness	0.033	0.088*	0.064*	0.023	-0.002	0.016	0.091***	0.000	0.027	0.058*	0.065*	-0.064*
Self-awareness	0.044	0.029	0.013	0.048	0.015	0.018	0.057*	-0.034	-0.025	0.106***	0.064*	-0.067**
Emotional regulation	0.001	-0.058	-0.028	-0.010	-0.113***	0.034	-0.052	0.082**	-0.088**	0.131***	0.037	0.005
Self-control	0.113**	0.131*	0.133***	0.076*	0.104***	-0.024	-0.013	0.017	-0.033	0.027	0.028	-0.035
Perseverance	0.129***	0.047	0.078**	0.127***	0.065*	-0.061*	0.004	0.055	-0.141***	0.007	0.047	-0.091***
Personal initiative	0.047	0.088*	-0.006	0.035	0.051	0.017	0.055	-0.034	0.035	0.065*	0.029	-0.006
PSDM	-0.000	-0.006	0.122***	0.021	0.094**	-0.066*	0.008	-0.001	-0.110***	0.050	0.004	-0.117***
Active listening	0.072*	0.076	0.049	0.096**	-0.033	-0.018	-0.012	-0.038	0.030	-0.117***	0.009	0.097***
Listening comp.	-0.081*	0.067	0.004	-0.098*	-0.079**	-0.046	0.035	-0.042	-0.001	-0.009	0.072*	0.103***
Empathy	0.072*	-0.045	0.006	0.091*	0.050	-0.045	-0.006	0.039	-0.099***	0.017	0.049	-0.161***
Expressiveness	0.047	0.053	0.089**	0.025	0.056	-0.080**	-0.032	0.009	-0.050	0.084**	0.004	-0.131***
Maintaining relations	0.013	-0.045	-0.026	0.022	0.007	-0.044	-0.015	0.032	-0.032	0.083**	0.070*	-0.094***
Networking	-0.000	-0.016	0.066*	0.022	-0.001	-0.034	0.082**	0.046	-0.017	0.112***	0.072*	-0.087**
Influence	0.100**	-0.074	0.078**	0.101**	0.069*	-0.066*	-0.020	0.055	-0.099**	0.080**	0.050*	-0.116***
Negotiation	0.084*	-0.017	0.012	0.065	0.084**	-0.040	0.012	0.027	-0.116***	0.067*	0.030	-0.126***
Collaboration	0.110**	0.022	0.031	0.085*	0.097**	-0.061*	-0.018	0.007	-0.126***	0.052	0.058*	-0.167***
GSE	0.061	-0.102*	0.015	0.059	0.072*	-0.046	-0.010	0.056*	-0.077**	0.065*	0.046	-0.110***
Agg: Self-awareness	0.046	0.071	0.047	0.044	0.010	0.020	0.095***	-0.020	0.004	0.098***	0.077**	-0.079**
Agg: Social awareness	0.054	0.061	0.068*	0.056	-0.028	-0.061*	-0.004	-0.022	-0.027	-0.060*	0.056*	0.028
Agg: Self-management	0.097**	0.050	0.103***	0.083*	0.059*	-0.045	-0.011	0.042	-0.138***	0.093**	0.059*	-0.076**
Agg: Relationship mgt	0.086*	-0.017	0.098**	0.077*	0.082**	-0.079**	-0.002	0.038	-0.111***	0.114***	0.067*	-0.160***
Agg: Intrapersonal	0.102**	0.079*	0.111***	0.091*	0.059*	-0.031	0.041	0.021	-0.109***	0.113***	0.089**	-0.101***
Agg: Interpersonal	0.095**	0.010	0.109***	0.089*	0.060*	-0.092**	-0.003	0.024	-0.108***	0.077**	0.079**	-0.127***
Agg: Awareness	0.068*	0.091*	0.081**	0.071*	-0.016	-0.032	0.059*	-0.029	-0.016	0.022	0.090**	-0.033
Agg: Management	0.105**	-0.000	0.115***	0.092*	0.080**	-0.085**	-0.013	0.035	-0.139***	0.109***	0.079**	-0.121***
Agg: All SES	0.112**	0.033	0.127***	0.104**	0.066*	-0.089**	0.009	0.019	-0.122***	0.101***	0.099***	-0.116***

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 659 to 1354 across skill/outcome combinations.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

All socioemotional skills were measured via Situational Judgement Test.

Coefficients shown here are XY standardised; raw coefficients are available in Extended Data Table A1.

*p<.05; **p<.01; ***p<.001

Table 2. Standardized coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Tanzania

	Employed	Owens business	Income	NEET	Hours worked	Job Search	Income Aspirations	Decision-making power	Wellbeing	Depression	Anxiety	IPV acceptable	Time on household chores
Emotional awareness	-0.022	-0.045**	-0.023*	-0.008	0.004	-0.002	0.009	0.136***	-0.043***	0.072***	0.079***	0.035**	0.039***
Self-awareness	-0.037**	-0.060***	-0.054***	-0.037**	0.006	-0.015	0.036**	0.198***	-0.076***	0.184***	0.216***	-0.009	0.034**
Emotional regulation	0.048***	0.030*	0.004	0.031*	-0.004	-0.043**	-0.027*	-0.001	0.055***	0.024*	0.055***	0.069***	0.014
Self-control*	-0.018	-0.047**	-0.022*	-0.024	0.032**	0.024	0.013	0.073***	0.007	0.002	-0.005	0.031*	0.009
Perseverance*	-0.005	-0.005	0.015	-0.011	0.012	0.036**	-0.017	-0.040***	0.015	-0.088***	-0.043***	-0.012	-0.013
Personal initiative	-0.044***	-0.043**	-0.046***	-0.041**	-0.013	-0.003	0.037**	0.178***	-0.078***	0.183***	0.196***	0.027*	0.042***
PSDM	0.029*	0.054***	0.052***	0.027*	0.001	0.015	0.025	-0.083***	0.031**	-0.063***	-0.063***	0.045***	0.020
Active listening*	-0.009	0.001	0.003	0.011	-0.037***	0.012	0.039**	-0.038**	-0.015	0.061***	0.037**	0.027*	0.072***
Listening comp.*	-0.115*	-0.039	-0.163***	-0.086	0.001	0.040	0.146**	0.075	-0.167***	0.158***	0.132**	0.151**	0.052
Empathy	0.073*	-0.018	-0.016	0.083*	0.115**	-0.005	0.032	0.182***	0.104***	-0.020	-0.001	-0.093**	-0.039
Expressiveness	0.011	-0.018	-0.019	0.002	0.035***	-0.034*	-0.006	0.071***	0.008	0.015	0.035**	-0.005	0.040***
Maintaining relations	0.066***	0.035*	0.008	0.058***	0.024*	-0.038**	-0.019	0.060***	0.083***	0.080***	0.076***	0.048***	0.044***
Networking	-0.032*	-0.035*	-0.049***	-0.026*	0.005	-0.006	0.042***	0.129***	-0.087***	0.155***	0.162***	0.012	0.042***
Influence	0.044**	0.001	-0.017	0.034*	0.037***	-0.044**	-0.035**	0.164***	0.012	0.058***	0.086***	-0.016	0.060***
Negotiation	0.038**	-0.034*	-0.007	0.024	0.053***	-0.010	0.012	0.179***	0.036**	0.079***	0.107***	0.004	0.034**
Collaboration	0.076*	0.064	-0.012	0.072*	0.093*	-0.008	-0.006	0.242***	0.118***	0.056*	0.089**	-0.049	-0.078**
GSE	0.037**	-0.001	-0.014	0.021	0.027**	-0.028*	-0.013	0.147***	0.011	0.047***	0.076***	-0.043***	0.065***
Agg: Self-awareness	-0.035**	-0.059***	-0.045***	-0.026	0.005	-0.010	0.030*	0.194***	-0.067***	0.150***	0.171***	0.017	0.041***
Agg: Social awareness	-0.015	-0.001	0.000	0.003	-0.001	0.005	0.065***	0.004	0.005	0.030*	0.023	0.058***	0.081***
Agg: Self-management	0.001	-0.011	-0.001	-0.012	0.012	0.012	0.018	0.058***	0.015	0.019	0.057***	0.070***	0.032**
Agg: Relationship mgt	0.028*	-0.026	-0.036**	0.018	0.054***	-0.047***	0.015	0.199***	0.025*	0.131***	0.152***	-0.000	0.045***
Agg: Intrapersonal	-0.023	-0.047**	-0.027*	-0.028*	0.013	0.006	0.032**	0.154***	-0.025*	0.099***	0.137***	0.061***	0.047***
Agg: Interpersonal	0.017	-0.024	-0.030**	0.017	0.045**	-0.038**	0.044***	0.175***	0.024*	0.128***	0.143***	0.027*	0.078***
Agg: Awareness	-0.032*	-0.039**	-0.028*	-0.014	0.003	-0.003	0.065***	0.126***	-0.039***	0.117***	0.125***	0.052***	0.083***
Agg: Management	0.017	-0.031*	-0.028*	0.003	0.048***	-0.035*	0.022	0.178***	0.030*	0.108***	0.140***	0.033**	0.052***
Agg: All SES	-0.004	-0.047**	-0.034**	-0.007	0.038**	-0.028*	0.048***	0.197***	0.009	0.137***	0.166***		0.079***

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 546 to 7028 across skill/outcome combinations.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

Socioemotional skills marked with * were measured via a task; all other skills were measured via a Situational Judgement Test.

Coefficients shown here are XY standardised; raw coefficients are available in Extended Data Table A2 .

*p<.05; **p<.01; ***p<.001

Table 3. Standardized coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Côte d'Ivoire

	Employed	Owns business	Income	NEET	Hours worked	Job Search	Income Aspirations	Decision-making beliefs	Decision-making power	Life satisfaction	Positive mental health	IPV acceptable	Time on household chores
Emotional awareness	0.027	-0.027*	0.009	0.040	0.001	-0.014	-0.005	0.005	0.005	0.009	-0.067***	-0.006	-0.013
Self-awareness	0.044*	0.009	0.036**	0.058**	0.021	0.025	0.053***	0.005	0.010	-0.009	0.025	0.079***	0.009
Emotional regulation	0.027	0.015	0.018	0.036	0.012	0.019	0.019	0.014	0.034***	0.015	0.084***	0.069***	-0.002
Perseverance	0.082***	0.044**	0.043***	0.080***	0.044***	0.035*	0.026*	0.005	-0.005	0.004	0.048*	0.063***	0.012
Personal initiative	0.065***	0.037**	0.007	0.068***	0.020	0.058***	0.027**	0.035***	-0.007	-0.008	0.021	0.038***	-0.014
PSDM	0.079***	0.039**	0.027*	0.084***	0.038**	0.062***	0.083***	0.019	0.008	-0.004	0.036	0.066***	-0.001
Expressiveness	0.058**	0.023	0.019	0.053*	0.019	0.040**	0.051***	0.030**	0.003	0.014	0.029	0.039**	-0.006
Collaboration	0.043**	0.017	0.029*	0.044**	0.036*	0.003	0.033*	0.011	-0.028**	-0.003	0.032	-0.010	-0.016
Agg: Self-awareness	0.044*	-0.013	0.028*	0.061**	0.013	0.005	0.029*	0.005	0.009	0.001	-0.028	0.044***	-0.003
Agg: Social awareness	-	-	-	-	-	-	-	-	-	-	-	-	-
Agg: Self-management	0.038	0.021	0.000	0.043*	0.010	0.044**	0.037**	0.025*	0.020*	-0.001	0.049*	0.047***	-0.015
Agg: Relationship mgt	0.062***	0.022	0.016	0.065***	0.017	0.020	0.049***	0.025*	-0.002	0.008	0.050**	0.058***	-0.007
Agg: Intrapersonal	0.049*	0.009	0.014	0.061**	0.013	0.036*	0.039**	0.020	0.020*	0.001	0.017	0.051***	-0.014
Agg: Interpersonal	0.062***	0.022	0.016	0.065***	0.017	0.020	0.049***	0.025*	-0.002	0.008	0.050**	0.058***	-0.007
Agg: Awareness	0.044*	-0.013	0.028*	0.061**	0.013	0.005	0.029*	0.005	0.009	0.001	-0.028	0.044***	-0.003
Agg: Management	0.060**	0.027*	0.010	0.064**	0.016	0.039*	0.047***	0.030**	0.012	0.005	0.062**	0.059***	-0.013
Agg: All SES	0.064***	0.017	0.019	0.073***	0.017	0.034*	0.046***	0.025*	0.014	0.005	0.037	0.059***	-0.013

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 2314 to 8589 across skill/outcome combinations.

Data from behavioral measures for remaining SES not available in Côte d'Ivoire.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

All socioemotional skills were measured via Situational Judgement Test.

Coefficients shown here are XY standardised; raw coefficients are available in Extended Data Table A3 .

*p<.05; **p<.01; ***p<.001

Comparing behavioral and self-report measures of socioemotional skills

This section presents direct comparisons of self-report and behavioral measures with the aim of identifying which measurement type shows the clearest associations with key outcomes and can therefore be most useful for applied research or policy making. Selected key outcomes are used to illustrate both the magnitude of the relationship between SES and these outcomes, and the differing extent of the association between self-report and behavioral measures and these outcomes.

Correlations between behavioral measures and self-reports of skills

Raw correlations between the self-report and behavioral measures of the same SES range from low to moderate (null to $r=0.41$) – on par with the literature [19] – with stronger correlations for aggregate measures (Extended Data Table A4). In Nigeria, correlations for individual SES over both measurement types range from null to $r=.30$ (self-awareness), with overall aggregated SES more strongly related at $r=.35$ and the highest correlation for aggregate intrapersonal skills at $r=.41$.

Correlations in Tanzania range from $r=.02$ (respectful listening) to $r=.15$ (collaboration). Again, correlations are higher at the aggregate level with the strongest relationship being $r=.25$ between the self-report and behavioral measures for overall SES. The data from Côte d'Ivoire show similar patterns with raw correlations for individual SES ranging from null (collaboration) to $r=.28$ (problem-solving), and a highest correlation of $r=.36$ for overall (aggregate) SES. Partial correlations – controlling for age, gender, education, cognitive ability and marital status – are similar in magnitude to these raw correlations.

Socioemotional skills associated with changes in outcomes over time

The association of the self-reported and behavioral measures with changes in outcomes was tested by regressing each outcome variable at endline onto the baseline and endline SES measurements, controlling for baseline levels of the outcome of interest and key demographic and background characteristics. Including SES at both timepoints enables us to examine how both baseline SES and changes in SES over time are related to changes in important outcomes. We also examine gender-differentiated results in this section, to shed light on how socioemotional skills relate to economic prospects and mental health differently for men and women.

Examining the behavioral measures in Nigeria (Supplementary Information Table S7), increases in aggregate SES and in several individual SES including self-awareness, perseverance, personal initiative and influence are associated with improvements in participants' employment status, as are baseline levels of generalized self-efficacy. Baseline measures of aggregate SES and some individual SES such as emotional awareness, problem-solving/decision-making, empathy and maintaining relationships are associated with reductions in the time spent on household chores over the course of the study. However, improvements in problem-solving/decision-making abilities over the same span are associated with increased time on chores.

In Tanzania (Supplementary Information Table S8), strengthened SES over time are associated with a range of improved outcomes. These include improved employment status, owning a business, monthly income, future income aspirations, decision-making power, and wellbeing, as well as reduced NEET status, depression, and anxiety. Aggregate measures of SES are more strongly associated with improvements in decision-making power. Weaker associations are seen between increased business ownership, and relationship management or interpersonal skills. Increased SES is associated with

greater acceptance of IPV and reductions in time spent on household chores, with improved relationship management skills associated with both outcomes.

In Côte d'Ivoire (Supplementary Information Table S9), improvements in SES over time as measured behaviorally was associated with reductions in NEET status, with the strongest relationship seen for increased awareness, and relationship management and interpersonal skills. Improved SES is also associated with reductions in acceptance of IPV, albeit with smaller coefficients. However, increases in relationship management and interpersonal skills are associated with lower decision-making power by endline. Changes in several outcomes are also associated with SES levels at baseline, including (positively) income aspirations, decision-making beliefs, and (negatively) life satisfaction.

Comparing behavioral versus self-report measures of socioemotional skills for three key outcomes: Employment status, income, and anxiety

These data indicate that behavioral measures slightly dominate self-reported indicators of SES in their association with and prediction of a variety of outcomes. However, nuances appear based on the outcomes, skills and population of interest. To illustrate this, Figure 2 presents a summary of these concurrent and predictive findings for three key outcomes – employment status, income, and anxiety – and compares the aggregate SES scales in both measurement types.

As shown, behavioral measures of SES generally show stronger concurrent associations with employment status and monthly income than self-reported measures. This tendency is clearest in Nigeria and, to a lesser extent, in Tanzania – albeit that the observed associations in Tanzania often suggest a negative impact of SES, especially for income. Patterns are more mixed in Côte d'Ivoire, where the differences in effect size between behavioral and self-report measures are also smaller. Here, behavioral measures show stronger associations than self-reports with employment status, but some self-reported measures show slightly stronger concurrent associations with income.

For an employment-related behavior such as job search, the clearest pattern in Tanzania and Côte d'Ivoire is for specific aggregated SES to be associated with outcomes regardless of the measurement type, albeit that negative associations are observed in Tanzania with behavioral measures. The most relevant skill domains are relationship management, interpersonal, management, and overall SES. In contrast, only behavioral indicators show significant associations in Nigeria, with (similarly to Tanzania) stronger SES predicting less frequent job search behaviors. Another economic behavior, hours of work, is significantly associated with several behavioral SES in Tanzania and Nigeria but with self-reported SES in Côte d'Ivoire.

SES in both measurement types are strongly associated with mental health outcomes such as anxiety in both Nigeria and Tanzania (corresponding data for anxiety are not available in Côte d'Ivoire). Self-reported measures tend to display stronger concurrent associations in Nigeria, while behavioral measures are more strongly associated with anxiety in Tanzania.

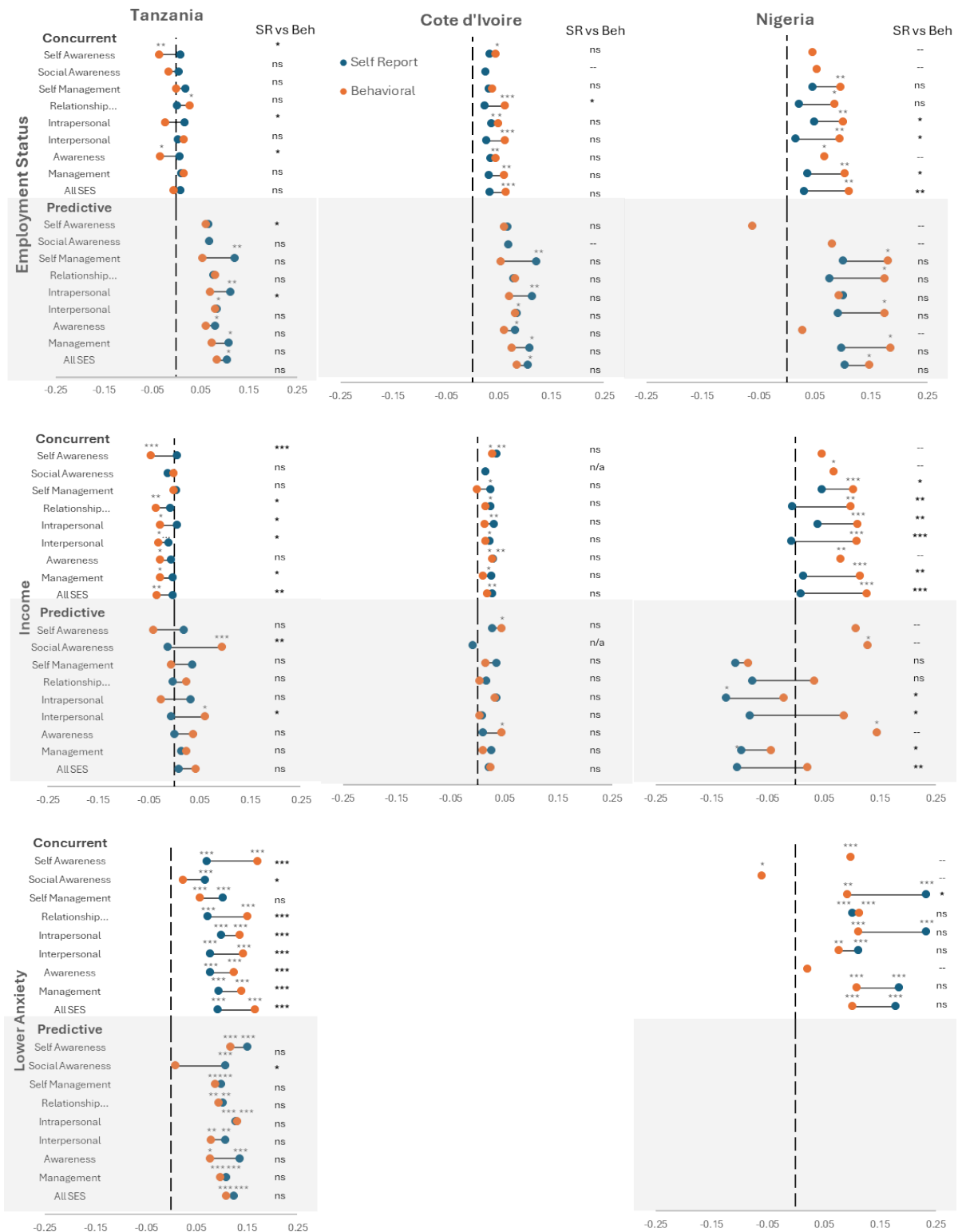
In general, at the level of aggregate SES indicators, both behavioral and self-report methods provide good explanatory power in Tanzania and Côte d'Ivoire for the level of income aspirations, decision-making power/beliefs, mental health outcomes (depression and anxiety), and attitudes towards IPV. In Nigeria, anxiety and attitudes towards IPV are also significantly associated with SES in both measurement types, but decision-making power and income aspirations are more clearly related to self-reported SES only.

Looking at the predictive associations of changes in SES over time with changes in outcomes (Figure 2), we see that changes in self-reported skills are more strongly predictive of changes in employment

status in Tanzania and Côte d'Ivoire, while changes in behavioral measures of skills are more predictive in Nigeria. Fewer significant associations are found in terms of the predictive associations of SES with income. Where positive associations with income are observed, they generally reflect changes in behavioral measures (e.g., for social awareness). For anxiety, changes in both self-report and behavioral measures are associated with significant predictive associations in Tanzania (the only country where such data are available), with slightly stronger effect sizes for the self-reported indicators.

In summary, behavioral measures of SES tend to show significant concurrent associations with key outcomes more consistently and to a greater extent than self-reported measures, particularly in the Nigerian sample, with a more mixed pattern for predictive associations. As noted above, these patterns vary by outcome and by country, suggesting a need for careful consideration of the most appropriate measurement types to use for future studies of SES in Sub-Saharan African settings.

Figure 2: Variation by country and measurement type in the concurrent and predictive association of socioemotional skills with employment status, income, and anxiety



Note: Models control for age, gender, education level, marital status, and cognitive ability. Coefficients shown here are XY standardized. Data for anxiety are not available in Côte d'Ivoire or (for predictive effects only) or Nigeria.

The "SR vs Beh" column compares the magnitude of the self-report and behavioral coefficients for each SES as follows: "**/**/**" indicates a significant difference at the relevant alpha level; "ns" indicates no significant difference; "--" indicates that no comparison is possible (e.g., because data for only one measurement type are available).

*p<.05; **p<.01; ***p<.001

Heterogeneity in socioemotional skills

Heterogeneity analyses were carried out to assess how SES and responses to measurement type vary by key demographic and attitudinal characteristics.

By gender

Gender differences in SES vary by measurement type and country. Gender differences are observed much more often for self-reports than for behavioral measures in Tanzania [20]. By contrast, significant gender effects are found in Côte d'Ivoire using both measurement types, while few gender differences are found on either type in Nigeria.

In Tanzania, men self-report significantly higher scores than women for almost all SES (non-significant exceptions being self-control, listening, and respectful listening), but few gender differences in performance are found on the behavioral measures. Where differences in behavioral measures are seen, they indicate an advantage for women in emotional awareness ($\beta = -.057$, $p < .001$) and active listening ($\beta = -.016$, $p < .05$), and for men in emotional regulation, influence, and negotiation ($\beta =$ ranging from $.057$ to $.101$).

Greater consistency between the self-report and behavioral measures is seen in Côte d'Ivoire and Nigeria. In Côte d'Ivoire, both self-reports and behavioral measures indicate significant gender differences for almost all SES, generally in favor of men. In Nigeria, in contrast, few differences in SES between men and women are recorded in either measurement type. Among the few exceptions are significantly higher scores for men in (self-report) emotional regulation and (behavioral) influence.

Gender differences in relationships between socioemotional skills and outcomes

In addition to gender differences in levels of SES, some gender interactions can be observed in the association of SES with outcomes. As an example, Figure 3 presents aggregate SES with income, separated by gender and measurement type. Gender interaction effects for the full range of individual skills on income, and all other outcomes, are presented in Supplementary Information Tables S9-S12.

The gender interaction terms between self-reported SES aggregates and income in Tanzania are non-significant. However, via behavioral measures, a significantly stronger positive association with relationship management ($\beta = .398$, $p < .01$) and significantly stronger negative association with social awareness on income ($\beta = -.506$, $p < .001$) are seen for men.

Gender interaction terms are not significant in Côte d'Ivoire (β ranging from $-.019$ to $-.254$) or in Nigeria (β ranging from $-.040$ to $.091$) in either measurement type. Nonetheless, as shown in Figure 3, SES (in both self-report and behavioral measures) are particularly strongly associated with women's level of income in Côte d'Ivoire, while skills measured behaviorally are particularly strongly associated with income for women in Nigeria. In general, SES among women show stronger associations with income than for men in Côte d'Ivoire, while SES are positively associated with income for both genders in Nigeria.

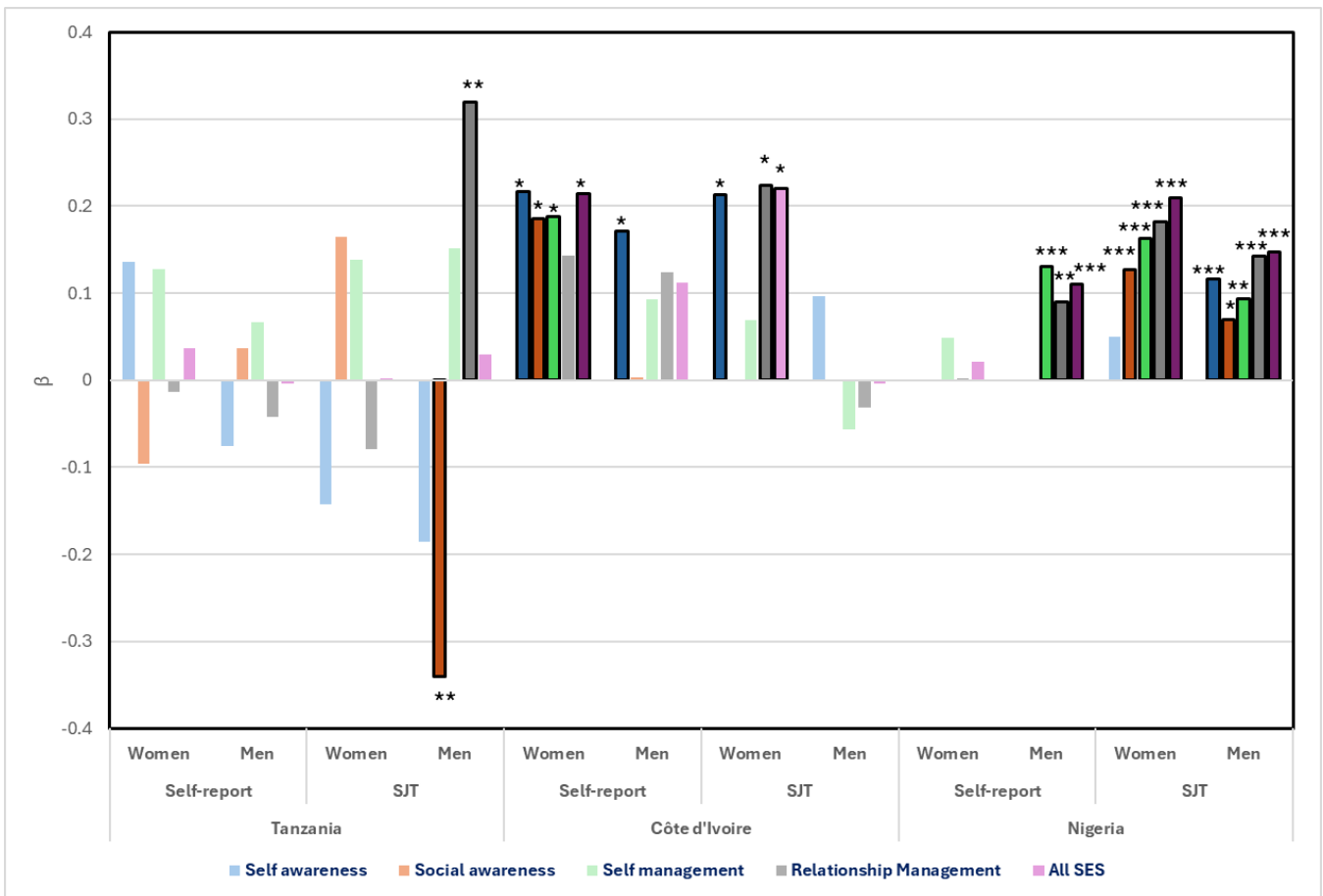
Beyond income, other gender-differentiated associations between SES and outcomes emerge. Improvements in self-reported relationship management and interpersonal skills are associated with greater improvements in business ownership for women than for men at endline. On the other hand, behavioral measures indicating improved relationship management and management skills

are associated with greater increases in hours of work and time spent on household chores among men.

In terms of broader gender interaction patterns, improved aggregate SES (behavioral) is associated with greater improvements for men in employment status, self-employment, and hours of work. Meanwhile, improvements in a range of self-reported aggregate SES are associated with greater increases for men in decision-making beliefs, decision-making power, and life satisfaction. In contrast, increases in self-reported aggregate self-awareness and relationship management skills are associated with decreases in income aspirations for men relative to women.

At the overall level, improvements in aggregate SES (behavioral) are associated with particular increases for men in income aspirations but decreases for men relative to women in job search, decision-making power, wellbeing and time on household chores.

Figure 3: Association of aggregate socioemotional skills with income, by gender and measurement type



Note: No data available for self-awareness/social awareness self-reports in Nigeria or social awareness behavioral measures in Côte d'Ivoire.

* $p < .05$; ** $p < .01$; *** $p < .001$. Statistically significant effects are outlined and in darker shades; non-significant effects in lighter shades.

In general, relatively few significant gender interactions for self-reported measures are observed for most outcomes across all three countries. Occasional gender interactions for self-reports are seen mostly in favor of men in Tanzania (for outcomes such as better job search and anxiety), in favor of women in Côte d'Ivoire (for decision-making beliefs/power) and in favor of women in Nigeria for

decision-making power, while men in Nigeria self-reported higher SES alongside lower time on household chores.

Behavioral measures tend to show gender interaction effects across a wider range of outcomes. In Nigeria, some gender interactions are found for aggregate SES on (favoring women) owning a business and hours of work and (favoring men) income aspirations, wellbeing, and attitudes to IPV acceptability. No interactions are found in Nigeria for employment, income, NEET, better job search, decision-making power, anxiety, or time on household chores. In Tanzania, at least one significant gender interaction for aggregate skills was found for employment status, owning a business, income, NEET status, better job search, income aspirations, and time spent on household chores, with some interactions favoring men and others favoring women. No aggregate gender interactions are found for hours of work, decision-making power, wellbeing, depression, or anxiety. In Côte d'Ivoire, some gender interactions favoring women are found for employment status, self-employment, NEET status, hours of work, income aspirations, and decision-making beliefs/power (usually involving the aggregate relationship management and management skills), while other outcomes show no corresponding interactions.

By age

Patterns of heterogeneity in SES by age differ by country (Extended Data Tables A5-A10). Age-related effects are most apparent in Côte d'Ivoire, where older participants recorded significantly stronger skills on both self-report and behavioral measures (β ranging from .003-.026) for most SES, with only a few non-significant exceptions. In Tanzania, age is positively associated with stronger SES on most self-report measures but only one behavioral measure (expressiveness), with clear differences at the aggregate level ($\beta_{\text{All_SES-SR}}=.017, p<.001$; $\beta_{\text{All_SES-BEH}}=.001, ns$). Fewer age-related differences are found in Nigeria, albeit with a slight tendency, similar to Tanzania, for greater SES differences by age on aggregate self-report than on behavioral measures.

By education

As with age, differences in SES by level of education are clearest in Côte d'Ivoire (Extended Data Tables A5-A10). Education is positively related to most SES in Côte d'Ivoire, but perseverance (behavioral; $\beta=-.007$) and emotional awareness (self-report; $\beta=-.004$) show significant negative associations. Education is also positively associated with some SES in Tanzania, albeit more clearly for behavioral than self-report measures of skills, with many self-report skills showing non-significant differences. Two behavioral measures – active listening ($\beta=-.01$) and collaboration ($\beta=-.04$) – are significantly negatively associated with education in Tanzania. Relatively few significant differences by education level are found among the Nigerian sample. Those that are observed tend to be related to behavioral measures of skills rather than self-reports.

By social desirability

Overall, while social desirability effects are common for both self-report and behavioral measures, effects are stronger among self-report measures. In two countries, behavioral measures of aggregate social awareness (Tanzania), aggregate awareness (Tanzania, Côte d'Ivoire) and aggregate self-awareness (Côte d'Ivoire) show no significant relationships with social desirability, in contrast to the equivalent self-report measures. In Nigeria, no such distinctions are observed. In all three countries, we observe a tendency to give socially desirable answers generally positively associated with SES (Extended Data Tables A5-A10).

By attitudes toward gender equity

In Côte d'Ivoire and Nigeria, the vast majority of individual and aggregate SES show significant positive associations with beliefs about gender equality or the empowerment of women (Extended Data Tables A5-A10), although the magnitude of the coefficients is notably stronger in Nigeria. This is true for both self-report and behavioral measures of skills. In Tanzania, aggregate behavioral indicators of SES tend to show significant associations with gender equity beliefs (aside from – as for social desirability – social awareness and awareness), whereas aggregate self-report indicators generally show no significant relationship (aside from social awareness and self-management).

By gender norms

At the aggregate level, more conservative gender norms were associated with significantly weaker SES in Tanzania but significantly stronger SES in Côte d'Ivoire – in both countries, regardless of the measurement type (Extended Data Tables A5-A10). Patterns in Nigeria were slightly more mixed but, as in Tanzania, generally showed that more conservative gender norms were associated with weaker SES. Similar findings were observed at the level of individual SES, with generally negative associations between gender norms and (self-reported or behaviorally-measured) SES in Tanzania and Nigeria, and positive associations in Côte d'Ivoire.

Which skills matter most for key outcomes?

The previous sections have focused primarily on the measurement of SES. In this final section, we turn attention to participant outcomes and examine which SES are most important for these outcomes. As in previous sections, the answers vary by the outcome of interest, the national and sample context, and the type of measurement.

Briefly: for a key outcome such as income, problem-solving/decision-making (behavioral) is the only skill that was significantly positively associated in all three countries. Perseverance (behavioral) is also significantly positively associated with higher income in Nigeria and Côte d'Ivoire. No self-reported skills are consistently associated with higher income across all countries, although generalized self-efficacy (self-report) is positively associated with income in Tanzania and Côte d'Ivoire.

For employment status, collaboration (behavioral), negotiation (behavioral), and empathy (behavioral) are significantly associated with stronger employment outcomes in two of the three countries. Personal initiative (behavioral) is also positively associated with employment in Côte d'Ivoire and Nigeria, but negatively in Tanzania.

In general, self-management and relationship management skills such as perseverance, personal initiative, problem-solving/decision-making, collaboration, and expressiveness emerge as being significant for several employment outcomes and employment-related behaviors.

Overall, behavioral measures tend to be more strongly related to economic outcomes such as these (both positively and negatively) while self-reports are more strongly related to mental health-related outcomes. For example, self-reported skills such as emotional regulation, emotional awareness, self-awareness, self-control, perseverance, personal initiative and problem-solving/decision-making tend to be important for mental health and wellbeing outcomes, albeit to different degrees across countries depending on the outcome (e.g., mental health, anxiety, depression, life satisfaction).

Conclusions

Acknowledging the importance and relative neglected of socioemotional or soft skills, especially in lower-income and vulnerable settings, we studied 14 distinct dimensions of SES, using both behavioral and self-reported measures, within policy-relevant populations in three Sub-Saharan African countries. We successfully validated the new behavioral measures psychometrically. We then compared the two measurement approaches to one another and to individual-level outcomes.

Broadly speaking, we find that economic outcomes such as employment and income are more strongly correlated with the behavioral measures, while more psychosocial outcomes, such as decision-making, mental health, and IPV, are more strongly correlated with self-report measures. The specific SES most strongly correlated with both types of outcomes include emotional and relationship management skills, like problem-solving/decision-making, collaboration, and negotiation.

In many cases the magnitudes of these links are moderate to large relative to the typical effects found in psychological science [21], particularly those of other pre-registered studies [22] – for example, we find effect sizes of .42 for self-reported emotional regulation on anxiety in Nigeria, .17 for self-reported self-control on mental health in Côte d'Ivoire, and .24 for behavioral collaboration on decision-making power in Tanzania. This suggests that there remains considerable low-hanging fruit with respect to taking SES into account in policy programming and targeting, in curriculum development, and in optimal contextual adaptation. It may also be possible to proactively modify such skills [23] and thereby improve outcomes further. In two countries, changes in behavioral SES over time predicted improvements in labor outcomes, pointing to their potential role in program evaluation. No such predictive associations were observed for self-reported measures. In Tanzania, however, results were weaker or negative. This may reflect the limited economic opportunities faced by the NEET sample, which could reduce the returns to socioemotional skills. These unexpected patterns warrant further investigation.

In addition to exploring these various policy implications, further work is needed at the foundational level. Our study is comprehensive compared to much existing literature, yet it involved specific convenience populations (albeit highly relevant ones), a subset of all possible SES, and in the end found sometimes mixed results. One important conclusion is that, similar to other important inputs and predictors, soft skills involve a complex and subtle set of interlinking dynamics across people and environments. Further research could improve the external validity of these findings by conducting similar analysis in different contexts and by evaluating the increasing number of policy interventions — such as TVET adaptations or youth employment initiatives — that either directly build SES or indirectly reveal their value.

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Socio-Emotional Skills in Sub-Saharan Africa: Validating and Comparing Measures

June 2025

Methods

The measures reported here were developed as part of a series of randomized controlled trials (RCTs) aimed at understanding the impact of enhanced socio-emotional skills (SES) in three Sub-Saharan African countries: Tanzania, Côte d'Ivoire and Nigeria. Longitudinal data are gathered at either two (baseline, endline) or three (baseline, midline, endline) timepoints for each RCT. As the current focus is on validation and comparison of the measures, examination of treatment effects for the intervention and control groups will be reported separately. Details of the study design and analysis plan are pre-registered at [Open Science Framework registries](#).

Measurement of Socio-Emotional Skills

A framework of 14 relevant SES and a suite of measures for assessing those skills were developed for the overall project, as described previously by Cassidy et al. (2024). An important feature of the current work was the development of multiple methods targeting the same SES, notably including behavioral measures, enabling comparisons as to which indicators can yield the most valid and meaningful measurement outcomes.

The framework of 14 skills was developed – based on existing frameworks, focus group discussions, and literature on gender differences and economic empowerment – to span the range of SES and to limit conceptual overlap. Measures of each skill in the framework were developed after extensive research on existing measures, consulting with psychologists and external reviewers, and using iterative development based on previous rounds of data collection prior to the current study.

A core distinction was made between self-report and behavioral indicators of SES, with behavioral measures developed in part to mitigate the effects of social desirability and other biases in self-report measures of SES as reported in earlier studies. Behavioral measures included Household Informant Interviews (HII), Situational Judgement Tests (SJTs), and coding of demonstrated skills via direct observation during a task. However, initial attempts to conduct HIIs were subsequently discontinued based on the time required to locate participating individuals during household surveys. For task-based assessment of SES, existing tasks were prioritized when they were available and met the time and feasibility requirements of the study. An example of a task measuring perseverance is shown in the Supplementary Information. When a task for a given SES was not available, behavioral tendency SJTs were utilized, which ask respondents how they would likely behave in a given situation. The questions were developed using critical incident sourcing and focus groups, and response options were developed based on (i) interviews with entrepreneurs and (ii) the content structure of the self-report scale for the same skill. These scenario-based measures were expected to make the socially desirable response less clear, and to allow for context-specific measures and multiple scenarios where SES could be relevant for economic outcomes. We altered

the traditional format of such a test so that each item could be asked separately without requiring much cognitive load, and a visual scale could be used to increase the usage of the entire scale. The scenario was followed by several possible “good actions” (i.e., those aligning with positive use of the skill) and “poor actions” (those not aligning with use of the skill). The measures were adapted in each country to use local names and currency. An example of an SJT is shown in Figure M1.

Figure M1. Example of a Situational Judgement Test

You are in charge of the decorations for an annual meeting. Your employee, [local name], was supposed to bring the flowers and they didn't reach on time for the meeting. The customer is angry at you and threatening to not work with you next year. You feel ashamed that you failed the customer.

- **How likely are you to:** Yell at your employee, [local name]?
- **How likely are you to:** Talk to your employee immediately so they know how angry you are?
- **How likely are you to:** Become so stressed that you get upset at others?
- **How likely are you to:** Take time to relax and calm down before you talk to your employee?
- **How likely are you to:** Discuss your stress with someone you trust?
- **How likely are you to:** Change how you think about the situation so you're less angry?
- **How long are you likely to feel stressed or upset:** Less than an hour, a few hours, the whole day, a few days, or longer?

In each country, the research team undertook cognitive interviews with participants to ensure that questions were clearly understood. An extensive translation and backtranslation process was utilized, where the original text and backtranslations were carefully compared and the reviewer (often a psychologist) made notes for future translations. Materials were developed in English and made available in Swahili (Tanzania), Yoruba and Hausa (Nigeria), and French (Côte d’Ivoire).

At each stage of data collection, the team examined the psychometric qualities of each measure and adjusted the measure as needed by dropping items, adding items, or revising translations. Here, the research team aimed to meet the following psychometric thresholds (Bland & Altman, 1997; Hu & Bentler, 1998; Steiner, 1994): internal consistency measured by Cronbach’s alpha $\geq .7$, CFI/TLI $\geq .95$, RMSEA/SRMR $\geq .08$, proportion of variance explained $\geq .5$. These guidelines were used as rules of thumb rather than as strict cutoffs. For example, items were not dropped if they were essential to maintaining the content validity of a measure and the internal consistency/CFI/TLI threshold were not met by 0.05, the RMSEA/SRMR threshold by 0.02, or the proportion of variance explained by 0.1.

Table M1 summarizes the SES assessed in this study and the measures developed for each for the overall study. As shown, a self-report measure and at least two behavioral measures were available for each SES, with the exception of personal initiative (one self-report and one behavioral measure). The deployment of these measures across the three national settings varied slightly, as described in the following country-specific sections using the variable codes given in the following tables.

Table M1. Self-report and behavioral measures developed for each socio-emotional skill

Skill	Definition	Self-Report	HHI	SJT	Tasks
Emotional Awareness	The ability to identify and accept one’s emotions	X	X	X	
Self-Awareness	The ability to identify and interpret one’s own thoughts and behaviors and to evaluate one’s strengths and weakness	X	X	X	

Emotional Regulation	The ability to maintain or change one's own emotions by controlling one's thoughts and behavioral responses	X	X	X	
Self-Control	The ability to focus one's attention, stay on task, break habits, restrain impulses and keep good self-discipline	X	X	X	Continuous Performance Task, Enumerator questions [both measuring attention focus]
Perseverance	The ability to sustain effort despite setbacks	X	X	X	Triangle test
Personal Initiative	The ability to develop long-term goals, to seek opportunities to improve one's self and to be motivated to put these plans and goals into action	X		X	
Problem-Solving/ Decision-Making	The ability to approach a problem by gathering information, generating a number of solutions and evaluating the consequences of these solutions before acting	X	X	X	Task embedded in SJT [measuring creativity]
Listening	The ability to attend to what other people are saying, taking time to understand other's point of view, ask clarifying questions and not interrupting at inappropriate times	X	X		Questions after a story [measuring listening comprehension], Enumerator coding of behaviors [measuring active listening]
Empathy	The ability to understand another's viewpoint or thoughts and have emotional concern for another's situation or experience	X	X	X	Scenarios+SAM scale
Expressiveness	The ability to explain ideas in a way that others will understand and openly express one's opinion	X	X	X	
Influence	The ability to communicate in a manner that changes other's perspectives and to adapt one's behavior in situationally appropriate ways to influence others	X		X	Task embedded in SJT [measuring knowledge of how to use skill]
Relatedness	The ability to take actions intended to build trust and benefit others, initiate and maintain relationships and be respectful, encouraging and caring towards others. Two key dimensions are examined here: Maintaining Relationships (Kindness) and Initiating Relationships (Networking).	X	X	X	
Negotiation	The ability to identify one's own and other's interests during a disagreement and to change one's own behaviors, thoughts and feelings as a strategy for resolving interpersonal problems and achieving one's goals	X	X	X	

Collaboration	The ability to take other’s perspective, listen and communicate in groups of two or more people, identify situations involving group problem-solving and decision-making, and organizing and coordinate team members to create shared plans and goals	X		X	SMS simulated conversation
Notes: X indicates data was collected. HHI stands for "Household Informant" and SJT for "Situational Judgment Test".					

Table M2 describes the format of the 14 self-report scales in more detail, including sample items.

Table M2. Description of self-report measures

SES	N items	N response options	Sample item
Emotional Awareness	7	5	When I am stressed, I take time to reflect on the true cause of my feelings.
Self-Awareness	8	5	I understand my own behaviors.
Emotional Regulation	10	5	When I feel nervous, I know what to do to feel more relaxed.
Self-Control	9	5	I do things that feel good in the moment, but I will regret later on. <i>[reverse-coded]</i>
Perseverance	8	5	I finish whatever I begin.
Personal Initiative	11	5	I am particularly good at making my ideas a reality.
Problem-Solving/Decision-Making	13	5	I compare all my options before making a decision.
Listening	7	5	Even when I want to share my opinion, I can listen to others’ opinions first.
Empathy	9	5	I can quickly sense when someone in the group is uncomfortable.
Expressiveness	9	5	I ask for what I need when I need it.
Influence	10	5	People pay attention when I express my ideas.
Relatedness	13	5	I am good at getting to know people.
Negotiation	8	5	When I disagree with someone, I am able to give up some things I want to solve our disagreement.
Collaboration	7	5	When I work with others, I tell others my ideas and ask for theirs in return.

Tables M3 and Table M4 describe psychometric information for the behavioral and self-report measures (including subscales), showing Cronbach’s α as an indicator of internal consistency and four key fit indices (CFI, TLI, RMSEA, SRMR) from Confirmatory Factor Analyses of each scale. With some (partial) exceptions – described in the main text – the measures generally showed acceptable to excellent measurement properties.

Table M3. Psychometric information for behavioral measures in the current study

SES	Tanzania					Côte d'Ivoire					Nigeria				
	Cronbach's α	CFI	TLI	RMSEA	SRMR	Cronbach's α	CFI	TLI	RMSEA	SRMR	Cronbach's α	CFI	TLI	RMSEA	SRMR
Emotional awareness	0.804	0.998	0.996	0.043	0.023	0.586	0.995	0.984	0.067	0.024	0.756	0.996	0.993	0.053	0.029
Self-awareness	0.842	0.998	0.997	0.042	0.029	0.648	0.998	0.997	0.035	0.020	0.702	0.995	0.992	0.051	0.035
Emotional regulation	0.681	0.998	0.997	0.037	0.024	0.757	0.945	0.908	0.148	0.074	0.734	0.992	0.990	0.058	0.042
Self-control	0.549	0.894	0.681	0.279	0.103	-	-	-	-	-	0.841	0.990	0.984	0.087	0.051
Perseverance	-	-	-	-	-	0.706	0.997	0.991	0.063	0.023	0.895	0.997	0.996	0.065	0.031
Personal initiative	0.861	0.996	0.995	0.041	0.029	0.659	0.990	0.986	0.062	0.046	0.817	0.996	0.994	0.042	0.033
Problem-solving/ Decision-making	0.901	0.998	0.997	0.034	0.027	0.448	0.999	0.998	0.026	0.011	0.857	0.997	0.996	0.042	0.029
Listening	0.807	1.000	0.999	0.044	0.032	-	-	-	-	-	0.827	0.999	0.999	0.030	0.025
Active listening	0.933	-	-	-	-	-	-	-	-	-	0.902	0.999	0.998	0.076	0.015
Listening comprehension	0.732	-	-	-	-	-	-	-	-	-	0.737	1.000	1.001	0.000	0.010
Empathy	0.868	0.996	0.995	0.049	0.038	-	-	-	-	-	0.842	0.989	0.987	0.071	0.045
Expressiveness	0.772	0.999	0.999	0.029	0.023	0.723	0.986	0.977	0.073	0.039	0.740	0.999	0.999	0.021	0.022
Relatedness	0.823	0.996	0.995	0.038	0.030	-	-	-	-	-	0.852	0.982	0.979	0.069	0.050
Maintaining relations	0.761	0.995	0.990	0.071	0.039	-	-	-	-	-	0.750	0.985	0.978	0.082	0.049
Networking	0.813	0.999	0.998	0.030	0.018	-	-	-	-	-	0.833	0.996	0.995	0.046	0.031
Influence	0.787	0.988	0.980	0.092	0.052	-	-	-	-	-	0.811	0.999	0.998	0.034	0.021
Negotiation	0.864	0.990	0.987	0.062	0.045	0.804	0.978	0.970	0.062	0.039	0.761	0.988	0.986	0.045	0.037
Collaboration	0.823	1.000	0.999	0.013	0.022	0.617	0.998	0.996	0.030	0.022	0.822	0.993	0.991	0.065	0.037
General self-efficacy	0.742	1.000	0.999	0.017	0.009	-	-	-	-	-	0.646	0.996	0.988	0.058	0.024

Note: Some scores were measured but could not be subjected to psychometric analysis due to their structure; these are indicated with “-”.

Statistics are reported from the earliest available measure in the study. For skills not measured in the initial survey but captured in later rounds or cohorts, we report the earliest available subsequent data.

Ns: Tanzania range from 1143-4739 across SES; Côte d'Ivoire range from 1152-2687; Nigeria range from 358-1302.

Table M4. Psychometric information for self-report scales in the current study

SES	Tanzania					Côte d'Ivoire					Nigeria				
	Cronbach's α	CFI	TLI	RMSEA	SRMR	Cronbach's α	CFI	TLI	RMSEA	SRMR	Cronbach's α	CFI	TLI	RMSEA	SRMR
Emotional awareness	0.696	0.997	0.995	0.040	0.020	0.656	0.992	0.987	0.049	0.035	0.814	0.995	0.992	0.061	0.046
Self-awareness	0.821	0.993	0.991	0.065	0.037	0.728	0.988	0.984	0.065	0.044	0.864	0.996	0.994	0.068	0.046
Emotional regulation	0.756	0.996	0.994	0.046	0.027	0.671	0.984	0.977	0.079	0.048	0.914	0.995	0.994	0.081	0.039
Self-control	0.797	0.992	0.984	0.096	0.037	0.769	0.993	0.988	0.065	0.035	0.915	0.995	0.993	0.110	0.044
Perseverance	0.655	0.990	0.984	0.058	0.036	0.717	0.994	0.992	0.052	0.035	0.859	0.996	0.995	0.057	0.031
Personal initiative	0.824	0.991	0.988	0.064	0.043	0.747	0.979	0.973	0.090	0.062	0.889	0.994	0.992	0.068	0.042
Problem-solving/ Decision-making	0.840	0.986	0.983	0.060	0.045	0.702	0.977	0.972	0.062	0.052	0.898	0.988	0.986	0.079	0.053
Listening	0.610	0.996	0.994	0.050	0.034	0.519	0.995	0.992	0.052	0.042	0.838	0.997	0.995	0.054	0.046
Active listening	0.811					0.716					0.752	0.996	0.988	0.078	0.039
Respectful listening	0.731	0.999	0.998	0.037	0.013	0.694					0.816				
Empathy	0.734	0.992	0.988	0.056	0.034	0.711	0.987	0.981	0.081	0.052	0.858	0.993	0.991	0.072	0.042
Expressiveness	0.742	0.983	0.977	0.072	0.045	0.590	0.995	0.990	0.045	0.027	0.860	0.998	0.998	0.040	0.037
Relatedness	0.821	0.984	0.979	0.102	0.066	0.822	0.984	0.979	0.102	0.066	0.895	0.995	0.994	0.055	0.035
Maintaining relations	0.811	0.997	0.996	0.052	0.026	0.791	0.997	0.994	0.082	0.030	0.853	0.998	0.997	0.051	0.026
Networking	0.706	0.997	0.992	0.061	0.021	0.639	1.000	0.999	0.016	0.012	0.822	0.997	0.996	0.056	0.027
Influence	0.713	0.999	0.998	0.026	0.015	0.576	0.990	0.980	0.080	0.043	0.849	1.000	0.999	0.015	0.037
Negotiation	0.767	0.999	0.998	0.031	0.017	0.725	0.986	0.980	0.077	0.050	0.884	0.997	0.996	0.061	0.030
Collaboration	0.787	0.992	0.986	0.084	0.043	0.812	0.989	0.984	0.097	0.053	0.790	0.989	0.982	0.087	0.058
General self-efficacy	0.716	0.979	0.973	0.061	0.047	0.650	0.944	0.926	0.098	0.076	0.841	0.980	0.974	0.093	0.063

Note: Statistics are reported from the earliest available measure in the study. For skills not measured in the initial survey but captured in later rounds or cohorts, we report the earliest available subsequent data.

Ns: Tanzania 4750; Côte d'Ivoire 1156; Nigeria range from 358-5168 across SES.

Table M5 describes the key outcome variables of the study, which were examined for their relationship to the various SES. Variation in data collected across the three countries is described below using the variable codes given here.

Table M5. Description of outcome measures

Outcome category	Code	Outcome	Description
Education	O-1	Attending school	Dummy variable equal to 1 if respondent is currently in school or attending training
Labor	O-2	Employment status	Dummy variable equal to 1 if respondent has received any income from work in the past 30 days
	O-3	Own business	Dummy variable equal to 1 if respondent owns their own business
	O-4	NEET	Dummy variable equal to 1 if respondent is not working or in education/training
	O-5	Income	Inverse Hyperbolic Sine of income from the past 30 days (winsorized at the 95th percentile) among those who work
	O-6	Hours of work	Continuous variable of the number of hours worked per week (winsorized at the 95th percentile)
	O-7	Job search	Dummy variable equal to 1 if respondent has searched for a job in the past 30 days
Beliefs	O-8	Income aspirations	(a) Inverse Hyperbolic Sine of income that respondent aspires to; (b.
	O-9	Gender equity	Values ranging from 0 to 1 representing respondent's endorsement of discriminatory gender attitudes
Economic empowerment	O-10	Decision-making power	Values ranging from 0 to 10 representing respondent's ability to make their own financial choices
Well-being	O-11	Mental health: Depression	PHQ-8 scale
	O-12	Mental health: Anxiety	GAD-7 scale
	O-13	Attitudes towards Intimate Partner Violence (IPV)	Values ranging from 0 to 1 representing the respondent's attitudes towards domestic violence.
	O-14	Time on household duties	Weekly time spent on household chores and child/elder care (continuous variable, winsorized at the 95th percentile)
	O-15	Well-being	Value ranging from 0 to 10 representing the respondent's assessment of their current situation

Tables M6 describes the set of covariates which were used as control variables in multivariate analyses relating SES to the key outcomes. Variation in data collected across the three countries is described below using the variable codes given here.

Table M6. Description of covariates used as control variables

Covariate category	Code	Covariate	Description
Demographic	C-1	Gender [Male]	Dummy variable equal to 1 if respondent is male
	C-2	Age	(a) Integer representing years of age; (b) Dummy variable equal to 1 if the individual is over the age of 21
	C-3	Marital status	Dummy variable equal to 1 if respondent is married or cohabitating
Beliefs	C-4	Social Desirability	BIDR scale with two dimensions: Impression management (deliberate self-presentation to an audience) and Self-deceptive positivity (self-reporting that is positively biased)
	C-5	Gender Norms	Values ranging from 0 to 10 representing the respondents endorsement of traditional gender norms
Skill	C-6	Educational attainment	Integer of the number of years completed in formal education (range: 0 to 14)
	C-7	Cognitive ability	Value ranging from 0 to 1 (averaging score for Raven's Progressive Matrices items)
Behavioral measure characteristics	C-8	SJT gender	Dummy variable equal to 1 if the gender of the individual in the SJT scenario is male.
Enumerator characteristics	C-9	Gender	Dummy variable equal to 1 if enumerator is male

Country 1: Tanzania

Sample

The sample in Tanzania was selected from three regions (Dodoma, Dar es Salaam and Iringa) and focused on urban and peri-urban settings. Eligible participants were aged between 18 and 24 at baseline, and were neither in full-time education nor full-time salaried employment. Data were gathered at three time points: baseline (May-June 2021; n=472800 participants), midline (February-March 2022; n=1159) and endline (October-November 2022; n=1143). Training for the associated RCT was provided in October and November 2021. Descriptive statistics are provided in Supplementary Information Table S14.

Data were collected in person by trained enumerators who administered structured surveys and interactive assessments, including: (i) self-reports (SR) on attitudes and perceived skills; (ii) hypothetical inference items (HII) based on situational vignettes; (iii) situational judgment tests (SJT) involving realistic scenarios with multiple response options; and (iv) behavioral tasks scored through structured observation. All tools targeted the socio-emotional skills covered in the training. Sessions typically lasted 2 to 2.5 hours. Participants received a transport stipend, a light meal, and access to the assigned training program.

Measures: Socio-emotional skills

Data were collected in Tanzania for each SES twice, at baseline and endline. Table M7 provides the measures used at each point, showing that SJTs were most often used as the behavioral measure, accounting for 9 of the SES at baseline and 11 at endline.

Table M7. Data collected in Tanzania

Time point	Self-report measure	HII	Behavioral measures	
			SJT	Task
Baseline	All 14 SES	0	9 SES (SES-1, SES-2, SES-3, SES-6, SES-7, SES-10, SES-11, SES-12, SES-13)	5 SES (SES-4, SES-5, SES-8, SES-9, SES-14)
Endline	All 14 SES	0	11 SES (As above plus SES-9 and SES-14)	3 SES (SES-4, SES-5, SES-8)

Note: HII (Household Informant Interview); SJT (Situational Judgement Test).

Measures: Key outcomes

Data for all of the key outcomes were collected in Tanzania.

Measures: Covariates/Control variables

Data for all of the control variables were collected, with the caveat that measurement of C-4 (social desirability) was limited to the 'impression management' dimension.

Country 2: Côte d'Ivoire

Sample

The Ivorian sample were applicants to a vocational program aimed at vulnerable youth in urban settings, living in Abidjan and Bassam. Eligible applicants were aged between 15 and 29 years old at baseline, and participation required basic literacy and numeracy skills (screening carried out by the program implementer). Data were collected from 5,500 applicants in three treatment groups at baseline, with follow-up data available from 1,910 applicants assigned to the control group. Descriptive statistics are provided in Supplementary Information Table S15.

Data were collected in person by trained enumerators who collected data through a mixture of in-person and phone interviews. These sessions typically took two hours to complete. In return for their participation at all time points, participants received 2,000 Ivorian francs (approximately USD3-USD4).

Measures: Socio-emotional skills

Data were collected in Côte d'Ivoire for each SES on three occasions. Table M8 shows the measures used at each point. HIIs were most commonly used as the behavioral measure at baseline for the first treatment cohort, but as noted above, were subsequently discontinued with SJTs used more frequently in later rounds. The SJTs administered in Côte d'Ivoire were abbreviated versions of the SJTs used in Nigeria and Tanzania.

Table M8. Data collected in Côte d'Ivoire

Time point	Self-report measure	Behavioral measures		
		HII	SJT	Task
Baseline	All 14 SES	11 SES (all except SES-6, SES-12, SES-14) (for first treatment group only)	3 SES (SES-5, SES-6, SES-14)	0
Midline	All 14 SES	0	7 SES (SES-1, SES-2, SES-3, SES-6, SES-10, SES-13, SES-14)	0
Endline	All 14 SES	0	9 SES (SES-1, SES-2, SES-3, SES-5, SES-6, SES-7, SES-10, SES-13, SES-14)	0

Note: HII (Household Informant Interview); SJT (Situational Judgement Test).

Measures: Key outcomes

Data for all of the key outcomes were collected in Côte d'Ivoire.

Measures: Covariates/Control variables

Data for all of the control variables were collected at least once. Although most variables are available at all timepoints, some exceptions can be noted. Specifically, C-7 (cognitive ability) was collected only at baseline, while data for C-4 (social desirability) are available at all timepoints for the third treatment cohort but only at follow-up timepoints for the first and second cohorts.

Country 3: Nigeria

Sample

Participants in Nigeria were applicants to an agribusiness program being conducted in six states (Kano, Kaduna, Kogi, Lagos, Enugu, and Cross River) in both urban and rural settings. All participants were aged at least 18, with an upper age limit of 40 for men (no such limit was applied to women). Program participants had completed at least secondary school and received training on business-related and technical skills. As shown in Supplementary Table S13, the Nigerian sample was, on average, older, better-educated, more likely to be married, and more likely to be self-employed than the Tanzanian or Ivorian samples.

Within Nigeria, SES data are available from two distinct but overlapping samples. The full sample (n=1,500) is the control group from a larger RCT, for which data were collected only in the final round. However, data from an additional earlier timepoint are also available for a random subsample (n=1,085) of this group.

Measures: Socio-emotional skills

Table M9 presents the SES measures used in Nigeria.

Table M9. Data collected in Nigeria

Sample	Self-report measure	Behavioral measures		
		HII	SJT	Task
Full sample (n=1500)	6 SES (SES-5, SES-6, SES-7, SES-9, SES-12, SES-13)	0	13 SES	1 SES (SES-8)
Random subsample (n=1085)	All 14 SES	0	All 14 SES	3 SES (SES-4, SES-5, SES-8)

Note: HII (Household Informant Interview); SJT (Situational Judgement Test).

Measures: Key outcomes

Data for all of the key outcomes except O-11 (depression) were collected in Nigeria.

Measures: Covariates/Control variables

Data for all of the control variables were collected. However, data for C-4 (social desirability) are not available at baseline (only at follow-up).

Analysis plan

The analyses reported in this paper were pre-specified and registered in advance and can be viewed, along with other study details, at <https://osf.io/f9x5j>.

As the current paper focuses on the validation of behavioral measures and comparison of behavioral to self-report measures, within-country data were pooled across all available rounds of data collection unless otherwise specified. Due to the non-representative nature of the samples (which were based on program applicants) and varying national contexts, analyses were conducted separately for each country. Any treatment effects of the RCT interventions that are part of the broader study are not considered here, as they will be the focus of subsequent reporting.

Examination of patterns of missing data determined that data were generally MCAR within each round of data collection with missing data therefore addressed in analyses by listwise deletion in each model for simplicity of analysis. All analyses take account of the nested structure of the data via cluster-robust standard errors to guard against Type I error.

Wherever data are available, results are reported for each sample for all 14 skills. Results are also reported for *generalized self-efficacy*, which overlaps with other items, and for 9 overlapping skill aggregates identified in prior work (Cassidy et al., 2024):

- a) intrapersonal awareness (includes 2 skills – emotional awareness and self-awareness);
- b) social awareness (includes 2 skills – listening and empathy);
- c) self-management (includes 5 skills – emotional regulation, self-control, perseverance, personal initiative, problem solving & decision-making);
- d) relationship management (includes 5 skills – expressiveness, interpersonal relatedness, influence, negotiation, and collaboration);
- e) awareness (includes 4 skills in the intrapersonal awareness and social awareness categories);
- f) management (includes 10 skills in the self-management and relationship management categories);

- g) intrapersonal (*includes 7 skills in the intrapersonal awareness and self-management categories*);
- h) interpersonal (*includes 7 skills in the social awareness and relationship management categories*); and
- i) all skills.

Finally, disaggregated results are reported where data are available for subscales of a particular skill. In particular, we report results for multiple dimensions of listening (*respectful, active, comprehension*), interpersonal relatedness (*networking, maintaining relationships*), and self-control (*inattentiveness, impulsiveness*).

Socio-Emotional Skills in Sub-Saharan Africa: Validating and Comparing Measures

Extended Data

June 2025

Table A1. Raw coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Nigeria

	Employed	Owns business	Income	NEET	Hours Work	Job Search	Income Aspirations	Decision-making power	Wellbeing	Anxiety	IPV acceptable	Time on household chores
Emotional awareness	0.092	0.240*	0.107*	0.063	-0.009	0.051	0.191***	0.000	0.068	0.056*	0.341*	-0.157*
Self-awareness	0.189	0.119	0.033	0.199	0.095	0.083	0.189*	-0.027	-0.096	0.150***	0.500*	-0.253**
Emotional regulation	0.001	-0.107	-0.030	-0.019	-0.331***	0.079	-0.078	0.028**	-0.154**	0.087***	0.135	0.008
Self-control	0.435**	0.487*	0.298***	0.426*	0.594***	-0.149	-0.061	0.018	-0.169	0.052	0.308	-0.119
Perseverance	0.246***	0.087	0.087**	0.244***	0.186*	-0.142*	0.006	0.020	-0.248***	0.005	0.179	-0.152***
Personal initiative	0.187	0.343*	-0.015	0.135	0.303	0.080	0.170	-0.025	0.125	0.100**	0.213	-0.021
PSDM	-0.001	-0.010	0.129***	0.038	0.248**	-0.148*	0.011	-0.000	-0.188***	0.032	0.014	-0.180***
Active listening	0.127*	0.130	0.051	0.165**	-0.088	-0.039	-0.017	-0.013	0.048	-0.072***	0.032	0.150***
Listening comp.	-0.216*	0.172	0.006	-0.257*	-0.314**	-0.148	0.076	-0.020	-0.001	-0.008	0.325*	0.240**
Empathy	0.124*	-0.076	0.006	0.158*	0.135	-0.096	-0.008	0.013	-0.158***	0.011	0.174	-0.255***
Expressiveness	0.094	0.107	0.103**	0.051	0.176	-0.202**	-0.046	0.004	-0.093	0.060**	0.018	-0.243***
Maintaining relations	0.044	-0.146	-0.049	0.073	0.036	-0.172	-0.036	0.020	-0.096	0.097**	0.454*	-0.282***
Networking	-0.001	-0.060	0.146*	0.082	-0.004	-0.155	0.222**	0.033	-0.059	0.150***	0.499*	-0.284**
Influence	0.175**	-0.126	0.081**	0.174**	0.180*	-0.138*	-0.027	0.018	-0.158**	0.048**	0.182*	-0.177***
Negotiation	0.183*	-0.038	0.014	0.142	0.288**	-0.106	0.018	0.011	-0.235***	0.052*	0.131	-0.253***
Collaboration	0.214**	0.042	0.034	0.166*	0.294**	-0.146*	-0.026	0.003	-0.225***	0.036	0.242*	-0.297***
GSE	0.097	-0.161*	0.014	0.094	0.179*	-0.091	-0.012	0.017*	-0.114**	0.037*	0.154	-0.161***
Agg: Self-awareness	0.112	0.167	0.068	0.102	0.035	0.054	0.171***	-0.009	0.008	0.081***	0.345**	-0.168**
Agg: Social awareness	0.169	0.185	0.126*	0.177	-0.134	-0.233*	-0.010	-0.013	-0.080	-0.066*	0.336*	0.077
Agg: Self-management	0.324**	0.163	0.203***	0.288*	0.294*	-0.185	-0.026	0.027	-0.438***	0.114**	0.406*	-0.219**
Agg: Relationship mgt	0.227*	-0.044	0.152**	0.199*	0.324**	-0.248**	-0.004	0.018	-0.261***	0.104***	0.348*	-0.367***
Agg: Intrapersonal	0.396**	0.298*	0.252***	0.357*	0.338*	-0.147	0.114	0.015	-0.394***	0.156***	0.693**	-0.336***
Agg: Interpersonal	0.319**	0.033	0.216***	0.295*	0.300*	-0.375**	-0.007	0.015	-0.329***	0.091**	0.536**	-0.372***
Agg: Awareness	0.206*	0.267*	0.144**	0.212*	-0.071	-0.121	0.125*	-0.016	-0.045	0.023	0.512***	-0.087
Agg: Management	0.333**	-0.001	0.216***	0.294*	0.375**	-0.330**	-0.029	0.021	-0.404***	0.122***	0.514**	-0.330***
Agg: All SES	0.438**	0.124	0.294***	0.413**	0.383*	-0.427**	0.025	0.014	-0.441***	0.142***	0.799***	-0.389***

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 659 to 1354 across skill/outcome combinations.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

All socioemotional skills were measured via Situational Judgement Test.

*p<.05; **p<.01; ***p<.001

Table A2. Raw coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Tanzania

	Employed	Owns business	Income	NEET	Hours Work	Job Search	Income Aspirations	Decision-making power	Wellbeing	Depression	Anxiety	IPV acceptable	Time on household chores
Emotional awareness	-0.063	-0.127**	-0.081*	-0.022	0.112	-0.005	0.010	0.069***	-0.097***	0.405***	0.059***	0.010**	0.162***
Self-awareness	-0.142**	-0.227***	-0.251***	-0.140**	0.214	-0.057	0.056**	0.136***	-0.230***	1.381***	0.218***	-0.003	0.193**
Emotional regulation	0.081***	0.049*	0.008	0.053*	-0.062	-0.070**	-0.018*	-0.000	0.073***	0.080*	0.025***	0.012***	0.034
Self-control*	-0.058	-0.147**	-0.085*	-0.074	1.007**	0.074	0.016	0.041***	0.018	0.011	-0.004	0.010*	0.041
Perseverance*	-0.002	-0.002	0.009	-0.005	0.060	0.017**	-0.003	-0.003***	0.006	-0.085***	-0.006***	-0.001	-0.009
Personal initiative	-0.170***	-0.166**	-0.215***	-0.157**	-0.517	-0.011	0.058**	0.122***	-0.236***	1.382***	0.199***	0.011*	0.236***
PSDM	0.106*	0.197***	0.231***	0.101*	0.046	0.052	0.037	-0.055***	0.091**	-0.453***	-0.062***	0.017***	0.107
Active listening*	-0.060	0.010	0.020	0.071	-2.346***	0.078	0.102**	-0.045**	-0.076	0.783***	0.064**	0.018*	0.682***
Listening comp.*	-0.147*	-0.050	-0.252***	-0.110	0.007	0.050	0.076**	0.017	-0.169***	0.399***	0.045**	0.020**	0.098
Empathy	0.146*	-0.037	-0.039	0.168*	2.953**	-0.010	0.022	0.066***	0.148***	-0.092	-0.000	-0.020**	-0.112
Expressiveness	0.016	-0.027	-0.034	0.003	0.534***	-0.050*	-0.004	0.019***	0.009	0.042	0.014**	-0.001	0.087***
Maintaining relations	0.116***	0.060*	0.016	0.101***	0.423*	-0.065**	-0.014	0.018***	0.114***	0.275***	0.035***	0.008***	0.111***
Networking	-0.116*	-0.126*	-0.213***	-0.095*	0.179	-0.020	0.061***	0.084***	-0.246***	1.094***	0.154***	0.004	0.224***
Influence	0.074**	0.001	-0.035	0.058*	0.607***	-0.072**	-0.024**	0.049***	0.016	0.191***	0.039***	-0.003	0.149***
Negotiation	0.079**	-0.070*	-0.019	0.051	1.092***	-0.020	0.010	0.068***	0.060**	0.325***	0.059***	0.001	0.106**
Collaboration	0.159*	0.135	-0.030	0.151*	2.532*	-0.016	-0.004	0.092***	0.174***	0.263*	0.057**	-0.011	-0.234**
GSE	0.056**	-0.001	-0.026	0.032	0.415**	-0.041*	-0.008	0.040***	0.013	0.140***	0.031***	-0.007***	0.144***
Agg: Self-awareness	-0.079**	-0.135***	-0.124***	-0.058	0.120	-0.021	0.028*	0.079***	-0.121***	0.673***	0.103***	0.004	0.138***
Agg: Social awareness	-0.046	-0.003	0.002	0.010	-0.030	0.014	0.080***	0.002	0.013	0.180*	0.019	0.018***	0.362***
Agg: Self-management	0.003	-0.047	-0.006	-0.052	0.530	0.052	0.031	0.045***	0.052	0.164	0.065***	0.030***	0.203**
Agg: Relationship mgt	0.093*	-0.085	-0.143**	0.060	1.746***	-0.150***	0.020	0.118***	0.066*	0.851***	0.134**	-0.000	0.219***
Agg: Intrapersonal	-0.101	-0.207**	-0.146*	-0.123*	0.574	0.026	0.058**	0.124***	-0.089*	0.862***	0.162***	0.027***	0.304***
Agg: Interpersonal	0.072	-0.101	-0.156**	0.072	1.883**	-0.158**	0.077***	0.134***	0.081*	1.073***	0.162***	0.012*	0.491***
Agg: Awareness	-0.092*	-0.109**	-0.098*	-0.039	0.073	-0.008	0.075***	0.064***	-0.087***	0.654***	0.094***	0.015***	0.348***
Agg: Management	0.080	-0.140*	-0.157*	0.013	2.208***	-0.155*	0.040	0.146***	0.107*	0.972***	0.169***	0.015**	0.351***
Agg: All SES	-0.021	-0.244**	-0.212**	-0.037	1.974**	-0.144*	0.100***	0.185***	0.035	1.403***	0.229***	0.024***	0.606***

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 546 to 7028 across skill/outcome combinations.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

Socioemotional skills marked with * were measured via a task; all other skills were measured via a Situational Judgement Test.

*p<.05; **p<.01; ***p<.001

Table A3. Raw coefficients: regression of socioemotional skills (behavioral measures) on outcomes – Côte d'Ivoire

	Employed	Owns business	Income	NEET	Hours Work	Job Search	Income Aspirations	Decision-making beliefs	Decision-making power	Life satisfaction	Positive mental health	IPV acceptable	Time on household chores
Emotional awareness	0.071	-0.069*	0.071	0.102	0.241	-0.035	-0.011	0.038	0.018	0.024	-0.488***	-0.020	-0.210
Self-awareness	0.167*	0.033	0.397**	0.221**	7.135	0.094	0.161***	0.059	0.054	-0.035	0.281	0.390***	0.228
Emotional regulation	0.083	0.047	0.160	0.112	3.438	0.058	0.048	0.140	0.148***	0.050	0.727***	0.277***	-0.035
Perseverance	0.189***	0.100**	0.282***	0.184***	9.157***	0.079*	0.048*	0.034	-0.016	0.010	0.315*	0.178***	0.177
Personal initiative	0.215***	0.119**	0.070	0.224***	5.852	0.188***	0.079**	0.374***	-0.031	-0.029	0.200	0.165***	-0.288
PSDM	0.275***	0.132**	0.266*	0.290***	11.720**	0.212***	0.231***	0.216	0.039	-0.013	0.373	0.284***	-0.011
Expressiveness	0.192**	0.075	0.182	0.173*	5.478	0.128**	0.134***	0.316**	0.012	0.048	0.264	0.164**	-0.126
Collaboration	0.018**	0.007	0.037*	0.019**	1.408*	0.001	0.014*	0.015	-0.017**	-0.002	0.143	-0.005	-0.043
Agg: Self-awareness	0.104*	-0.029	0.189*	0.145**	2.791	0.012	0.054*	0.040	0.029	0.002	-0.175	0.138***	-0.045
Agg: Social awareness	-	-	-	-	-	-	-	-	-	-	-	-	-
Agg: Self-management	0.118	0.065	0.004	0.134*	2.825	0.135**	0.092**	0.258*	0.088*	-0.002	0.426*	0.187***	-0.297
Agg: Relationship mgt	0.179***	0.064	0.131	0.188***	4.418	0.056	0.114***	0.233*	-0.009	0.024	0.375**	0.215***	-0.132
Agg: Intrapersonal	0.161*	0.030	0.135	0.199**	3.927	0.115*	0.102**	0.214	0.091*	0.002	0.156	0.217***	-0.292
Agg: Interpersonal	0.179***	0.064	0.131	0.188***	4.418	0.056	0.114***	0.233*	-0.009	0.024	0.375**	0.215***	-0.132
Agg: Awareness	0.104*	-0.029	0.189*	0.145**	2.791	0.012	0.054*	0.040	0.029	0.002	-0.175	0.138***	-0.045
Agg: Management	0.215**	0.096*	0.107	0.227**	5.257	0.137*	0.133***	0.348**	0.059	0.018	0.578**	0.270***	-0.301
Agg: All SES	0.226***	0.060	0.190	0.257***	5.559	0.118*	0.131***	0.289*	0.067	0.017	0.353	0.273***	-0.290

Note: Models control for age, gender, education level, marital status, and cognitive ability. Ns range from 2314 to 8589 across skill/outcome combinations.

Data from behavioral measures for remaining SES not available in Côte d'Ivoire.

NEET: Not in Education, Employment or Training. IPV: Intimate Partner Violence. Income aspirations based on inverse hyperbolic sine (IHS) and winsorized at the 95th percentile.

Outcome variables are coded such that positive coefficients represent a positive association with the more preferable outcome (e.g., less anxiety, higher income, being employed).

All socioemotional skills were measured via Situational Judgement Test.

* $p < .05$; ** $p < .01$; *** $p < .001$

Table A4. Correlations between self-report and behavioral measures for each socioemotional skill

SES	Nigeria		Tanzania		Côte d'Ivoire	
	r (raw)	r (partial)	r (raw)	r (partial)	r (raw)	r (partial)
Emotional awareness	-	-	0.078***	0.069***	0.054***	0.053***
Self-awareness	0.298***	0.339***	0.133***	0.128***	0.221***	0.209***
Emotional regulation	-	-	0.048***	0.051***	0.184***	0.178***
Self-control	0.220***	0.223**	0.044***	0.045***	-	-
Perseverance	0.142**	0.166*	0.037**	0.027*	0.083***	0.075***
Personal initiative	0.292***	0.387***	0.135***	0.129***	0.189***	0.183***
PSDM	0.113***	0.154***	-0.030*	-0.025*	0.276***	0.259***
Listening	0.114*	0.105	0.039**	-0.005	-	-
Active Listening	0.090	0.102	0.079***	0.065***	-	-
Listening comp.	0.113*	0.086	0.016	-0.027*	-	-
Empathy	0.134***	0.134***	0.117***	0.118***	-	-
Expressiveness	-	-	0.039**	0.047***	0.225***	0.209***
Relatedness	0.267***	0.346***	0.132***	0.128***	-	-
Maintaining Relationships	0.126***	0.143***	0.109***	0.104***	-	-
Networking	0.212***	0.293***	0.101***	0.093***	-	-
Influence	0.145**	0.245***	0.080***	0.080***	-	-
Kindness	0.126***	0.143***	0.109***	0.104***	-	-
Networking	0.212***	0.293***	0.101***	0.093***	-	-
Negotiation	0.077***	0.068**	0.069***	0.079***	-	-
Collaboration	-	-	0.148***	0.144***	0.020	0.035***
GSE	0.131***	0.148***	0.049***	0.055***	-	-
Agg: Self-awareness	0.205***	0.215**	0.117***	0.113***	0.174***	0.172***
Agg: Social awareness	0.215***	0.245***	0.110***	0.106***	-	-
Agg: Self-management	0.361***	0.388***	0.105***	0.095***	0.261***	0.254***
Agg: Relationship mgt	0.198***	0.210***	0.158***	0.149***	0.297***	0.282***
Agg: Intrapersonal	0.406***	0.457***	0.152***	0.143***	0.290***	0.285***
Agg: Interpersonal	0.221***	0.235***	0.226***	0.217***	0.320***	0.302***
Agg: Awareness	0.302***	0.346***	0.191***	0.186***	0.234***	0.220***
Agg: Management	0.321***	0.336***	0.190***	0.179***	0.351***	0.338***
Agg: All SES	0.353***	0.378***	0.246***	0.235***	0.358***	0.343***

* p≤.05; ** p≤.01; *** p≤.001

Partial correlations control for age, gender, marital status, education, and round of data collection.

Table A5. Bivariate relationships between socioemotional skills and contextual variables – Nigeria, self-report measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	0.027	-0.001	-0.033	-0.012	-	-
Self Aware	0.019	0.003	-0.006	0.068	-	-
Emotional Regulation	0.055	0.002	-0.019	-0.003	-	-
Self control	0.008	0.004	-0.050	0.211	-	-
Perseverance	0.031	0.002	0.003	0.265***	-	-0.003
Personal Initiative	0.023	0.001	0.006	0.231***	-	-0.008
PSDM	0.020	0.001	0.004	0.249***	-	-0.006
Listening	-0.012	-0.002	-0.021	0.063	-	-
Active listening	-0.026	-0.004	-0.023	0.083	-	-
Respectful Listening	0.006	0.000	-0.018	0.037	-	-
Empathy	0.019	-0.000	0.004	0.221***	-	-0.008
Expressiveness	-0.025	-0.007*	-0.041	0.064	-	-
Relatedness	0.002	-0.000	0.006	0.147***	-	-0.003
Maintaining Relations	0.001	0.001	0.003	0.258***	-	-0.002
Networking	0.007	-0.001	0.013	0.199***	-	-0.004
Influence	0.022	-0.003	-0.022	0.093	-	-
Negotiation	0.014	0.000	0.004	0.252***	-	0.004
Collaboration	0.005	-0.005	-0.039	0.023	-	-
GSE	0.029*	0.001	0.006	0.246***	-	-0.006
Agg: Self-awareness	-	-	-	-	-	-
Agg: Social awareness	-	-	-	-	-	-
Agg: Self-management	0.075**	0.005*	0.012	0.707***	-	0.016
Agg: Relationship mgt	0.014	-0.000	0.014	0.533***	-	-0.001
Agg: Intrapersonal	0.077**	0.004*	0.012	0.707***	-	0.016
Agg: Interpersonal	0.017	-0.000	0.014	0.540***	-	-0.006
Agg: Awareness	-	-	-	-	-	-
Agg: Management	0.057	0.003	0.016	0.736***	-	0.010
Agg: All SES	0.054	0.002	0.016	0.711***	-	0.006

* p<.05; ** p<.01; *** p<.001

Table A6. Bivariate relationships between socioemotional skills and contextual variables – Nigeria, behavioral measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	-0.018	0.001	0.007	-0.030	-	-0.013
Self Aware	0.045	0.004	0.074***	0.947***	-	0.100***
Emotional Regulation	0.056	0.007*	0.020	0.478***	-	0.053***
Self control	0.008	0.017**	-0.093***	0.320**	-	-
Perseverance	0.021	0.006*	0.020	0.842***	-	0.089***
Personal Initiative	-0.004	0.001	0.036	0.774***	-	0.050***
PSDM	0.041	0.002	0.025	0.729***	-	0.077***
Listening	0.020	0.004*	0.010	-0.042	-	0.006
Active listening	0.019	-0.001	-0.010	-0.150**	-	-0.031*
Listening comp.	0.012	-0.006**	0.023	-0.103**	-	-0.021*
Empathy	-0.004	0.004	0.042*	1.087***	-	0.086***
Expressiveness	0.086*	0.007**	0.023	0.615***	-	0.072***
Relatedness	0.000	0.001	0.019*	0.492***	-	0.030***
Maintaining Relations	0.002	0.002	0.022*	0.567***	-	0.048***
Networking	-0.015	0.001	0.007	0.353***	-	0.005
Influence	0.121**	0.006*	0.029	0.883***	-	0.108***
Negotiation	0.004	0.005*	0.051***	0.789***	-	0.046***
Collaboration	0.025	0.005	0.043**	0.968***	-	0.099***
GSE	0.092	-0.001	0.047*	1.076***	-	0.099***
Agg: Self-awareness	-0.013	0.002	0.023	0.225***	-	-0.019*
Agg: Social awareness	0.017	-0.001	0.016	0.207***	-	0.014*
Agg: Self-management	0.009	0.004*	0.004	0.505***	-	0.045***
Agg: Relationship mgt	0.031	0.006**	0.024*	0.789***	-	0.078***
Agg: Intrapersonal	0.002	0.003*	0.009	0.423***	-	0.028***
Agg: Interpersonal	0.026	0.004*	0.022*	0.594***	-	0.057***
Agg: Awareness	0.006	0.000	0.024*	0.268***	-	0.002
Agg: Management	0.021	0.005**	0.011	0.643***	-	0.063***
Agg: All SES	0.013	0.003**	0.013	0.509***	-	0.045***

* p<.05; ** p<.01; *** p<.001

Table A7. Bivariate relationships between socioemotional skills and contextual variables – Tanzania, self-report measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	0.050***	0.009***	-0.065***	0.050***	-0.083***	-0.001
Self Aware	0.035***	0.006***	-0.048***	0.095***	0.030*	-0.010***
Emotional Regulation	0.055***	0.007***	-0.022	0.107***	0.013	-0.004
Self control	-0.040	0.001	0.021	0.669***	0.410***	0.012*
Perseverance	0.042***	0.007***	-0.069***	0.097***	-0.046**	-0.010***
Personal Initiative	0.039***	0.008***	-0.053***	0.092***	-0.012	-0.010***
PSDM	0.057***	0.008***	-0.064***	0.061***	-0.036*	-0.007**
Listening	0.008	0.003	0.016	0.359***	0.167***	-0.008*
Active Listening	0.045***	0.003	-0.046**	0.139***	0.028	-0.012***
Respectful Listening	-0.020	0.004	0.055	0.516***	0.278***	-0.005
Empathy	0.060***	0.009***	-0.041**	0.090***	0.004	-0.010***
Expressiveness	0.046***	0.008***	-0.058***	0.056***	-0.035*	-0.003
Relatedness	0.058***	0.010***	-0.051***	0.094***	0.009	-0.009***
Maintaining Relations	0.022*	0.009***	-0.023	0.129***	0.031*	-0.011***
Networking	0.108***	0.013***	-0.093***	0.027	-0.037	-0.005
Influence	0.053***	0.008***	-0.058***	0.105***	0.015	-0.005
Negotiation	0.048***	0.009***	-0.065***	0.125***	0.027	-0.003
Collaboration	0.037***	0.007***	-0.063***	0.134***	0.058***	-0.007*
GSE	0.062***	0.010***	-0.064***	0.053***	-0.051***	-0.010***
Agg: Self-awareness	0.100***	0.018***	-0.138***	0.178***	-0.057	-0.014*
Agg: Social awareness	0.078***	0.012***	-0.059*	0.348***	0.099***	-0.017***
Agg: Self-management	0.090***	0.015***	-0.097***	0.329***	0.061*	-0.013**
Agg: Relationship mgt	0.117***	0.021***	-0.141***	0.233***	0.025	-0.013*
Agg: Intrapersonal	0.092***	0.016***	-0.109***	0.286***	0.026	-0.013**
Agg: Interpersonal	0.104***	0.018***	-0.114***	0.272***	0.049	-0.014**
Agg: Awareness	0.108***	0.018***	-0.113***	0.350***	0.044	-0.020***
Agg: Management	0.104***	0.018***	-0.121***	0.277***	0.041	-0.013**
Agg: All SES	0.099***	0.017***	-0.112***	0.278***	0.039	-0.014**

* p<.05; ** p<.01; *** p<.001

Table A8. Bivariate relationships between socioemotional skills and contextual variables – Tanzania, behavioral measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	-0.057***	-0.000	0.035	0.004	0.018	-0.037***
Self Aware	0.012	-0.002	0.022	0.091***	0.081***	-0.034***
Emotional Regulation	0.101***	0.004	0.056	0.260***	0.427***	0.038***
Self control	-0.009	0.003	0.008	0.051**	0.021	0.002
Perseverance	0.085	-0.001	-0.131	0.170	-0.180	0.095***
Personal Initiative	-0.012	-0.002	0.019	0.068***	0.040*	-0.025***
PSDM	0.003	0.000	0.007	-0.048***	-0.029	0.009*
Listening	-0.023	-0.000	-0.061***	-0.046***	-0.034	-0.031***
Active Listening	-0.016*	0.000	-0.043***	-0.043***	-0.016	-0.017***
Listening comp.	-0.017	-0.000	-0.025	0.002	-0.014	-0.001
Empathy	-0.028	-0.009	-0.028	0.442***	0.417***	-0.002
Expressiveness	0.021	0.013*	0.235***	0.224***	0.235***	0.002
Relatedness	-0.018	-0.000	-0.025	0.078***	0.122***	-0.028***
Maintaining Relations	0.005	0.006	0.067	0.305***	0.458***	0.001
Networking	-0.002	-0.002	-0.014	0.068***	0.059**	-0.028***
Influence	0.057*	0.003	0.081*	0.423***	0.330***	-0.024**
Negotiation	0.062**	-0.003	0.109***	0.338***	0.422***	-0.038***
Collaboration	0.008	0.001	0.077	0.293***	0.559***	-0.031*
GSE	0.026	0.004	0.122**	0.424***	0.262***	-0.016
Agg: Self-awareness	-0.028	-0.003	0.039	0.091***	0.091**	-0.059***
Agg: Social awareness	-0.032*	-0.000	-0.100***	-0.031	-0.002	-0.015***
Agg: Self-management	0.013	0.002	0.016	0.082***	0.080***	0.006
Agg: Relationship mgt	0.019	0.001	0.054**	0.246***	0.275***	-0.027***
Agg: Intrapersonal	0.001	0.000	0.021	0.085***	0.081***	-0.012***
Agg: Interpersonal	0.001	0.000	0.003	0.154***	0.182***	-0.023***
Agg: Awareness	-0.038*	-0.001	-0.056*	0.023	0.045	-0.041***
Agg: Management	0.014	0.002	0.035*	0.171***	0.187***	-0.012***
Agg: All SES	-0.001	0.001	0.011	0.123***	0.137***	-0.018***

* p<.05; ** p<.01; *** p<.001

Table A9. Bivariate relationships between socioemotional skills and contextual variables – Côte d'Ivoire, self-report measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	0.047***	0.005***	-0.004***	0.006***	0.003***	0.009***
Self Aware	0.059***	0.004***	0.003**	0.006***	0.001*	0.008***
Emotional Regulation	0.047***	0.004***	0.004***	0.006***	0.002**	0.005**
Self control	0.036*	0.026***	0.035***	0.028***	0.003*	0.027***
Perseverance	0.046***	0.004***	0.005***	0.008***	0.001*	0.007***
Personal Initiative	0.061***	0.002	0.005***	0.005***	0.002**	0.004*
PSDM	0.041***	0.006***	0.007***	0.006***	0.002***	0.006***
Listening	0.010	0.006***	0.022***	0.009***	0.004***	0.012***
Active Listening	0.030***	0.001	0.006***	0.003***	0.001	0.003*
Respectful Listening	-0.002	0.010***	0.034***	0.013***	0.006***	0.019***
Empathy	0.036***	0.003**	0.006***	0.006***	0.002**	0.005**
Expressiveness	0.056***	0.004**	0.008***	0.005***	0.003***	0.008***
Relatedness	0.050***	0.006***	0.010***	0.006***	0.003***	0.006***
Maintaining Relations	0.011	0.003*	0.010***	0.007***	0.001	0.005
Networking	0.097***	0.009***	0.012***	0.007***	0.006***	0.007*
Influence	0.053***	0.001	0.003*	0.004***	0.002**	0.005**
Negotiation	0.031***	0.004***	0.005***	0.005***	0.002**	0.007***
Collaboration	0.038***	0.004***	0.009***	0.005***	0.001*	0.005***
GSE	0.043***	0.006***	0.004***	0.007***	0.002**	0.009***
Agg: Self-awareness	0.140***	0.012***	-0.001	0.015***	0.006***	0.022***
Agg: Social awareness	0.063***	0.008***	0.026***	0.014***	0.005***	0.016***
Agg: Self-management	0.121***	0.016***	0.021***	0.022***	0.005***	0.020***
Agg: Relationship mgt	0.128***	0.011***	0.020***	0.014***	0.006***	0.018***
Agg: Intrapersonal	0.126***	0.015***	0.015***	0.020***	0.005***	0.020***
Agg: Interpersonal	0.103***	0.010***	0.022***	0.014***	0.005***	0.017***
Agg: Awareness	0.094***	0.010***	0.015***	0.015***	0.005***	0.018***
Agg: Management	0.124***	0.013***	0.021***	0.018***	0.005***	0.019***
Agg: All SES	0.114***	0.012***	0.019***	0.017***	0.005***	0.018***

* p<.05; ** p<.01; *** p<.001

Table A10. Bivariate relationships between socioemotional skills and contextual variables – Côte d'Ivoire, behavioral measures

SES	Gender (male)	Age	Years of education	Social desirability	Attitudes to gender equity	Gender norms
	Odds ratio	β	β	β	β	β
Emotional Awareness	-0.037*	0.003	0.005*	-0.005***	0.000	-0.001
Self Aware	0.079***	0.007***	0.017***	0.005***	0.003**	0.016***
Emotional Regulation	0.100***	0.004*	0.003	0.009***	0.003*	0.027***
Self control	-	-	-	-	-	-
Perseverance	-0.015	0.014***	0.009***	0.010***	0.007***	0.011*
Personal Initiative	0.015	0.004**	0.013***	0.005***	0.005***	0.008**
PSDM	0.035*	0.009***	0.022***	0.005***	0.006***	0.020***
Listening	-	-	-	-	-	-
Active Listening	-	-	-	-	-	-
Listening comp.	-	-	-	-	-	-
Empathy	-	-	-	-	-	-
Expressiveness	0.068***	0.007***	0.013***	0.005***	0.005***	0.011***
Relatedness	-	-	-	-	-	-
Maintaining Relations	-	-	-	-	-	-
Networking	-	-	-	-	-	-
Influence	-	-	-	-	-	-
Negotiation	-	-	-	-	-	-
Collaboration	-0.014	-0.010	0.045***	-0.005	0.018*	-0.098***
GSE	-	-	-	-	-	-
Agg: Self-awareness	0.054**	0.009***	0.021***	0.001	0.003	0.015***
Agg: Social awareness	-	-	-	-	-	-
Agg: Self-management	0.059***	0.005*	0.015***	0.005***	0.004**	0.022***
Agg: Relationship mgt	0.064***	0.013***	0.022***	0.006***	0.006***	0.014***
Agg: Intrapersonal	0.055***	0.006**	0.017***	0.004***	0.003*	0.019***
Agg: Interpersonal	0.064***	0.013***	0.022***	0.006***	0.006***	0.014***
Agg: Awareness	0.054**	0.009***	0.021***	0.001	0.003	0.015***
Agg: Management	0.057***	0.009***	0.017***	0.006***	0.005***	0.020***
Agg: All SES	0.055***	0.009***	0.018***	0.004***	0.004***	0.018***

* p<.05; ** p<.01; *** p<.001

S2. Tanzania Convergent and Divergent Pairwise Correlations Within Self Report and Behavioral Variables

	Beh: Emotional Awareness	SIT: Self Aware - naive, geometric, rel	Beh: Emotional Regulation	SIT: Self control - naive, geometric	Beh: Perseverance	SIT: Pers Init. - naive score, geometric, rel	Beh: PDSM	Beh: Listening	Beh: Active Listening	Beh: Comprehension	Beh: Empathy	Beh: Empathy	Beh: Expressiveness	Relatedness: naive score with cfa varlist	Beh: Maintaining Relations	SIT: Relatedness - naive, geometric, relative	Beh: Influence	Beh: Negotiation	Beh: Collaboration	Beh: Collaboration	Beh: GSE	Beh: Self Awareness	Beh: Social Awareness	Beh: Self Management	Beh: Relationship Management	Beh: Intrapersonal	Beh: Interpersonal	Beh: Awareness	Beh: Management	Beh: All SES
Beh: Emotional Awareness	1.000																													
SIT: Self Aware - naive, geometric, rel		1.000																												
Beh: Emotional Regulation			1.000																											
SIT: Self control - naive, geometric				1.000																										
Beh: Perseverance					1.000																									
SIT: Pers Init. - naive score, geometric, rel						1.000																								
Beh: PDSM							1.000																							
Beh: Listening								1.000																						
Beh: Active Listening									1.000																					
Beh: Listening Comprehension										1.000																				
Beh: Empathy											1.000																			
Beh: Empathy												1.000																		
Beh: Expressiveness													1.000																	
Relatedness: naive score with cfa varlist														1.000																
Beh: Maintaining Relations															1.000															
SIT: Relatedness - naive, geometric, relative																1.000														
Beh: Influence																	1.000													
Beh: Negotiation																		1.000												
Beh: Collaboration																			1.000											
Beh: Collaboration																				1.000										
Beh: GSE																					1.000									
Beh: Self Awareness																						1.000								
Beh: Social Awareness																							1.000							
Beh: Self Management																								1.000						
Beh: Relationship Management																									1.000					
Beh: Intrapersonal																										1.000				
Beh: Interpersonal																											1.000			
Beh: Awareness																												1.000		
Beh: Management																													1.000	
Beh: All SES																														1.000

Note: # = p < .05, ## = p < .01, ### = p < .001

53. Cote d'Ivoire Convergent and Divergent Pairwise Correlations Within Self Report and Behavioral Variables

	SIT: Emot. Aware	SIT: Self Aware	SIT: Emot. Aware - naive, geometric, rd	SIT: Emot. Reg	SIT: Self control - naive, geometric	SIT: Perseverance	Perseverance score 2 (0-28) higher is better	SIT: Pers Init.	SIT: PSDM	SIT: Listening - naive, geometric	SIT: Active Listening - naive, geometric	SIT: Listening Comprehension - naive, geometric	SIT: Empathy - naive, geometric, relative	SIT: Expressive - naive, geometric, relative	SIT: Maintaining - naive, geometric, relative	SIT: Networking - naive, geometric	SIT: Relatedness - naive, geometric, relative	SIT: Relatedness - naive, geometric, relative	SIT: Negot - naive, geometric, relative	SIT: Collab - naive, geometric	Beh: Collaboration	SIT: GSE - naive, geometric, relative	Beh: Self Awareness	Beh: Social Awareness	Beh: Self Management	Beh: Relationship Management	Beh: Interpersonal	Beh: Intrapersonal	Beh: Interpersonal	Beh: Awareness	Beh: Management	Beh: All SES				
SIT: Emot. Aware	1.000																																			
SIT: Self Aware	0.278###	1.000																																		
SIT: Self Aware - naive, geometric, rd	-	-	1.000																																	
SIT: Emot. Reg	0.199###	0.387###		1.000																																
SIT: Emot. Reg - naive, geometric, rd	-	-	-	-	1.000																															
SIT: Self control - naive, geometric	-	-	-	-	-	1.000																														
SIT: Perseverance	-0.138###	0.059###		-0.052###		1.000																														
Perseverance score 2 (0-28) higher is better	-	-	-	-	-	-	1.000																													
SIT: Pers Init.	0.163###	0.323###		0.273###		0.001	1.000																													
SIT: Pers Init - naive score, geometric, rd	-	-	-	-	-	-	-	1.000																												
SIT: PSDM	0.186###	0.480###		0.306###		0.096###	0.417###	1.000																												
SIT: PSDM - naive, geometric, relative	-	-	-	-	-	-	-	-	1.000																											
SIT: Listening - naive, geometric	-	-	-	-	-	-	-	-	-	1.000																										
SIT: Active Listening - naive, geometric	-	-	-	-	-	-	-	-	-	-	1.000																									
SIT: Listening Comprehension - naive, geometric	-	-	-	-	-	-	-	-	-	-	-	1.000																								
SIT: Empathy - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	1.000																							
Beh: Empathy	0.215###	0.408###		0.287###		0.020	0.410###	0.383###					1.000																							
SIT: Expressive - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																						
SIT: Maintaining - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																					
SIT: Networking - naive, geometric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																				
SIT: Relatedness - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																			
SIT: Relatedness - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																		
SIT: Negot - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000																	
SIT: Collab - naive, geometric	-0.031#	0.005		-0.008		0.073###	0.020	0.021					0.011							1.000																
Beh: Collaboration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000															
SIT: GSE - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000														
Beh: Self Awareness	0.798###	0.787###		0.360###		-0.054###	0.300###	0.407###					0.386###								0.036##		1.000													
Beh: Social Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000												
Beh: Self Management	0.277###	0.458###		0.664###		-0.386###	0.703###	0.668###					0.431###								-0.004		0.459###		1.000											
Beh: Relationship Management	0.268###	0.470###		0.633###		-0.057###	0.401###	0.407###					0.713###								0.426###		0.468###		0.468###		1.000									
Beh: Interpersonal	0.561###	0.681###		0.633###		-0.296###	0.604###	0.606###					0.480###								0.020		0.780###		0.780###		0.914###		0.547###		1.000					
Beh: Intrapersonal	0.268###	0.470###		0.633###		-0.057###	0.401###	0.407###					0.713###								0.426###		0.468###		0.468###		1.000###		0.547###		1.000					
Beh: Awareness	0.798###	0.787###		0.360###		-0.054###	0.300###	0.407###					0.386###								0.036##		1.000###		0.459###		0.468###		0.780###		0.468###		1.000			
Beh: Management	0.327###	0.542###		0.616###		-0.226###	0.656###	0.648###					0.659###								0.196###		0.547###		0.890###		0.817###		0.877###		0.817###		0.547###		1.000	
Beh: All SES	0.519###	0.683###		0.600###		-0.194###	0.607###	0.640###					0.642###								0.171###		0.547###		0.847###		0.797###		0.942###		0.797###		0.797###		0.961###	1.000

Note: # = p < .05, ## = p < .01, ### = p < .001

S4. Nigeria Main Effect Between Outcome and SES Variables

Variable Label	Attending School		IHS monthly income		Hours of Work		Better Job Search		Income Aspirations (Decision Making Pow		Well Being Index		Anxiety Index		IPV Acceptability Ind		Time Household Cho		Norms2		
	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	
SR: Emotional Awareness	-0.258		141 0.130		141 0.216		141 -		-		-		-		-		-		-		-		
SR: Self Aware	0.101		141 0.207		141 0.248		141 -		-		-		-		-		-		-		-		
SR: Emotional Regulation	-0.058		141 0.283#		141 0.129		141 -		-		-		-		-		-		-		-		
SR: Self control	0.388		141 0.448###		141 0.032		141 -		-		-		-		-		-		-		-		
SR: Perseverance	-0.089		783 0.039		768 0.076		783 0.003		636 0.156#		642 0.018		579 0.005		642 0.028		641 0.022		642 0.041		783 0.051		642
SR: Personal Initiative	-0.148		783 0.079		768 0.147		783 -0.004		636 0.143		642 -0.004		579 0.009		642 0.047#		641 0.025		642 -0.020		783 -0.031		642
SR: PSDM	-0.265#		783 0.086		768 0.123		783 0.020		636 0.157		642 0.012		579 0.020		642 0.063#		641 0.021		642 -0.038		783 -0.058		642
SR: Listening	0.159		141 0.076		141 0.136		141 -		-		-		-		-		-		-		-		
SR: Active listening	0.085		281 0.032		277 0.189		281 0.023		138 -0.042		140 0.016		130 -0.017		140 -0.032		140 -0.033		140 0.139		281 -0.086		140
SR: Respectful Listening	0.320		281 -0.123		277 0.033		281 0.026		138 -0.151		140 0.026		130 -0.003		140 -0.052		140 -0.002		140 0.146		281 -0.034		140
SR: Empathy	-0.337##		783 -0.027		768 -0.079		783 -0.010		636 0.156#		642 -0.002		579 0.038		642 0.069##		641 0.020		642 -0.045		783 -0.019		642
SR: Expressiveness	-0.130		141 0.139		141 0.122		141 -		-		-		-		-		-		-		-		
SR: Relatedness	-0.225#		783 0.020		768 -0.030		783 -0.007		636 0.077		642 -0.000		579 0.086		642 0.073##		641 0.035##		642 -0.019		783 -0.012		642
SR: Maintaining Relations	-0.194		783 0.029		768 0.031		783 -0.005		636 0.101		642 -0.009		579 0.015		642 0.070##		641 0.040##		642 -0.065		783 0.004		642
SR: Networking	-0.213#		783 -0.003		768 -0.093		783 -0.007		636 0.038		642 0.008		579 0.171##		642 0.063##		641 0.024#		642 0.033		783 -0.025		642
SR: Influence	0.093		141 0.029		141 0.207		141 -		-		-		-		-		-		-		-		
SR: Negotiation	-0.114		783 0.014		768 -0.221#		783 -0.008		636 0.098		642 -0.016		579 0.078		642 0.047#		641 0.031##		642 -0.016		783 0.051		642
SR: Collaboration	0.529		141 0.193		141 0.115		141 -		-		-		-		-		-		-		-		
SR: GSE	-0.287#		783 0.080		768 0.182		783 0.027		636 0.190#		642 0.012		579 -0.002		642 0.053#		641 0.022		642 -0.024		783 -0.089		642
SJT: Emot. Aware - naive score with cfa varlist	-0.224#		782 0.113##		767 -0.016		782 -0.007		636 0.072		641 0.007		578 0.034		641 0.036		641 0.007		641 -0.163#		782 -0.047		641
SJT: Self Aware - naive score with cfa varlist	-0.103		782 0.045		767 0.036		782 0.001		636 0.103		641 -0.021		578 -0.008		641 0.057#		641 0.022		641 -0.172##		782 0.024		641
SJT: Emot Reg - naive, geometric, rel	0.113		782 0.014		767 -0.332###		782 0.018		636 -0.088		641 0.022		578 -0.144#		641 0.086###		641 0.015		641 0.056		782 0.090		641
SJT: Self control - post	-0.140		783 0.138##		768 0.207#		783 0.021		636 -0.032		642 0.007		579 0.009		642 0.025		641 -0.005		642 -0.014		783 -0.014		642
Perseverance score 2 (0-28) higher is better	-		-		-		-		-		-		-		-		-		-		-		
SJT: Pers Init. - naive score, geometric	-0.068		782 0.025		767 0.199		782 0.003		636 0.030		641 -0.026		578 0.050		641 0.003		641 0.005		641 0.090		782 0.132		641
SJT: PSDM - naive, geometric, relative	-0.055		758 0.157###		744 0.238#		758 -0.039#		612 0.063		617 0.005		561 -0.139#		617 0.083###		617 0.010		617 -0.173##		758 0.246###		617
SJT: Listening - naive, geometric	0.203		542 0.070		532 0.055		542 -0.012		397 -0.110		401 0.020		357 0.284##		401 0.055#		400 0.003		401 0.079		542 0.061		401
SJT: Active Listening - naive, geometric	-0.079		783 0.041		768 -0.093		783 -0.001		636 -0.071		642 -0.012		579 -0.013		642 -0.085###		641 -0.005		642 0.136#		783 -0.029		642
SJT: Listening Comprehension - naive, geometric	0.023		783 -0.049		768 -0.230#		783 -0.022		636 0.097		642 -0.022		579 -0.129		642 -0.018		641 0.015		642 0.158##		783 -0.042		642
SJT: Empathy - naive, geometric, relative	0.022		777 0.080		762 0.088		777 -0.026		632 0.045		637 0.009		574 -0.191##		637 0.053#		637 0.013		637 -0.179##		777 0.338###		637
SJT: Expressive - naive, geometric, relative	-0.258#		781 0.115###		766 0.195#		781 -0.043#		635 -0.021		640 0.018		577 -0.070		640 0.084###		640 0.004		640 -0.149#		781 0.334###		640
SJT: Relatedness - naive, geometric	-0.069		782 0.025		767 0.017		782 -0.009		636 0.139##		641 0.004		578 0.049		641 0.049		641 0.028#		641 -0.182##		782 0.055		641
SJT: Maintaining - naive, geometric, relative	0.083		782 0.031		767 0.016		782 -0.026		636 0.010		641 0.005		578 -0.091		641 0.085##		641 0.021		641 -0.127#		782 0.216##		641
SJT: Networking - naive, geometric	-0.185		782 0.086#		767 0.002		782 -0.028		636 0.145##		641 0.025		578 0.023		641 0.074##		641 0.019		641 -0.193##		782 0.114		641
SJT: Influence - naive, geometric, relative	-0.078		781 0.094#		766 0.189		781 -0.043##		636 -0.021		640 0.009		577 -0.076		640 0.079###		640 0.019#		640 -0.175###		781 0.366###		640
SJT: Negot - naive, geometric, relative	-0.094		782 0.096#		767 0.264##		782 -0.035#		636 0.047		641 0.019		578 -0.184##		641 0.074##		641 0.015		641 -0.147#		782 0.148#		641
SJT: Collab - naive, geometric relative	-0.101		777 0.122##		762 0.163		777 -0.041##		631 0.012		636 0.002		573 -0.105		636 0.074###		636 0.024#		636 -0.226###		777 0.315###		636
SJT: GSE - naive, geometric, relative	-0.139		782 0.076#		767 0.273##		782 -0.031#		636 -0.018		641 0.007		578 0.032		641 0.064##		641 0.024##		641 -0.157##		782 0.312###		641
SR: Self Awareness	-		-		-		-		-		-		-		-		-		-		-		
SR: Social Awareness	-		-		-		-		-		-		-		-		-		-		-		
SR: Self Management	-0.109		783 0.086		768 0.094		783 0.000		636 0.177#		642 0.016		579 0.036		642 0.137###		641 0.027#		642 -0.051		783 0.064		642
SR: Relationship Management	-0.176		783 0.020		768 -0.109		783 -0.007		636 0.088		642 -0.006		579 0.088		642 0.068##		641 0.036##		642 0.020		783 0.010		642
SR: Intrapersonal	-0.105		783 0.073		768 0.092		783 0.000		636 0.177#		642 0.016		579 0.036		642 0.137###		641 0.027#		642 -0.058		783 0.064		642
SR: Interpersonal	-0.223#		783 0.008		768 -0.100		783 -0.009		636 0.113		642 -0.005		579 0.078		642 0.072###		641 0.033##		642 -0.028		783 0.002		642
SR: Awareness	-		-		-		-		-		-		-		-		-		-		-		
SR: Management	-0.146		783 0.050		768 -0.006		783 -0.004		636 0.143		642 0.006		579 0.065		642 0.111###		641 0.033##		642 -0.042		783 0.041		642
SR: All SES	-0.178		783 0.038		768 -0.015		783 -0.005		636 0.149		642 0.005		579 0.062		642 0.107###		641 0.032##		642 -0.045		783 0.032		642
Beh: Self Awareness	-0.209#		782 0.100##		767 0.009		782 -0.003		636 0.105#		641 -0.008		578 0.017		641 0.056#		641 0.017		641 -0.200###		782 -0.017		641
Beh: Social Awareness	0.010		777 0.032		762 -0.156		777 -0.025		632 -0.045		637 -0.014		574 -0.181##		637 -0.033		637 0.007		637 0.058		777 0.138#		637
Beh: Self Management	-0.061		756 0.134###		742 0.121		756 -0.024		611 0.015		616 0.012		560 -0.149#		616 0.091###		616 0.021#		616 -0.100		756 0.176##		616
Beh: Relationship Management	-0.142		776 0.136##		761 0.208#		776 -0.052##		631 0.040		635 0.017		572 -0.136		635 0.111###		635 0.024#		635 -0.233###		776 0.365###		635
Beh: Intrapersonal	-0.138		756 0.154###		742 0.115		756 -0.022		611 0.059		616 0.008		560 -0.116		616 0.093###		616 0.025#		616 -0.160##		756 0.135#		616
Beh: Interpersonal	-0.129		775 0.122##		760 0.117		775 -0.054##		631 0.018		635 0.009		572 -0.184##		635 0.084###		635 0.023#	</					

SS. Tanzania Main Effect Between Outcome and SES Variables

Variable Label	Attending School		IHS monthly income		Hours of Work		Better Job Search		Income Aspirations		Decision Making Pow		Well-being Index		Depression scale		GAD-7 Anxiety		IPV Acceptability Ind		Time Household Chores	
	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N
SR: Emotional Awareness	-0.474	1897	0.120	1897	0.058	1897	0.261#	1897	0.168###	1897	-0.002	1875	0.147	1897	0.637##	1897	0.068#	1897	0.000	1897	-0.016	1897
SR: Self Aware	0.166	1897	-0.093	1897	-0.028	1897	0.050	1897	0.071	1897	0.089###	1875	0.060	1897	0.751##	1897	0.124###	1897	-0.011	1897	0.157	1897
SR: Emotional Regulation	-0.694#	1897	0.096	1897	0.494	1897	0.251#	1897	0.099#	1897	0.036	1875	0.078	1897	0.173	1897	0.024	1897	-0.005	1897	0.114	1897
SR: Self control	-0.116	1897	-0.111###	1897	0.454	1897	-0.079	1897	0.001	1897	0.082###	1875	0.115##	1897	0.515###	1897	0.091###	1897	0.010	1897	0.073	1897
SR: Perseverance	-0.448	1896	-0.038	1896	-0.414	1891	-0.014	1896	0.111#	1896	0.035	1874	-0.064	1896	0.612#	1896	0.064	1896	-0.008	1896	0.072	1896
SR: Personal Initiative	-0.330	1897	-0.015	1897	-0.036	1897	-0.017	1897	0.199###	1897	0.066##	1875	0.016	1897	0.169	1897	0.012	1897	-0.013	1897	0.095	1897
SR: PSDM	-0.062	1897	-0.008	1897	0.160	1897	-0.003	1897	0.158###	1897	0.053#	1875	0.228#	1897	0.409	1897	0.021	1897	0.001	1897	-0.040	1897
SR: Listening	0.083	1897	-0.083	1897	0.448	1897	-0.021	1897	0.045	1897	0.063###	1875	0.147#	1897	0.531##	1897	0.091###	1897	0.006	1897	0.334##	1897
SR: Active Listening	-0.306	1897	-0.036	1897	1.042	1897	0.132	1897	0.091#	1897	0.039#	1875	0.032	1897	0.029	1897	-0.001	1897	-0.017	1897	-0.085	1897
SR: Respectful Listening	0.207	1897	-0.061	1897	0.052	1897	-0.035	1897	0.008	1897	0.039###	1875	0.096#	1897	0.434###	1897	0.072###	1897	0.008	1897	0.252###	1897
SR: Empathy	-0.252	1897	0.025	1897	0.947	1897	0.187	1897	0.126#	1897	0.036	1875	0.163	1897	0.355	1897	0.026	1897	0.005	1897	0.083	1897
SR: Expressiveness	-0.058	1897	0.072	1897	0.382	1897	0.478###	1897	0.126##	1897	-0.001	1875	0.081	1897	0.343	1897	0.042	1897	-0.014	1897	0.149	1897
SR: Relatedness	-0.079	1897	0.038	1897	-0.118	1897	0.253#	1897	0.148##	1897	0.006	1875	-0.008	1897	0.376	1897	0.047	1897	-0.014	1897	0.059	1897
SR: Maintaining Relations	-0.227	1897	-0.056	1897	0.175	1897	0.137	1897	0.140##	1897	0.055##	1875	0.112	1897	0.029	1897	0.032	1897	-0.027	1897	0.322#	1897
SR: Networking	0.039	1897	0.087	1897	-0.253	1897	0.258##	1897	0.083#	1897	-0.038##	1875	-0.089	1897	0.375#	1897	0.028	1897	0.002	1897	-0.128	1897
SR: Influence	-0.233	1897	0.073	1897	0.708	1897	0.358##	1897	0.160###	1897	0.001	1875	0.169#	1897	0.018	1897	0.022	1897	-0.009	1897	0.193	1897
SR: Negotiation	-0.091	1897	-0.075	1897	0.940	1897	0.269#	1897	0.074	1897	0.021	1875	0.008	1897	0.276	1897	0.055	1897	0.010	1897	-0.099	1897
SR: Collaboration	-0.389	1897	-0.086	1897	0.107	1897	0.222	1897	0.081	1897	0.034	1875	0.056	1897	-0.316	1897	0.004	1897	-0.005	1897	0.263	1897
SR: GSE	-0.376	1897	0.045	1897	-0.522	1897	-0.021	1897	0.151###	1897	0.048#	1875	0.216#	1897	0.327	1897	0.008	1897	-0.010	1897	0.098	1897
Beh: Emotional Awareness	0.023	1893	0.067	1893	-0.073	1888	-0.121	1893	0.047	1893	0.073###	1871	-0.008	1893	0.248	1893	0.038#	1893	-0.004	1893	0.087	1893
Beh: Self Aware	-0.046	1893	-0.010	1893	0.200	1888	-0.169	1893	0.122###	1893	0.152###	1871	-0.022	1893	1.510###	1893	0.220###	1893	-0.018#	1893	0.072	1893
Beh: Emotional Regulation	-0.480##	1893	-0.051	1893	0.041	1888	-0.149##	1893	-0.000	1893	0.002	1871	0.018	1893	0.078	1893	0.020	1893	0.015###	1893	0.127#	1893
Beh: Self control	0.071	1897	0.119##	1897	0.996##	1892	0.137	1897	-0.020	1897	0.070###	1875	0.089	1897	-0.048	1897	-0.015	1897	0.000	1897	-0.096	1897
Beh: Perseverance	0.035	1893	0.014#	1893	0.060	1888	0.054###	1893	-0.006	1893	-0.004	1871	0.020#	1893	-0.158###	1893	-0.016###	1893	-0.001	1893	0.064###	1893
Beh: Personal Initiative	0.175	1892	-0.021	1892	-0.643	1887	-0.199#	1892	0.112##	1892	0.138###	1870	-0.135#	1892	1.344###	1892	0.189###	1892	-0.007	1892	-0.006	1892
Beh: PSDM	-0.744##	1835	0.140##	1835	0.146	1831	0.107	1835	-0.029	1835	-0.074###	1814	-0.077	1835	-0.921###	1835	-0.124###	1835	0.025##	1835	0.203	1835
Listening	0.930#	1893	0.054	1893	-1.092#	1888	-0.036	1893	0.054	1893	-0.019	1871	-0.021	1893	0.603##	1893	0.060#	1893	-0.014	1893	0.618###	1893
Beh: Active Listening	1.531#	1893	0.011	1893	-2.652##	1888	-0.133	1893	0.050	1893	-0.096###	1871	-0.015	1893	0.648	1893	0.052	1893	-0.032#	1893	1.049###	1893
Beh: Listening Comprehension	0.587	1893	0.049	1893	-0.124	1888	0.167	1893	0.021	1893	0.031	1871	-0.083	1893	0.381	1893	0.021	1893	0.016	1893	0.234	1893
Beh: Empathy	-0.557	359	-0.023	441	3.351##	441	0.035	441	0.046	441	0.092###	435	0.180##	441	0.189	441	0.028	441	-0.000	441	-0.244	441
Beh: Expressiveness	-0.041	1893	0.002	1893	0.682##	1888	-0.075	1893	0.019	1893	0.026###	1871	0.051	1893	0.074	1893	0.017	1893	0.002	1893	-0.066	1893
Relatedness: naive score with cfa va	-0.192	1893	-0.027	1893	0.978	1888	-0.148	1893	0.117###	1893	0.125###	1871	-0.055	1893	1.263###	1893	0.166###	1893	-0.009	1893	0.140	1893
Beh: Maintaining Relations	-0.234	1893	-0.033	1893	0.473#	1888	-0.136##	1893	0.021	1893	0.050###	1871	0.109##	1893	0.447###	1893	0.067###	1893	0.001	1893	0.129#	1893
Beh: Networking	-0.048	1893	-0.066	1893	0.365	1888	-0.096	1893	0.093##	1893	0.091###	1871	-0.159##	1893	1.104###	1893	0.155###	1893	-0.004	1893	0.152	1893
Beh: Influence	-0.156	1893	-0.068##	1893	0.597#	1888	-0.099#	1893	0.003	1893	0.077###	1871	0.070#	1893	0.346###	1893	0.051###	1893	0.007	1893	0.064	1893
Beh: Negotiation	-0.298	1893	-0.028	1893	1.033##	1888	-0.068	1893	0.043#	1893	0.083###	1871	0.082#	1893	0.389###	1893	0.064###	1893	0.005	1893	0.029	1893
Beh: Collaboration	-0.374	359	-0.041	441	2.361	441	-0.077	441	-0.026	441	0.110###	435	0.192##	441	0.602##	441	0.093##	441	0.002	441	-0.329#	441
Beh: GSE	-0.087	1893	-0.046#	1893	0.442#	1888	-0.065	1893	0.016	1893	0.063###	1871	0.052#	1893	0.275###	1893	0.038###	1893	0.000	1893	0.083	1893
SR: Self Awareness	-0.094	1897	0.013	1897	0.005	1892	0.097	1897	0.069##	1897	0.022#	1875	0.056	1897	0.394##	1897	0.053##	1897	-0.003	1897	0.033	1897
SR: Social Awareness	0.016	1897	-0.036	1897	0.545	1892	0.104	1897	0.063#	1897	0.038###	1875	0.060	1897	0.338#	1897	0.041#	1897	-0.001	1897	0.090	1897
SR: Self Management	-0.317	1897	-0.040	1897	0.351	1892	-0.012	1897	0.097###	1897	0.071###	1875	0.101	1897	0.480##	1897	0.064##	1897	-0.000	1897	0.059	1897
SR: Relationship Management	-0.098	1897	0.003	1897	0.200	1892	0.193##	1897	0.073###	1897	0.006	1875	0.030	1897	0.103	1897	0.021	1897	-0.004	1897	0.071	1897
SR: Intrapersonal	-0.268	1897	-0.023	1897	0.257	1892	0.036	1897	0.102###	1897	0.062###	1875	0.099	1897	0.530###	1897	0.070###	1897	-0.002	1897	0.058	1897
SR: Interpersonal	-0.069	1897	-0.010	1897	0.345	1892	0.189##	1897	0.080##	1897	0.018	1875	0.044	1897	0.197	1897	0.031	1897	-0.004	1897	0.087	1897
SR: Awareness	-0.031	1897	-0.013	1897	0.297	1892	0.102	1897	0.067##	1897	0.031###	1875	0.059	1897	0.370##	1897	0.047##	1897	-0.002	1897	0.065	1897
SR: Management	-0.217	1897	-0.016	1897	0.315	1892	0.142	1897	0.101###	1897	0.037##	1875	0.069	1897	0.299	1897	0.045#	1897	-0.003	1897	0.082	1897
SR: All SES	-0.169	1897	-0.017	1897	0.363	1892	0.149	1897	0.103###	1897	0.041##	1875	0.077	1897	0.383#	1897	0.054#	1897	-0.003	1897	0.088	1897
Beh: Self Awareness	0.003	1893	0.023	1893	0.026	1888	-0.106#	1893	0.066###	1893	0.083###	1871	-0.005	1893	0.620###	1893	0.089###	1893	-0.008	1893	0.061	1893
Beh: Social Awareness	0.560#	1892	0.117##	1892	-0.075	1888	0.098	1892	0.034	1892	0.013	1870	0.104#	1892	-0.032	1892	-0.001	1892	-0.004	1892	0.435###	1892
Beh: Self Management	-0.527	1835	0.142#	1835	0.677	1831	0.100	1835	0.010	1835	0.065###	1814	0.033	1835	-0.418	1835	-0.028	1835	0.021#	1835	0.387##	1835
Beh: Relationship Management	-0.392	1889	-0.077	1889	1.782##	1884	-0.212##	1889	0.084##	1889	0.156###	1867	0.156##	1889	1.180###	1889	0.170###	1889	0.003	1889	-0.012	1889
Beh: Intrapersonal	-0.368	1835	0.135#	1835	0.583	1831	-0.042	1835	0.087#	1835	0.146###	1814	0.025	1835	0.381	1835	0.082##	1835	0.008	1835	0.345##	1835
Beh: Interpersonal	-0.236	1888	0.000	1888	1.969##	1884	-0.176	1888	0.120##	1888	0.188###	1866	0.246###	1888	1.334###	1888	0.194###	1888	-0.001	1888		

S6. Cite d'Ivoire Main Effect Between Outcome and SES Variables

Variable Label	Attending School		Income		Hours of Work (w5)		Better Job Search		Income Aspirations (Decision Making Beli		Decision Making Part		Life Satisfaction Inde		Mental Health Score		GBV Attitudes		Time Household Chores	
	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N	Beta	N
SR: Emot. Aware	-0.147#	3435	0.156#	3435	6.103#	3435	0.039	3435	0.063#	3395	0.369###	3303	0.071	3434	0.048	3435	-0.026	1311	0.017#	3434	0.619###	2826
SR: Self Aware	-0.119	3435	0.069	3435	4.706	3435	0.039	3435	0.046	3395	0.078	3303	-0.024	3434	0.028	3435	0.345#	1311	0.002	3434	-0.080	2826
SR: Emot. Reg	-0.049	3435	-0.014	3435	6.388#	3435	0.072	3435	0.029	3395	0.049	3303	-0.036	3434	0.008	3435	0.331#	1311	0.009	3434	-0.125	2826
SR: Self control	-0.099	3435	0.025	3435	3.604	3435	0.077	3435	0.026	3395	0.035	3303	0.098#	3434	-0.077#	3435	0.808###	1311	0.045###	3434	0.177	2826
SR: Perseverance	-0.063	3435	0.061	3435	2.860	3435	0.015	3435	0.040	3395	0.166	3303	-0.011	3434	0.026	3435	0.442##	1311	0.010	3434	0.173	2826
SR: Pers Init	-0.073	3435	0.025	3435	7.542##	3435	0.075	3435	0.085##	3395	0.194#	3303	-0.001	3434	-0.003	3435	0.282#	1311	0.001	3434	0.457#	2826
SR: PSDM	-0.055	3435	0.030	3435	7.293#	3435	0.034	3435	0.101###	3395	0.192#	3303	-0.013	3434	0.010	3435	0.455###	1311	0.022##	3434	0.117	2826
SR: Listening	0.045	3434	-0.010	3434	2.596	3434	0.109##	3434	-0.017	3394	-0.041	3303	-0.030	3434	-0.072#	3434	0.273#	1311	0.026###	3434	0.264	2826
SR: Active listening	-0.022	3434	-0.018	3434	3.942	3434	0.059	3434	0.075##	3394	-0.105	3303	-0.034	3434	-0.024	3434	0.028	1311	0.005	3434	0.454	2826
SR: Respectful Listening	0.051	3435	0.003	3435	1.444	3435	0.089#	3435	-0.043	3395	0.011	3303	-0.017	3434	-0.067	3435	0.276#	1311	0.026###	3434	0.158	2826
SR: Empathy	-0.076	3435	-0.076	3435	4.830	3435	0.049	3435	0.065#	3395	0.097	3303	-0.049	3434	0.010	3435	0.039	1311	0.017#	3434	0.361	2826
SR: Expressiveness	-0.039	3434	0.086	3434	4.009	3434	0.071	3434	0.072#	3394	0.294##	3302	0.004	3433	0.023	3434	0.344###	1311	0.011	3433	0.032	2825
SR: Relatedness	-0.042	3435	0.038	3435	6.249#	3435	0.110##	3435	0.084##	3395	0.084	3303	0.020	3434	0.003	3435	0.074	1311	0.015#	3434	0.370	2826
SR: Maintaining Relationships	-0.050	3435	-0.240###	3435	4.393	3435	0.050	3435	0.068###	3395	0.086	3303	0.079#	3434	0.053#	3435	-0.006	1311	-0.003	3434	0.629	2826
SR: Networking	-0.006	3434	0.109	3434	5.220	3434	0.103#	3434	0.073#	3394	0.174	3302	0.051	3433	-0.010	3434	0.092	1311	0.011	3433	0.299	2826
SR: Influence	-0.017	3435	0.040	3435	3.170	3435	0.101#	3435	0.041	3395	0.106	3303	-0.019	3434	0.011	3435	0.258	1311	0.001	3434	-0.046	2825
SR: Negotiation	-0.038	3435	-0.027	3435	1.151	3435	0.006	3435	0.014	3395	0.106	3303	0.007	3434	-0.039	3435	-0.056	1311	0.016#	3434	0.329	2826
SR: Collaboration	-0.142#	3435	0.015	3435	4.795	3435	0.088#	3435	0.060#	3395	-0.029	3303	-0.030	3434	0.012	3435	-0.002	1311	0.006	3434	0.356	2826
SR: GSE	-0.005	3435	0.111	3435	5.973#	3435	0.034	3435	0.091##	3395	0.221#	3303	0.002	3434	0.048	3435	0.508###	1311	0.020#	3434	0.090	2826
SJT: Emot. Aware	-0.000	3075	0.047	3075	-2.598	3075	-0.066	3075	-0.020	3051	-0.003	2943	-0.065	3074	0.060	3075	-0.355##	1311	-0.006	3074	-0.172	2515
SJT: Self Aware	0.086	3074	0.115	3074	-0.206	3074	-0.005	3074	0.094###	3050	0.024	2942	0.034	3073	-0.017	3074	0.081	1311	0.035###	3073	0.029	2515
SJT: Emot. Reg	0.009	3075	-0.007	3075	0.195	3075	0.006	3075	0.057#	3051	0.125	2943	0.068	3074	0.030	3075	0.313#	1311	0.024##	3074	-0.322	2515
SJT: Perseverance	0.017	2833	0.077	2833	-0.014	2833	0.080	2833	-0.001	2809	-0.048	2736	-0.007	2832	0.044	2833	0.223	1069	0.035###	2832	0.071	2329
SJT: Pers Init.	0.104	3434	-0.002	3434	-0.028	3434	0.098#	3434	0.056#	3394	0.054	3302	-0.066	3433	0.018	3434	0.189	1311	0.014	3433	0.089	2825
SJT: PSDM	0.041	2833	0.138	2833	4.413	2833	0.087	2833	0.107###	2809	0.041	2736	-0.012	2832	-0.030	2833	0.075	1070	0.022#	2832	0.291	2329
SJT: Expressive	0.156#	3074	0.099	3074	-3.648	3074	0.061	3074	0.089###	3050	0.176	2942	-0.018	3073	0.005	3074	0.234	1311	0.015	3073	-0.048	2514
SJT: Collab	-0.073	3431	-0.030	3431	5.102	3431	0.012	3431	-0.073	3391	-0.073	3299	-0.088##	3430	0.001	3431	0.130	1310	0.000	3430	-0.085	2822
SR: Self Awareness	-0.155#	3435	0.127	3435	6.148#	3435	0.045	3435	0.062#	3395	0.249##	3303	0.025	3434	0.043	3435	0.185	1311	0.011	3434	0.292	2826
SR: Social Awareness	-0.025	3434	-0.043	3434	4.903	3434	0.092#	3434	0.048	3394	0.002	3303	-0.048	3434	-0.039	3434	0.172	1311	0.023##	3434	0.473	2826
SR: Self Management	-0.100	3435	0.038	3435	7.883##	3435	0.076	3435	0.081##	3395	0.187#	3303	0.011	3434	-0.010	3435	0.660###	1311	0.024##	3434	0.239	2826
SR: Relationship Management	-0.073	3434	0.038	3434	4.839	3434	0.094#	3434	0.068#	3394	0.141	3302	-0.004	3433	0.002	3434	0.154	1311	0.013	3433	0.267	2825
SR: Intrapersonal	-0.132	3435	0.074	3435	7.930##	3435	0.071	3435	0.082##	3395	0.227#	3303	0.017	3434	0.009	3435	0.555###	1311	0.022##	3434	0.277	2826
SR: Interpersonal	-0.061	3433	0.011	3433	5.293	3433	0.101#	3433	0.067##	3393	0.099	3302	-0.022	3433	-0.014	3433	0.176	1311	0.018#	3433	0.368	2825
SR: Awareness	-0.099	3434	0.037	3434	6.268#	3434	0.082#	3434	0.063#	3394	0.128	3303	-0.018	3434	-0.003	3434	0.205	1311	0.020##	3434	0.453	2826
SR: Management	-0.094	3434	0.042	3434	6.776#	3434	0.092#	3434	0.081##	3394	0.178#	3302	0.003	3433	-0.004	3434	0.422##	1311	0.020##	3433	0.276	2825
SR: All SES	-0.101	3433	0.043	3433	6.929#	3433	0.093#	3433	0.078##	3393	0.168	3302	-0.004	3433	-0.004	3433	0.369#	1311	0.021##	3433	0.349	2825
Beh: Self Awareness	0.052	3074	0.103	3074	-1.899	3074	-0.048	3074	0.044	3050	0.012	2942	-0.024	3073	0.030	3074	-0.191	1311	0.018#	3073	-0.097	2515
Beh: Social Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beh: Self Management	0.070	2823	0.037	2823	1.981	2823	0.056	2823	0.088##	2804	0.111	2726	0.000	2822	-0.019	2823	0.184	1069	0.012	2822	-0.010	2321
Beh: Relationship Management	0.145	3069	0.069	3069	-1.934	3069	-0.003	3069	0.078##	3046	0.088	2937	-0.048	3068	0.001	3069	0.256	1310	0.019#	3068	-0.045	2509
Beh: Intrapersonal	0.061	2822	0.082	2822	0.347	2822	0.021	2822	0.083##	2803	0.079	2725	-0.012	2821	-0.002	2822	-0.006	1069	0.017#	2821	-0.063	2321
Beh: Interpersonal	0.145	3069	0.069	3069	-1.934	3069	-0.003	3069	0.078##	3046	0.088	2937	-0.048	3068	0.001	3069	0.256	1310	0.019#	3068	-0.045	2509
Beh: Awareness	0.052	3074	0.103	3074	-1.899	3074	-0.048	3074	0.044	3050	0.012	2942	-0.024	3073	0.030	3074	-0.191	1311	0.018#	3073	-0.097	2515
Beh: Management	0.112	2820	0.090	2820	0.218	2820	0.036	2820	0.095##	2801	0.146	2723	-0.024	2819	-0.015	2820	0.231	1069	0.018#	2819	0.005	2318
Beh: All SES	0.097	2819	0.110	2819	-0.562	2819	0.015	2819	0.089##	2800	0.113	2722	-0.028	2818	-0.004	2819	0.091	1069	0.020#	2818	-0.036	2318
SJT: Self Aware - oth	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Emot Reg - Negative Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Self control - post	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: PSDM - methods	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Relatedness - naive, geometric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Influence task: methods	-	-	-																			

57. Nigeria Main Effect Between Outcome at EndLine and SES Variables at Baseline and Endline

Variable Label	Employment Status			Own business [0,1]			IHS monthly income			Hours of Work			Time Household Chores		
	Beta Endline	Beta Baseline	Sample Size	Beta Endline	Beta Baseline	Sample Size	Beta Endline	Beta Baseline	Sample Size	Beta Endline	Beta Baseline	Sample Size	Beta Endline	Beta Baseline	Sample Size
SR: Emotional Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Self Aware	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Emotional Regulation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Emot. Reg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Self control	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Perseverance	0.024	-0.062	316	-0.018	-0.168	316	-0.118#	-0.07	308	-0.107	-0.04	316	0.036	-0.081	316
SR: Personal Initiative	0.035	-0.095	316	0.036	-0.128	316	-0.09	-0.011	308	-0.112	-0.027	316	0.014	-0.076	316
SR: PSDM	0.066	-0.081	316	-0.055	-0.101	316	-0.057	-0.003	308	-0.028	-0.027	316	0.069	-0.069	316
SR: Listening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Active listening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Respectful Listening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Empathy	0.115	-0.093	316	-0.103	-0.144	316	-0.083	-0.044	308	-0.046	-0.097	316	0.006	-0.105	316
SR: Expressiveness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Relatedness	0.109	-0.095	316	-0.01	-0.145	316	-0.091	0.002	308	-0.031	-0.071	316	0.049	-0.124#	316
SR: Maintaining	0.102	-0.092	316	-0.043	-0.108	316	-0.037	0.003	308	0.02	-0.057	316	0.032	-0.124#	316
SR: Networking	0.095	-0.069	316	0.02	-0.158	316	-0.135##	0	308	-0.091	-0.073	316	0.053	-0.105	316
SR: Influence	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Negotiation	-0.007	-0.073	316	-0.02	-0.113	316	-0.017	-0.049	308	-0.044	-0.097	316	0.076	-0.061	316
SR: Collaboration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: GSE	0.048	-0.075	316	-0.06	-0.157	316	-0.07	0.003	308	-0.048	-0.008	316	0.055	-0.078	316
SJT: Emot. Aware - naive score with cfa varlist	-0.102	0.057	315	-0.113	-0.05	315	0.096	0.04	307	0.102#	0.028	315	-0.063	-0.172#	315
SJT: Self Aware - naive score with cfa varlist, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Emot Reg - naive, geometric, rel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Self control - naive, geometric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Perseverance - naive score with cfa varlist	0.231##	0.007	315	0.015	0.111	315	-0.052	0.160#	307	-0.021	0.059	315	0.017	-0.039	315
SJT: Pers Init. - naive score, geometric, rel	0.212##	0.02	316	0.119	0.063	316	-0.044	-0.057	308	0.003	0.033	316	0.069	-0.024	316
SJT: PSDM - naive, geometric, relative	0.073	-0.03	304	-0.031	0.086	304	0.024	0.117	298	0.002	0.04	304	0.117#	-0.097	304
SJT: Listening - naive, geometric	-0.084	0.035	184	-0.046	0.096	184	0.066	-0.054	177	0.049	0.033	184	-0.046	0.149	184
SJT: Active Listening - naive, geometric	0.119	0.024	316	0.054	0.076	316	0.111#	0.051	308	0.087	-0.03	316	-0.023	0.004	316
SJT: Listening Comprehension - naive, geometric	-0.045	-0.024	316	0.035	0.19	316	0.118	0.098	308	0.109#	0.04	316	0.044	-0.054	316
SJT: Empathy - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Expressive - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Maintaining - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Networking - naive, geometric	0.043	0.023	315	0.056	-0.08	315	-0.096#	0.038	308	0.028	-0.064	315	0.038	-0.086	315
SJT: Relatedness - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Influence - naive, geometric, relative	0.166#	0.024	316	-0.273#	0.086	316	0.013	0.114	308	0.006	0.037	316	0.028	-0.076	316
SJT: Negot - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Collab - naive, geometric relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: GSE - naive, geometric, relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Self Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Social Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Self Management	0.1	-0.104	316	-0.055	-0.157	316	-0.107	0.024	308	-0.096	-0.038	316	0.058	-0.093	316
SR: Relationship Management	0.076	-0.096	316	-0.01	-0.175	316	-0.077	-0.015	308	-0.062	-0.081	316	0.068	-0.109	316
SR: Intrapersonal	0.101	-0.116	316	-0.055	-0.159	316	-0.123#	0.025	308	-0.108	-0.037	316	0.059	-0.093	316
SR: Interpersonal	0.091	-0.097	316	-0.036	-0.176	316	-0.081	-0.023	308	-0.062	-0.089	316	0.068	-0.114	316
SR: Awareness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SR: Management	0.097	-0.107	316	-0.035	-0.177	316	-0.096	0.007	308	-0.082	-0.062	316	0.069	-0.109	316
SR: All SES	0.104	-0.112	316	-0.047	-0.175	316	-0.104#	0	308	-0.086	-0.068	316	0.069	-0.111	316
Beh: Self Awareness	-0.06	0.073	315	-0.179	-0.024	315	0.108	0.053	307	0.132#	0.081	315	-0.014	-0.202#	315
Beh: Social Awareness	0.081	-0.018	313	0.059	0.121	313	0.129#	0.147#	305	0.093	0.026	313	0.001	-0.112	313
Beh: Self Management	0.180#	-0.036	303	-0.014	0.039	303	-0.084	0.135#	297	-0.012	-0.004	303	0.053	-0.042	303
Beh: Relationship Management	0.174#	-0.026	308	-0.067	-0.029	308	0.034	0.136	301	0.007	0.081	308	0.04	-0.153#	308
Beh: Intrapersonal	0.093	-0.007	302	-0.129	0.015	302	-0.021	0.147#	296	0.027	0.038	302	0.049	-0.136#	302
Beh: Interpersonal	0.175#	-0.02	307	-0.045	0.015	307	0.087	0.173#	300	0.044	0.07	307	0.031	-0.171#	307
Beh: Awareness	0.029	0.024	312	-0.074	0.064	312	0.145#	0.132#	304	0.137#	0.065	312	-0.007	-0.214#	312
Beh: Management	0.185#	-0.039	295	-0.108	-0.028	295	-0.043	0.163#	290	-0.018	0.053	295	0.043	-0.116#	295
Beh: All SES	0.147#	-0.024	293	-0.133	-0.013	293	0.021	0.180#	288	0.027	0.05	293	0.035	-0.175#	293
SJT: Self Aware - oth	0.250###	-0.114	316	0.028	-0.006	316	-0.088	0.207#	308	-0.068	0	316	-0.023	-0.038	316
SJT: Emot Reg - negative items	0.163#	-0.092	316	0.202	-0.08	316	-0.083	0.11	308	-0.067	-0.053	316	-0.038	0.061	316
SJT: Self control - post	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: PSDM - methods	0.064	-0.008	316	-0.021	0.007	316	0.01	0.045	308	0.054	-0.018	316	-0.001	0.042	316
Beh: Relatedness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SJT: Influence task: methods	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beh: Collaboration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Note: # = p < .05, ## = p < .01, ### = p < .001

S13. Nigeria descriptives

Measure Type	Variable Name	Sample	Mean	Min	Max	SD	Median	Skew	Kurtosis
SR	SR: Emotional Awareness	358	4.22	1.71	5	0.48	4.14	-0.92	5.72
SR	SR: Self Awareness	358	4.36	2.43	5	0.45	4.29	-0.52	3.89
SR	SR: Emotional Regulation	358	4.19	1.86	5	0.48	4.14	-1.17	6.78
SR	SR: Emotion Regulation (Negative)	6483	3.47	1	5	0.84	3.6	-0.19	2.33
SR	SR: Self control	358	3.52	1	5	1.02	3.71	-0.56	2.31
SR	SR: Perseverance	2519	4.28	1	5	0.44	4.17	-0.33	4.43
SR	SR: Personal Initiative	2519	4.3	1	5	0.41	4.2	-0.32	5.13
SR	SR: PSDM	2519	4.28	1.79	5	0.39	4.21	-0.2	3.95
SR	SR: Listening	358	4.29	2.14	5	0.48	4.29	-0.78	4.29
SR	SR: Active Listening	358	4.3	2.75	5	0.47	4.25	-0.52	3.56
SR	SR: Respectful Listening	358	4.27	1	5	0.63	4.33	-1.68	8.37
SR	SR: Empathy	2519	4.25	1	5	0.42	4.11	-0.27	5.12
SR	SR: Expressiveness	358	4.3	2.57	5	0.47	4.29	-0.39	3.24
SR	SR: Relatedness	4227	2.83	0.04	7.07	1.77	3.92	-0.39	1.39
SR	SR: Maintaining Relationships	2519	4.27	1	5	0.43	4.14	-0.22	4.63
SR	SR: Networking	2519	4.17	1	5	0.49	4	-0.42	4.34
SR	SR: Influence	358	4.29	2.62	5	0.43	4.31	-0.64	3.86
SR	SR: Negotiation	2519	4.18	1	5	0.44	4	-0.3	5.14
SR	SR: Collaboration	358	4.3	2.5	5	0.43	4.33	-0.47	3.87
SR	SR: GSE	2651	4.27	1.8	5	0.39	4.2	-0.18	4.22
SJT	Beh: Emotional Awareness	2513	3.78	1.15	5	0.68	3.94	-0.7	3.48
SJT	Beh: Self Awareness	2649	4.21	1.71	5	0.46	4.14	-0.58	4.09
SJT	Beh: Emotional Regulation	2159	5.95	2.44	9.48	0.98	5.91	0.03	3.3
SJT	Beh: Self control	2651	3.16	1.75	5	0.48	3	1.41	6.31
SJT	Beh: Perseverance	2638	3.11	1	5	0.96	3.16	-0.09	2.18
SJT	Beh: Personal Initiative	2650	4.26	1	5	0.47	4.25	-0.82	5.18
SJT	Beh: PSDM	2500	6.14	3.6	9	1.04	6.03	0.37	2.48
SJT	Beh: Listening	1739	1.47	0.01	5	1.4	0.97	1.39	3.53
SJT	Beh: Active Listening	2519	3.79	1	5	1.07	4	-0.58	2.4
SJT	Beh: Listening Comprehension	2519	4.26	1	5	0.7	4.44	-1.06	3.95
SJT	Beh: Empathy	2278	6.07	3.42	9	1.1	6	0.31	2.19
SJT	Beh: Expressiveness	2148	5.64	2.58	9	0.89	5.46	0.65	3.31
SJT	Beh: Relatedness	2282	3.83	1.71	5	0.46	3.84	-0.19	2.99
SJT	Beh: Maintaining Relationships	2283	3.53	1.38	5	0.58	3.56	0.01	2.32
SJT	Beh: Networking	2641	4.21	1	5	0.53	4.22	-0.86	4.69
SJT	Beh: Influence	2511	5.94	3.16	9	1.07	5.71	0.56	2.46
SJT	Beh: Negotiation	2284	6.06	3.12	8.2	0.84	6.08	0.08	2.36
SJT	Beh: Collaboration	2144	6.01	3.93	9	0.92	5.86	0.53	2.44
SJT	Beh: GSE	2155	5.92	3.5	9	1.13	5.75	0.62	2.64
Agg_SR	SR: Self Awareness	358	0.08	-4.32	1.64	0.89	0.08	-0.85	5.31
Agg_SR	SR: Social Awareness	358	0.1	-4.8	1.71	0.87	0.15	-0.88	6.03
Agg_SR	SR: Self Management	2519	-0.01	-5.11	1.76	0.76	-0.1	-0.06	3.98
Agg_SR	SR: Relationship Management	2519	-0.01	-7.1	1.74	0.86	-0.2	-0.13	5.3
Agg_SR	SR: Intrapersonal	2519	-0.01	-5.11	1.76	0.76	-0.1	-0.07	4.05
Agg_SR	SR: Interpersonal	2519	-0.01	-7.31	1.75	0.85	-0.2	-0.13	5.67
Agg_SR	SR: Awareness	358	0.12	-5.42	2.24	1.1	0.14	-0.86	5.6
Agg_SR	SR: Management	2519	-0.01	-6.93	2.04	0.86	-0.14	-0.03	5.01
Agg_SR	SR: All SES	2519	-0.01	-7.07	2.01	0.85	-0.15	-0.06	5.26
Agg_SJT	Beh: Self Awareness	2513	-0.02	-3.84	1.75	0.78	-0.04	-0.36	3.58
Agg_SJT	Beh: Social Awareness	2503	0.01	-2.35	1.63	0.59	0.06	-0.38	3.3
Agg_SJT	Beh: Self Management	2370	-0.01	-2.09	1.96	0.54	-0.05	0.2	2.84
Agg_SJT	Beh: Relationship Management	2495	-0.03	-1.76	2.22	0.71	-0.06	0.19	2.26
Agg_SJT	Beh: Intrapersonal	2368	-0.01	-2.26	1.56	0.47	-0.04	0.13	3.23
Agg_SJT	Beh: Interpersonal	2494	-0.02	-1.45	1.81	0.55	-0.05	0.22	2.48
Agg_SJT	Beh: Awareness	2500	0	-2.75	1.85	0.63	0.03	-0.34	3.5
Agg_SJT	Beh: Management	2359	-0.01	-1.46	1.64	0.58	-0.05	0.2	2.28
Agg_SJT	Beh: All SES	2358	0	-1.64	1.45	0.47	-0.04	0.2	2.62
Extra_Beh	Self Aware: SJT oth	2651	0.72	0	1	0.29	0.8	-1.2	3.58
Extra_Beh	Beh: Emot Reg: negative	2517	2.37	1	5	0.75	2.31	0.48	2.99
Extra_Beh	SJT: PSDM - methods	2673	0.3	0	5.33	0.82	0	2.89	11.07
Extra_Beh	Beh: Relatedness	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Influence	2673	0.3	0	6	0.84	0	2.99	11.98
Extra_Beh	Beh: Collaboration	-	-	-	-	-	-	-	-
Extra_Beh	Beh: CPT Self control index	-	-	-	-	-	-	-	-
Outcomes	Attending School	6879	0.16	0	1	0.37	0	1.82	4.29
Outcomes	Employment Status	2651	0.69	0	1	0.46	1	-0.81	1.65
Outcomes	Self-employed	2651	0.85	0	1	0.36	1	-1.92	4.68
Outcomes	IHS monthly income	2546	11.5	4.79	16.33	1.14	11.51	-0.6	6.52
Outcomes	NEET	2673	0.76	0	1	0.43	1	-1.23	2.51
Outcomes	Hours of Work	2651	7.01	0	18	2.97	7	0.24	3.41
Outcomes	Better Job Search	2144	0.25	0	1	0.43	0	1.18	2.39
Outcomes	Income Aspirations	2161	14.07	0.88	21.42	1.67	14	-2.12	22.82
Outcomes	Decision Making Power	2083	0.83	0	1	0.35	1	-1.74	4.32
Outcomes	Decision Making Beliefs	-	-	-	-	-	-	-	-
Outcomes	Well Being Index	2161	5.03	0	10	1.76	5	0.27	3.11
Outcomes	Anxiety Index	2153	2.49	0	3	0.62	2.71	-1.37	4.58
Outcomes	Depression scale	-	-	-	-	-	-	-	-
Outcomes	IPV Acceptability In	2161	0.93	0	1	0.26	1	-3.35	12.2
Outcomes	Time Household Chore	3965	2.64	0	20	1.82	2	1.64	9.73
Outcomes	Gender Norms	2293	5.01	0	10	1.81	5	-0.02	2.73
Covariate	Gender (Male = 1)	8019	0.5	0	1	0.5	0	0	1
Covariate	Age	4659	33.2	18	67	7.24	33	0.99	5.04
Covariate	Marital Status	6879	0.72	0	1	0.45	1	-0.96	1.92
Covariate	Education	6741	13.1	0	14	1.3	13	-5.12	43.47
Covariate	Round Dummy Code	5346	0.5	0	1	0.5	0.5	0	1
Covariate	Cognitive Ability	6483	0.67	0	1	0.26	0.67	-0.9	3.05


S14. Tanzania descriptives

Measure Type	Variable Name	Sample	Mean	Min	Max	SD	Median	Skew	Kurtosis
SR	SR: Emotional Awareness	7030	4.02	1	5	0.45	4	-0.61	5.92
SR	SR: Self Awareness	7030	4.14	1	5	0.38	4	-0.12	6.31
SR	SR: Emotional Regulation	7029	4.05	1	5	0.4	4	-0.54	7.07
SR	SR: Self control	7029	3.09	1	5	0.88	3.12	0.01	2.26
SR	SR: Perseverance	7027	4.09	1	5	0.42	4	-0.34	5.29
SR	SR: Personal Initiative	7030	4.13	1	5	0.39	4	-0.47	7.01
SR	SR: PSDM	7030	4.06	1	5	0.38	4	-0.68	8.17
SR	SR: Listening	7030	3.8	1.63	5	0.6	4	-0.46	2.83
SR	SR: Active Listening	7030	4.04	1	5	0.45	4	-0.72	6.97
SR	SR: Respectful Listening	7030	3.65	1	5	0.94	4	-0.76	2.85
SR	SR: Empathy	7029	4.09	1	5	0.39	4	-0.34	6.02
SR	SR: Expressiveness	7029	4.04	1.62	5	0.38	4	-0.32	5.73
SR	SR: Relatedness	7029	4.11	1.3	5	0.39	4	0.05	4.42
SR	SR: Maintaining Relationships	7029	4.18	1.43	5	0.38	4	0.1	4.74
SR	SR: Networking	7029	3.96	1	5	0.56	4	-0.71	4.56
SR	SR: Influence	7029	4.06	1	5	0.41	4	-0.37	5.95
SR	SR: Negotiation	7030	4.03	1	5	0.43	4	-0.49	6.07
SR	SR: Collaboration	7030	4.11	1	5	0.39	4	-0.09	5.45
SR	SR: GSE	7030	4.02	1.44	5	0.37	4	-0.56	6.53
SJT	Beh: Emotional Awareness	7019	4.29	1	5	0.68	4.47	-1.16	4.52
SJT	Beh: Self Awareness	7019	4.53	1	5	0.51	4.62	-1.38	5.57
SJT	Beh: Emotional Regulation	7018	5.64	1.26	9	1.15	5.47	0.52	3.05
SJT	Beh: Self control	7030	3.33	1	4.5	0.61	3.5	-0.63	3.39
SJT	Beh: Perseverance	7019	6.11	1	16	3.93	6	0.55	2.38
SJT	Beh: Personal Initiative	7018	4.52	1	5	0.5	4.64	-1.44	6.29
SJT	Beh: PSDM	6725	5.09	2.49	8.74	0.52	5	1.07	7.11
SJT	Beh: Listening	7016	1.55	0	2.83	0.51	1.66	-1.06	4.13
SJT	Beh: Active Listening	7019	0.7	0	1	0.3	0.75	-0.71	2.43
SJT	Beh: Listening Comprehension	7019	1.51	0	7	1.5	1	1.97	5.3
SJT	Beh: Empathy	1143	5.55	3.2	8.5	0.93	5.28	0.8	3.18
SJT	Beh: Expressiveness	7019	5.74	1.54	9	1.31	5.44	0.59	2.95
SJT	Beh: Relatedness	7019	4.35	1.55	5	0.49	4.41	-0.74	3.6
SJT	Beh: Maintaining Relationships	7019	6.12	1.67	9	1.11	6	0.12	2.51
SJT	Beh: Networking	7019	4.46	1.22	5	0.54	4.58	-1.12	4.43
SJT	Beh: Influence	7019	6	2.33	9	1.14	5.83	0.67	2.89
SJT	Beh: Negotiation	7019	6.09	2.87	9	0.92	6.08	0.09	2.45
SJT	Beh: Collaboration	1143	5.7	3.73	8.55	0.89	5.43	0.76	2.69
SJT	Beh: GSE	7018	6.03	1	9	1.27	5.75	0.67	2.64
Agg_SR	SR: Self Awareness	7030	0.01	-7.19	2.4	0.87	-0.15	-0.14	5.7
Agg_SR	SR: Social Awareness	7029	-0.02	-4.19	2.24	0.7	-0.1	0.11	4.84
Agg_SR	SR: Self Management	7029	-0.01	-4.52	3.79	0.67	-0.08	0.1	5.49
Agg_SR	SR: Relationship Management	7029	-0.01	-6.64	2.39	0.78	-0.14	0.09	5.41
Agg_SR	SR: Intrapersonal	7029	0	-4.4	3.04	0.67	-0.1	0.13	5.22
Agg_SR	SR: Interpersonal	7029	-0.01	-5.57	2.29	0.7	-0.13	0.16	5.31
Agg_SR	SR: Awareness	7029	-0.01	-6.38	2.89	0.85	-0.13	0.16	5.25
Agg_SR	SR: Management	7029	-0.01	-5	2.29	0.67	-0.12	0.18	5.16
Agg_SR	SR: All SES	7029	-0.01	-4.62	2.21	0.64	-0.12	0.22	5.17
Agg_SJT	Beh: Self Awareness	7019	0	-5.62	1.01	0.85	0.18	-0.93	3.92
Agg_SJT	Beh: Social Awareness	7015	0	-2.97	1.51	0.63	0.04	-0.49	3.24
Agg_SJT	Beh: Self Management	6724	0.01	-2.39	2.02	0.45	0.01	-0.14	3.73
Agg_SJT	Beh: Relationship Management	7003	-0.01	-2.54	2.01	0.58	-0.04	0.17	2.97
Agg_SJT	Beh: Intrapersonal	6724	0.01	-2.56	1.63	0.43	0.04	-0.56	3.97
Agg_SJT	Beh: Interpersonal	6999	-0.01	-1.87	1.71	0.45	-0.03	0.09	3.26
Agg_SJT	Beh: Awareness	7015	0	-3.03	1.56	0.68	0.05	-0.5	3.21
Agg_SJT	Beh: Management	6708	0.01	-1.64	1.57	0.42	0	-0.02	3.12
Agg_SJT	Beh: All SES	6704	0.01	-1.62	1.31	0.37	0.01	-0.21	3.43
Extra_Beh	Self Aware: SJT oth	6959	0.7	0	1	0.32	0.8	-1.01	2.93
Extra_Beh	Beh: Emot Reg: negative	7007	29.85	20	44	5.68	29	0.42	2.71
Extra_Beh	Beh: PSDM, methods	7030	1.56	0	5	0.71	1.33	1.24	4.47
Extra_Beh	Beh: Relatedness	7016	3.41	0	9	1.52	3.25	0.65	3.58
Extra_Beh	Beh: Influence	7030	1.25	0	5.25	0.7	1	1.54	6.16
Extra_Beh	Beh: Collaboration	5873	2.68	0	4	1.14	3	-0.51	2.37
Extra_Beh	Beh: CPT Self control index	7029	0.9	0.06	1	0.09	0.92	-2.45	9.87
Outcomes	Attending School	7030	0.05	0	1	0.21	0	4.35	19.95
Outcomes	Employment Status	7030	0.38	0	1	0.49	0	0.49	1.24
Outcomes	Self-Employed	7030	0.27	0	1	0.44	0	1.04	2.08
Outcomes	IHS monthly income	7029	2.08	0	8.15	2.33	0	0.38	1.4
Outcomes	NEET	7030	0.42	0	1	0.49	0	0.33	1.11
Outcomes	Hours of Work	2675	16.21	1	120	19.37	10	2.3	7.45
Outcomes	Better Job Search	6963	0.38	0	1	0.49	0	0.48	1.23
Outcomes	Income Aspirations	7029	13.09	11.51	14.6	0.78	13.12	-0.14	2.57
Outcomes	Decision Making Power	6843	0.39	0	1	0.35	0.33	0.21	1.54
Outcomes	Decision Making Beliefs	-	-	-	-	-	-	-	-
Outcomes	Well-being Index	7030	3.51	0	10	1.52	4	0.02	3.04
Outcomes	Anxiety Index	7030	2.5	0	3	0.51	2.57	-1.44	5.74
Outcomes	Depression scale	7030	19.81	0	24	3.79	20	-1.34	5.68
Outcomes	IPV Acceptability Index	7029	0.88	0	1	0.19	1	-1.85	6.18
Outcomes	Time on Household Chores	7030	6.28	0	21	2.83	6	0.25	2.73
Outcomes	Gender Norms	7030	4.57	0	10	1.83	4.5	0.28	3.12
Covariate	Gender (Male = 1)	7030	0.5	0	1	0.5	0	0	1
Covariate	Age	7030	21.46	16	28	2.87	21	0.11	2.11
Covariate	Marital Status	7030	0.12	0	1	0.32	0	2.39	6.69
Covariate	Education	7028	8.45	0	14	3.08	10	-0.94	4.12
Covariate	Cognitive Ability	7030	0.7	0	1	0.26	0.83	-0.86	3.06
Covariate	Round 1 Dummy Code	7030	0.67	0	1	0.47	1	-0.74	1.54
Covariate	Round 2 Dummy Code	7030	0.16	0	1	0.37	0	1.81	4.26

S15. Cote d'Ivoire descriptives

Measure T	Variable Name	Sample	Mean	Min	Max	SD	Median	Skew	Kurtosis
SR	SR: Emotional Awareness	8962	3.87	1	5	0.44	4	-0.76	5.9
SR	SR: Self Awareness	8962	4.06	1.5	5	0.34	4	0.22	5.8
SR	SR: Emotional Regulation	8963	4	1.67	5	0.35	4	-0.13	6.74
SR	SR: Self control	8963	3.45	1	5	0.75	3.67	-0.44	2.84
SR	SR: Perseverance	8963	4.05	1.86	5	0.37	4	0.17	4.76
SR	SR: Personal Initiative	8963	4.04	1.88	5	0.35	4	0.35	4.88
SR	SR: PSDM	8963	4.01	1.29	5	0.31	4	0.1	6.64
SR	SR: Listening	8960	3.86	1.94	5	0.51	4	-0.75	3.94
SR	SR: Active Listening	8961	4.07	1.75	5	0.33	4	0.31	9.19
SR	SR: Respectful Listening	8961	3.72	1	5	0.82	4	-0.88	3.6
SR	SR: Empathy	8962	4.1	2.33	5	0.35	4	0.37	4.79
SR	SR: Expressiveness	8961	3.98	1	5	0.37	4	-0.38	6.81
SR	SR: Relatedness	8962	4.05	1.27	5	0.35	4	0.49	4.45
SR	SR: Maintaining Relationships	8962	4.19	1.14	51.5	0.75	4	39.71	2182.81
SR	SR: Networking	8961	3.84	1	5	0.56	4	-0.75	4.64
SR	SR: Influence	8962	3.96	1.83	5	0.37	4	-0.22	5.85
SR	SR: Negotiation	8962	3.99	1.43	5	0.37	4	-0.44	7.4
SR	SR: Collaboration	8962	4.11	1.6	5	0.32	4	0.71	6.32
SR	SR: GSE	8963	3.96	1.9	5	0.34	4	-0.08	5.62
SJT	Beh: Emotional Awareness	7832	3.65	1	5	0.73	3.87	-0.77	3.51
SJT	Beh: Self Awareness	7831	4.09	1	5	0.49	4	-0.76	6.38
SJT	Beh: Emotional Regulation	7834	3.79	1	5	0.61	4	-0.78	4.46
SJT	Beh: Self control	-	-	-	-	-	-	-	-
SJT	Beh: Perseverance	7169	3.79	1	5	0.83	4	-0.79	3.41
SJT	Beh: Personal Initiative	8957	3.92	1	5	0.57	4	-0.73	4.74
SJT	Beh: PSDM	7171	4.2	1	5	0.55	4	-1.04	6.84
SJT	Beh: Listening	-	-	-	-	-	-	-	-
SJT	Beh: Active Listening	-	-	-	-	-	-	-	-
SJT	Beh: Listening Comprehension	-	-	-	-	-	-	-	-
SJT	Beh: Empathy	-	-	-	-	-	-	-	-
SJT	Beh: Expressiveness	7829	3.97	1	5	0.57	4	-0.73	4.52
SJT	Beh: Relatedness	-	-	-	-	-	-	-	-
SJT	Beh: Maintaining Relationships	-	-	-	-	-	-	-	-
SJT	Beh: Networking	-	-	-	-	-	-	-	-
SJT	Beh: Influence	-	-	-	-	-	-	-	-
SJT	Beh: Negotiation	7822	3.81	1	5	0.53	3.91	-0.64	4.24
SJT	Beh: Collaboration	8954	4.32	-89.83	9	4.66	4.67	-14.46	290.16
SJT	Beh: GSE	-	-	-	-	-	-	-	-
Agg_SR	SR: Self Awareness	8961	-0.02	-6.31	2.7	0.86	0.01	-0.06	5.83
Agg_SR	SR: Social Awareness	8960	-0.02	-3.68	2.4	0.7	-0.03	0.57	4.96
Agg_SR	SR: Self Management	8963	-0.01	-3.6	2.61	0.7	-0.07	0.53	4.99
Agg_SR	SR: Relationship Management	8961	-0.01	-4.6	2.76	0.78	-0.12	0.69	5.86
Agg_SR	SR: Intrapersonal	8961	-0.01	-4.02	2.59	0.69	-0.08	0.52	5.32
Agg_SR	SR: Interpersonal	8959	-0.01	-4.15	2.62	0.69	-0.13	0.86	5.87
Agg_SR	SR: Awareness	8958	-0.02	-3.26	2.52	0.65	-0.09	0.69	5.45
Agg_SR	SR: Management	8961	-0.01	-4.05	2.61	0.68	-0.11	0.71	5.59
Agg_SR	SR: All SES	8957	-0.01	-3.6	2.52	0.64	-0.11	0.82	5.71
Agg_SJT	Beh: Self Awareness	7830	0	-5.25	1.86	0.79	0.03	-0.63	5.31
Agg_SJT	Beh: Social Awareness	-	-	-	-	-	-	-	-
Agg_SJT	Beh: Self Management	7147	-0.03	-4.11	2.12	0.61	-0.03	-0.41	4.87
Agg_SJT	Beh: Relationship Management	7817	0.02	-6.59	2.05	0.66	0.06	-1.51	15.31
Agg_SJT	Beh: Intrapersonal	7145	-0.02	-4.31	2.03	0.58	-0.03	-0.43	5.28
Agg_SJT	Beh: Interpersonal	7817	0.02	-6.59	2.05	0.66	0.06	-1.51	15.31
Agg_SJT	Beh: Awareness	7830	0	-5.25	1.86	0.79	0.03	-0.63	5.31
Agg_SJT	Beh: Management	7140	-0.01	-3.64	1.77	0.53	0	-0.42	5.1
Agg_SJT	Beh: All SES	7139	-0.01	-3.96	1.79	0.53	-0.01	-0.41	5.24
Extra_Beh	Self Aware: SJT oth	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Emot Reg: negative	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Self control	-	-	-	-	-	-	-	-
Extra_Beh	Beh: PSDM, methods	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Relatedness	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Influence	-	-	-	-	-	-	-	-
Extra_Beh	Beh: Collaboration	-	-	-	-	-	-	-	-
Extra_Beh	Beh: CPT Self control index	-	-	-	-	-	-	-	-
Outcomes	Attending School	8976	0.12	0	1	0.32	0	2.37	6.61
Outcomes	Employment Status	9011	0.85	0	1	0.35	1	-2.01	5.02
Outcomes	Self-employed	9011	0.4	0	1	0.49	0	0.41	1.17
Outcomes	IHS monthly income	9011	7.78	0	16.81	5.51	11	-0.65	1.52
Outcomes	NEET	9011	0.88	0	1	0.32	1	-2.38	6.68
Outcomes	Hours of Work	9011	211.39	0	588	169.99	200	0.56	2.54
Outcomes	Better Job Search	8975	0.25	0	1	0.44	0	1.13	2.27
Outcomes	Income Aspirations	8845	14.41	0	18.6	1.65	14.29	-1.29	17.11
Outcomes	Decision Making Participation	8975	4.06	0	10	2.58	4	0.23	2.12
Outcomes	Decision Making Beliefs	8811	15.99	0	27	6.19	17	-0.21	3.04
Outcomes	Life Satisfaction Index	8976	4.43	1	10	2	5	0.46	3.4
Outcomes	Anxiety Index	-	-	-	-	-	-	-	-
Outcomes	Mental Health Score	2990	1.66	-19	12	5	2	-0.78	3.56
Outcomes	GBV Attitudes	8975	0.77	0	1	0.42	1	-1.26	2.59
Outcomes	Time Household Chore	7378	6.14	0	52	12.05	0	1.73	4.52
Outcomes	Gender Norms	8975	5.44	0	10	2.16	5.33	0	2.49
Covariate	Gender (Male = 1)	9011	0.5	0	1	0.5	0	0.01	1
Covariate	Age	8846	25.42	15	33	3.86	25	-0.13	2.29
Covariate	Education	8816	9.45	0	14	4.07	10	-0.76	2.56
Covariate	Marital Status	8976	0.2	0	1	0.4	0	1.51	3.27
Covariate	Cognitive Ability	9039	0.58	0	1	0.21	0.6	-1.2	4.49
Covariate	Round	9231	0.34	0	1	0.47	0	0.67	1.45

Triangle Task – Perseverance

Variable Name	Text								
TTITLE	<p>Now, we are going to play a game that can increase the number of points you will receive after completing this interview.</p> <p>For this game, you will count the number of triangles in a figure. There are difficult and easy figures. We will play the game for six rounds.</p> <p>Remember, if you finish the whole interview you will get 5 points. This game will give you the chance to increase that amount depending on your choices and performance.</p> <ul style="list-style-type: none"> If you choose the difficult version and give the correct answer, your additional reward will be 10 points. If you choose the easy version and give the correct answer, your reward will be 5 points. <p>Here you see an example for an easy and a difficult figure. (Give Example sheet to the participant and show solution sheet)</p>  <p>Here are the solutions of the two example figures. As you see, the difficult one has many "inner triangles" (those a couple of "inner" triangles on the Example sheet). You should not forget to count those as well.</p>								
TTRIED	We are now going to present you with an easy figure in round 1 and a difficult figure in round 2. From round 3, you can choose the level of difficulty. You can choose not to play any game or quit the game at any time.								
TTRIME	Let us start with an easy figure in round 1. You have 60 seconds to count them. You should flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Round 1" either difficult or easy to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <td>1- You answered correctly. You have received 5 points. (Correct number of solutions: 4)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> </tr> </table>	1- You answered correctly. You have received 5 points. (Correct number of solutions: 4)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all					
1- You answered correctly. You have received 5 points. (Correct number of solutions: 4)									
2 - You did not answer correctly. You have received No points . (Any other incorrect .)									
3 - You did not answer at all									
TTRIME	Alright, now let us move on to a difficult figure in round 2. This will give you the chance to win 10 points more . You have 60 seconds to count them. Flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Difficult Figure Round 2" to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <td>1- You answered correctly. You have received 10 points. (Correct number of solutions: 10)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> </tr> </table>	1- You answered correctly. You have received 10 points. (Correct number of solutions: 10)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all					
1- You answered correctly. You have received 10 points. (Correct number of solutions: 10)									
2 - You did not answer correctly. You have received No points . (Any other incorrect .)									
3 - You did not answer at all									
TTRID	Now we are going to play the third round of the game. In this round and each of the remaining four rounds, you have choose if whether or not you want to play the easy or the difficult version of the game for the remainder of the round. Also, you can choose not to play any game or quit the game at any time.								
TTRIED	Which version of the game do you want to play for the next rounds?								
TTRISIA	<table border="1"> <tr> <td>1 = Easy</td> <td>2 = Difficult</td> </tr> </table>	1 = Easy	2 = Difficult						
1 = Easy	2 = Difficult								
TTRIME	Let us start round 3. You have 60 seconds to count the number of triangles in the figure. Flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Round 3" either difficult or easy to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <th>Easy Game</th> <th>Difficult Game</th> </tr> <tr> <td>1- You answered correctly, you have received 5 more points (Correct number of solutions: 7)</td> <td>1- You answered correctly, you have received 10 more points (Correct number of solutions: 12)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> <td>3 - You did not answer at all</td> </tr> </table>	Easy Game	Difficult Game	1- You answered correctly, you have received 5 more points (Correct number of solutions: 7)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 12)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all	3 - You did not answer at all
Easy Game	Difficult Game								
1- You answered correctly, you have received 5 more points (Correct number of solutions: 7)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 12)								
2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)								
3 - You did not answer at all	3 - You did not answer at all								
TTRID	Would you like to continue, or end the game?								
TTRISIA	<table border="1"> <tr> <td>0=End</td> <td>1=Continue</td> </tr> </table>	0=End	1=Continue						
0=End	1=Continue								
TTRIME	Let us start round 4. You have 60 seconds to count the number of triangles in the figure. Flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Round 4" either difficult or easy to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <th>Easy</th> <th>Difficult</th> </tr> <tr> <td>1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)</td> <td>1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> <td>3 - You did not answer at all</td> </tr> </table>	Easy	Difficult	1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all	3 - You did not answer at all
Easy	Difficult								
1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)								
2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)								
3 - You did not answer at all	3 - You did not answer at all								
TTRID	Would you like to continue, or end the game?								
TTRISIA	<table border="1"> <tr> <td>0=End</td> <td>1=Continue</td> </tr> </table>	0=End	1=Continue						
0=End	1=Continue								
TTRIME	Let us start round 5. You have 60 seconds to count the number of triangles in the figure. Flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Round 5" either difficult or easy to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <th>Easy</th> <th>Difficult</th> </tr> <tr> <td>1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)</td> <td>1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> <td>3 - You did not answer at all</td> </tr> </table>	Easy	Difficult	1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all	3 - You did not answer at all
Easy	Difficult								
1- You answered correctly, you have received 5 more points (Correct number of solutions: 6)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)								
2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)								
3 - You did not answer at all	3 - You did not answer at all								
TTRID	Would you like to continue, or end the game?								
TTRISIA	<table border="1"> <tr> <td>0=End</td> <td>1=Continue</td> </tr> </table>	0=End	1=Continue						
0=End	1=Continue								
TTRIME	Let us start round 6. You have 60 seconds to count the number of triangles in the figure. Flip the paper with the figure when you have the final answer. How many triangles do you see in this figure? (Give sheet "Round 6" either difficult or easy to the participant. Start a timer for 60 seconds. Tell participants "You have 30 seconds remaining", "You have 30 seconds remaining" and "Time expired" at the appropriate time. Store time taken to answer on a separate variable.)								
TTRISIA	<table border="1"> <tr> <th>Easy</th> <th>Difficult</th> </tr> <tr> <td>1- You answered correctly, you have received 5 more points (Correct number of solutions: 5)</td> <td>1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)</td> </tr> <tr> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> <td>2 - You did not answer correctly. You have received No points. (Any other incorrect.)</td> </tr> <tr> <td>3 - You did not answer at all</td> <td>3 - You did not answer at all</td> </tr> </table>	Easy	Difficult	1- You answered correctly, you have received 5 more points (Correct number of solutions: 5)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)	3 - You did not answer at all	3 - You did not answer at all
Easy	Difficult								
1- You answered correctly, you have received 5 more points (Correct number of solutions: 5)	1- You answered correctly, you have received 10 more points (Correct number of solutions: 10)								
2 - You did not answer correctly. You have received No points . (Any other incorrect .)	2 - You did not answer correctly. You have received No points . (Any other incorrect .)								
3 - You did not answer at all	3 - You did not answer at all								
TTRID	Thank you for your participation in this game.								
TTRISIA	<p>(If 1/1 selected show/read for closed round "Congratulations, you got the correct answer" / If 2 or 3 selected "I am sorry this is not the correct number"</p>								