THE PSYCHOMETRIC PROPERTIES FOR THE ARABIC VERSION OF THE QUESTIONNAIRE OF ADOLESCENTS' NEGATIVE ORIENTATION OF SOCIAL

Khalil Aburezeq [1] iD **László Kasik** [2] iD
[1] Doctoral School of Education, University of Szeged, Hungary
Email: khalil.aburezeq@gmail.com
[2] Social Competence Research Group, University of Szeged, Hungary
Email: kasik@edpsy.uszeged.hu

Abstract

Due to the lack of an Arabic version of the questionnaires concerning the negative orientation of social problem solving, the study mainly aimed to validate an Arabic version of NEGORI; a questionnaire for measuring the negative orientation of social problems among adolescents. The Arabic version of NEGORI was administered to a sample of (49) adolescents whose ages (12, 15, and 18) years old in Palestine. The researchers used the following for validation; for validity, Pearson Correlation Coefficient and Structure Validity were used. For reliability, Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test were used. The study found that the Arabic version of NEGORI was proper, and all of the psychometric properties (validity and reliability) were high. It was revealed that Pearson Correlation Coefficient was high in all items. Structure Validity showed high values in each factor. Cronbach's alpha for the whole items was (.924), a very high value, and Cronbach's alpha for the whole factors was (.903). Split Half Method revealed (.861) for the first part and (.844) for the second part - (both of the values were high). Spearman-Brown Coefficient was (.951). Guttman Split-Half Coefficient was (.947). Finally, the KMO and Bartlett's Test was (.699) – which is an acceptable value. In conclusion, the psychometric properties for NEGORI were high and suitable.

Keywords: Adolescents, Negative Orientation, Psychometric Properties, Social Problems

1. Introduction

The nature of human beings is inveterately social as a big part of their brain is occupied by the aspects of interpersonal interaction and the understanding of other people (Brothers, 1999). Many studies concentrating on the aspects of the development of social brain and upholding up the indication from social psychology tell that adolescence, the period of corporeal, mental and social alteration between childhood and adulthood, is a significant and critical stage in social development (ibid). Adolescence is a stage of social interaction; including self-consciousness of the increased significance of peer relationships (Steinberg & Morris, 2001; Abu Rezeq & Abu Taha, 2018a). In the field of adolescence research, there is an agreement that the end of childhood is the initial point for adolescence (Ruby & Decety, 2004). However, it is found that there are various points of view about the end of adolescence due to major cultural differences as there is no certain consensus among scholars on determining the adolescence years. There is almost an agreement that it is the period that begins from the age of thirteen and ends at the age of twenty-one, as this period is

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[1] Corresponding author: Khalil Aburezeq/ https://orcid.org/0000-0001-6337-4219
[2] https://orcid.org/0000-0001-5725-5264

characterized by dynamic changes in terms of physical, emotional and social aspects (Almofadda, 1991). In addition, adolescents are sociable and sensitive to the quality of the relations with their peers (Steinberg & Morris, 2001; Brown et al., 2004; Abu Taha & Abu Rezeq, 2018). At this stage, adolescents begin to re-evaluate their relationships with others, and initiate a move towards changing their interests; they tend to deal with analytical and abstract thinking and become less dependent on adults' explanations for their problems. They actually begin to rely on their own interpretations and methods of dealing with their problems (Al-Muhareb & Al-Na'im, 2003). Adolescence is a period of biological evolution in the brain (Casey, et al., 2008), during which adaptation begins to change in adulthood (Blakemore, et al., 2010), and shifts in their social bonds (Collins & Laursen, 2004). Such important changes might create some challenges and increase depressive symptoms during the specific stage of development (Copeland, et al., 2009).

Al-Muhareb and Al-Naeem (2003) pointed out that adolescence in all parts of the world can be characterized by general characteristics as follows: (1) Adolescents' problems are very similar and connected to the environment around them, (2) adolescents living in urban areas have more problems than their peers in rural areas, (3) boys tend to be less obedient than girls, (4) adolescents' problems increase with age. However, for the healthy development of adolescents, (Zarb, 2014) considered that the successful development in adolescents' life is linked to some factors such as: (a) adolescents' independence from their parents, (b) adolescences' consistency with psychological changes and the physiology that occur to them during that transitional stage, (c) adolescence' developing to the systems of values and identity, (d) adolescences' establishment to effective relationships with their peers, and (e) their preparation for professional life.

Adolescents are part of the society; therefore, they have various problems including social ones that occur during the communications of interpersonal daily life, and thus they need effective solutions in order to deal with them (D'Zurilla, Nezu, & Maydeu-Olivares, 2002; Heppner et al., 2004; Nezu, 2004). These problems could have a disagreement with a person or colleague, or having daily negative discussions with teachers or friends. However, in order to cope with these problems, it depends on a certain number of aspects showing people's beliefs and attitudes towards their ability to find solutions to these problems; an attitude called *problem orientation* (ibid). Accordingly, social problem-solving skills reflect the process by which individuals produce, select, and accomplish solutions to personal problems that occur in their daily life (D'Zurilla, Nezu, & Maydeu-Olivares, 2004; Nezu, 2004). A social problem could be any situation that occurs in life and requires a response in order to have a correct adaptive treatment. However, there may not be an immediate effective response available to individuals facing this situation due to the presence of many obstacles (D'Zurilla et al., 2004). Therefore, social problem solving is the cognitive-emotional behavioral process used by individuals to find solutions to the social problems they encounter in their social environment. Thus, solving social problems is an essential aspect of managing one's emotions and well-being (D'Zurilla et al., 2004; Siu & Shek, 2009, Aburezeq & Kasik, 2021b). In addition, social problem solving is a procedure followed by individuals who seek to discover and apply coping methods to deal with a wide range of troubling problems that arise in daily life (D'Zurilla & Nezu, 2007).

However, the nature of social problem solving is that it has many appropriate solutions and addressing effective solutions that depend mainly on the individual's characteristics as well as certain environmental factors during the problem-solving stage (D'Zurilla & Nezu, 1999). Consequently, the characteristics of social problem should be identified for a better solution as it: (1) is tangible and thus it can be seen by individuals, (2) can develop to include the whole society, (3) is relative; it means that it differs in every society; (4) increases among

2

a highly dense population, (5) arises from interpersonal relations and have nothing to do with nature; (6) exists as long as people remain on this planet (El-Nabawi, 1997). The ability to successfully deal with social problems is demonstrated through appropriate socialization by family, community, school and media. All of these means can work collaboratively to positively guide individuals' behavior to deal with their everyday problems. Still, appropriate socialization is the primary method for making individuals adapt to others in social contexts as some of the reasons that hinder the progress of the individual are their lack of a sound social problem solution (El-Ghosain, 2008). In addition, children who are isolated from their friends during the early years of primary school and cannot make friends are at risk of developing behavioral problems during childhood and later during adolescence. Therefore, this makes proper handling of social problems very essential from the very early stages of a person's life (Dodge et al., 2003).

The issue of the negative orientation of social problem is always measured by the Social Problem Solving – Revised (SPSI-R) by (D'Zurilla et al., 2002), which is a comprehensive measurement to investigate the orientations and styles towards solving the social problem.

Having reviewed the Palestinian library in particular and the Arabic library concerning the Arabic questionnaires of measuring the negative orientation of the social problem, the researchers did not find any. Therefore, this study translated and validated the Arabic version of the NEGORI (Kasik et al., 2018) to help researchers in the field of psychology, sociology and educational psychology to properly measure the negative orientation of their social problems.

1.1 Questions of the Study

The study addresses these two questions:

1. What is the reliability of the Arabic version of NEGORI?

2. What is the validity of the Arabic version of NEGORI?

1.2 Significance of the Study

There is no Arabic version or instrument for measuring the negative orientation of the social problem. Therefore, the study is offering a reliable Arabic translation for NEGORI. The Arabic version of NEGORI could be used together with the SPSI-R for a better understanding of adolescents' overall orientation towards their social problems.

2. Literature Review of Related Instruments

2.1 The emergence of solving social problems skills

It was found that D'Zurilla & Goldfried had published in 1971 a review of the theory and related research associated with real problem solving, later called *social problem solving*, which is associated with many academic fields such as education, creativity, and experimental psychology, abnormal behavior and industry. The review revealed that behavior-directed psychologists proposed a rigorous problem-solving model consisting of two different components; the first is the general tendency (referred to as *problem orientation*), and the second is *problem-solving skills*. Dealing with the problem orientation is well defined as a metacognitive process that acts as a motivational function; this means that a more positive public attitude leads to a higher probability of dealing with a difficult problem in a social context. This process has been categorized as involving a set of well-established cognitive-emotional schemas that show an individual's general awareness and assessment of problems in daily life as well as their ability to solve them; (i.e. self-efficacy beliefs, challenge assessments, or expectations of positive outcomes) (Nezu et al., 2012).

2.2 The Measurements of Social Problem Solving

In order for people to be able to use the appropriate pattern when they encounter social-problems, they definitely need appropriate measurements. Therefore, after reviewing a number of studies, it was reached a conclusion that (SPSI-R), which was devised by (D'Zurilla et al., 2002), was the most widely used measurement for assessing problem-solving skills among individuals of different ages, especially adolescents (Aburezeq & Kasik, 2021a). Besides, the Negative Problem Solving Orientation Questionnaire (NEGORI), by (Kasik et al., 2018) focused on just one aspect in the SPSI-R; which is the negative orientation, and then Kasik and his colleagues developed the negative orientation items in SPSI-R into a 21-item questionnaire addressing only the negative orientation. The following is a presentation to the SPSI-R, then NEGORI.

2.3 First: Social Problem-Solving Inventory-Revised (SPSI-R)

It is one of the most prominent tools for measuring social problems. This developed scale contains (25) items distributed into two dimensions; the first is the dimensions of orientations towards the problem (i.e. *positive problem orientation (PPO)* and the second is *negative problem orientation (NPO)*. The other dimension is the styles for solving the problem which has (i.e. Rational Problem Solving (RPS), Impulsive Problem Solving (IPS), and Avoidant Problem Solving (APS) (D'Zurilla et al., 2002).

The successful application of social problem solving requires both an adaptive approach and basic skills to generate effective and practical solutions for problem-solving (Romano et al., 2019). Problem orientation can be defined as a set of relatively unchanging cognitive-emotional schemas that show the individuals' general attitudes, beliefs, emotional reactions to everyday problems, and the person's ability to successfully manage such problems (Nezu et al., 2012).

2.3.1 Positive Problem Orientation

It includes the elements of constructive problem solving such as self-efficacy, the expectation of positive results, and the appraisal of the problem as a challenge and which they take time and efforts to be resolved (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). In the PPO, individuals tend to evaluate their problems as challenges. They have an optimistic view telling that problems can be solved. They strongly believe in their self-efficacy to manage problems and have a basic idea that successful coping with problems requires effort and time, taking into account the negative emotions as an essential part of the overall problem-solving process (Nezu, 2004).

In this regard, (Nezu et al., 2012) explained that the PPO must be reinforced through training towards the problem. They added, based on clinical trials, there are some barriers to adopt a positive approach to the problem (i.e. individuals' beliefs that they suffer from poor self-efficacy, individuals' negative thinking, and individuals' negative feelings that can be found in adopting a strong negative attitude towards the problem. In the same vein, Ciarrochi et al. (2009) reported that adolescents with high levels of PPO had high levels of emotion and improved quality of family and school life.

2.3.2 Negative Problem Orientation

It has a group of dysfunctional cognitive-emotional schemas (e.g., low self-efficacy and the anticipation of negative results), and problems are considered as threats (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). There are some characteristics of how individuals view the problem in a negative way as follows: They perceive problems as threats, and they expect that problems will not be

solved. They have doubts about their ability to successfully solve the problem, they become frustrated when dealing with problems, and they experience negative emotions when dealing with those problems (Nezu et al., 2012).

Addressing the correct orientation to the problem is very important because it affects the individual's motivation and ability to participate in focused attempts to make the problem solvable (Nezu, 2004; Nezu & Perri, 1989). In the same respect, Nezu et al. (2012) showed that no particular tendency (*positive or negative*) can be associated with individuals across all life problems, but it varies based on the changing situations (i.e. a positive attitude can be associated when addressing work problems or achievement problems. However, a negative attitude can be found when dealing with personal problems such as parenting issues.

Ciarrochi et al. (2009) advised adolescents to think positively about any problem they encounter so that they can solve it. Yet, some teenagers also experience an increased negative trend related to bad effect. Khiari and Khiari (2020) added that some individuals postpone the problem instead of finishing it. D'Zurilla and colleagues (D'Zurilla, et al., 2004) emphasized that some adolescents possess strategies that enable them to solve these problems. In response to the adolescents" inability to maintain a positive attitude towards the problem, they may engage in bad actions (i.e. bullying, crime, or even failing in their academic year). Hence, their social problems must be properly identified in order to provide a proper diagnosis of these problems.

2.3.3   Rationale Problem Solving

It is a constructive problem-solving method characterized by the rational, deliberate, and systematic application of effective problem-solving skills. The problems are considered as a task that needs to be methodologically resolved (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). Nezu et al., (2012) showed that RPS is the productive approach to deal with stressful problems because this style uses the appropriate and systematic application of a set of skills as follows:

a.   Identifying and clarifying the problem,
b.   Clarifying the obstacles that hinder individuals from achieving their goals;
c.   Creating alternative strategies and solutions to address and overcome obstacles,
d.   Making decisions based on an understanding of the consequences of various alternatives that have been addressed to overcome the problem,
e.   Implementing and verifying solutions by following up on pre-established plans.

In this regard, Jonassen (2002) considered that solving social problems is a cognitive activity in daily life and that all people need to learn how to solve their social problems by themselves, and in order to successfully deal with social problems, some strategies and skills should be possessed (Aburezeq, & Abu Taha, 2018b). For this, Elias and Tobias (1996) suggested eight strategies for coping with social problems as follows: (1) noticing the feelings signs, (2) recognizing problems, (3) setting and choosing goals, (4) finding alternative solutions, (5) anticipating potential consequences, (6) selecting the best solution, (7) scheduling difficulties and initiating a final examination of difficulties, (8) noting what happened and using the information for future decision-making.

In this regard, Nezu (et al., 2012) mentioned some advantages obtained by the persons who effectively apply problem-solving strategies as follows:

a.   They can recognize a stressful life event as a problem to be solved.
b.   They believe that they are able to deal successfully with the problem.
c.   They can describe the problem well and set realistic goals to be achieved.
d.   They can generate options or alternative solutions to the problem.

e. They have the ability to choose the most effective solution, have the ability to implement the solution effectively.

f. They reasonably monitor and evaluate results.

2.3.4 *Impulsive Problem Solving*

It is a set of narrow, impulsive, hurried, incomplete, and careless attempts to solve problems (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). It is an approach followed by some individuals who solve problems while engaging in thoughtless or careless attempts to solve their problems. These attempts can be described as hasty, narrow and partial. It has been found that individuals who adopt this approach to problems typically think only of a few alternative solutions, and they often choose, without thinking, the first idea coming to their mind. Moreover, this type of person often adopts a reckless/apathy approach that allows rapid, inaccurate, and arbitrary alternative decisions and consequences, as well as inappropriate and careless observing to the outcome of the solution (Nezu et al., 2012).

2.3.5 *Avoidance Problem Solving*

It is a dysfunctional pattern to solve the problem and is characterized by procrastination, passivity, dependency, inaction. The problem solver attempts to shift the responsibility of his/her problem to others (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003).

2.4 *Negative problem Orientation (NPO)*

Eskin (2013) explained the meaning of possessing a negative orientation as individuals think that the current problem is impossible to be solved, and they think that nothing can be done to solve it. Therefore, the possibility of ineffective problem-solving rises. Nezu et al. (2004) also added that family socialization affects the orientation of problem, especially the negative orientation, which is commonly well-defined by an individuals' mother's negative orientation and her behaviour in problem-solving. Furthermore, it was indicated that the possession of negative orientation during childhood and then later in adolescence may affect the thinking during long-term that is related to (i.e. academic-professional success, the quality of social networks, desperateness, anxiety and despair) (Eskin, 2013).

Thinking positively or negatively towards the problem solving is determined in the orientation phase, (D'Zurilla & Nezu, 2007), and the decisive matter which direction to take is individual's self-efficacy; "one's belief in his/her ability to attain a certain level of achievement and this influences such events that bear an impact on others' lives" (Bandura, 1994, p. 71). In relation to social problems, Frauenknecht and Black (2010) thought that self-efficacy is the individuals' confirmation of their objectives and personal possibilities concerning a social problem. Maydeu-Olivares and D'Zurilla (1996) declared that there are three dimensions of negative orientation and five dimensions of positive orientation. As for the negative orientation, they suggested: Low level of frustration tolerance, negative self-efficacy, and a pessimistic approach to the problem). As for the positive orientation, they proposed: Considering the problem as a challenge; expecting positive outcomes; having positive self-efficacy; having positive thoughts related to the efforts exerted towards the solution and seeking the solution is not avoided. It is evidenced that NPO is followed by IPS or APS than PPO among adolescents. In addition, it is found that NPO is rarely connected to RPS, or PPO. However, NPO is in connection to IPS or APS (Chang & Sanna 2001).

Based on the results of the related research, i.e. cross-sectional, longitudinal, comparative and reviews) in the previous years (2009-2021), the following results concerning SPS-I and negative orientations were revealed: The NPO of social problems is typical among

10 and 11 years old, while PPO decreases. NPO is connected with avoidance. It was reported that some of the boys were observed to have a negative orientation that is combined with a high degree of rationality. NPO does not have a usual negative connection to PPO. However, NPO is followed by few positive outcomes. Therefore, NPO is always not dysfunctional. It is not always that NPO is followed by avoidance (Aburezeq & Kasisk, 2021a, Aburezeq & Kasisk 2021b; Aburezeq & Kasisk 2021c, Nguyen, Tran, & Nguyen 2020; Kasik et al., 2016; Kasik & Guti, 2015).

2.5 Reviewing some related measurements of social problem solving

Among the measurements, it is found that questionnaires are suitable measures to comprehensively set an overview concerning social problem-solving. Accordingly, one section of the questionnaire focuses on measuring a complete process of problem-solving (i.e. orientation), while the other part focuses to measure sub-process (i.e. avoidance or impulsive styles) (D'Zurilla & Maydeu-Olivares; 1995; D'Zurilla et al., 2004).

The following is a review for some related measurements, which are internationally recognized by the community of researchers.

First: Social Problem-Solving Inventory–Revised (SPSI–R, D'Zurilla et al., 2002)

In SPSI–R, negative orientation items are expressed by emotional thoughts, while positive orientation primarily is expressed by a cognitive/beliefs approach for solving social problems. Negative orientation is formed by feelings and thoughts (i.e. fears, uncertainty, and idleness) that are related to the problem and the process of decision-making.

Second: Social Problem-Solving Inventory for Adolescents (SPSI–A, Frauenknecht & Black, 2010)

In SPSI–A, problem orientation is presented by three sub factors: Cognition, emotions and behaviour). The items that bear negative contents express a feeling of distress during the overall phases of the process of solving problems.

Third: The Negative Problem Orientation Questionnaire (NPOQ)

NPOQ was originally issued in French: Gosselin, Ladouceur & Pelletier (2005); and was validated in English version by: Robichaud & Dugas, 2005). It is one of the most prominent questionnaires which measures negative problem orientation using elements of negative orientation such as (detected threat, lack of self-efficacy, negative consequences).

Recently, Gál et al. (2021) used NEGORI in her study entitled "Social Problem-Solving, Life Satisfaction and Well-Being among High School and University Students" which was published in the International Journal of School & Educational.

3. Methodology

In this section, the researchers reviewed the English version of NEGORI, its reliability, the socio-demographic factors of the participants.

3.1 The original instrument: The original development and psychometric properties of NEGORI (Kasik et al., 2018) – appendix (1).

The instrument was developed in two data collections during the development of the questionnaire; one in 2016 and the other in 2017 ($N_{2016}=952$, $N_{2017}=835$) among 12-, 15- and 18-year-olds. The final version was composed of (21) items which are distributed under five factors; fending off the problem, negative consequences, negative self-efficacy, positive consequences, Habit/pattern, and waiting. They are detailed as follows:

(1) *Fending off the problem*: It includes (4) items as follows: item no. 4: *I did not cause the problem*. Item no. 8: *it is usually not my fault*. Item no. 11: *The other person has caused the problem*. Item no. 16: *I am not the cause of the problem*.

(2) *Negative consequences*: It includes (4) items) as follows: item no. 6: *I am afraid that my attempt might go wrong*. Item no. 9: *I am afraid that it might end badly*. Item no. 15: *if it cannot be solved, it will become worse for me*. Item no. 19: *I am afraid that something bad might come out of it*.

(3) *Negative self-efficacy*: It includes (4) items as follows: Item no. 1: *I am sure I cannot solve the problem*. Item 3: *I am awkward, so I cannot solve the problem*. Item no. 5: *I do not trust that I can solve the problem*. Item no. 18: *I am unable to solve my problems*.

(4) *Positive consequences*: It includes (3) items as follows: Item no. 2: n*ot solving them keeps me calm*. Item no. 10: *This way I avoid becoming agitated*. Item no. 17: *this way I will not become sad*.

(5) *Habit, pattern*: It includes (3) items as follows: item no. 12: *My friends usually do not solve theirs either*. Item no. 14: *This is how we react to such a situation at home*. Item no. 20: *My teachers do not deal with problems either*.

(6) *Waiting*: It includes (3) items as follows: item no. 7: *I am waiting for our problem to solve by itself*. Item no. 13: *it solves itself anyway*. Item no. 21: *It will get solved somehow*.

The questionnaire has five responses to each of the items as follows:

(0) = Absolutely not true about me

(1) = A little true about me

(2) = Somewhat true about me

(3) = True about me

(4) = Absolutely true about me

3.2 The following is the psychometric properties of the original questionnaire of NEGORI

Table 1.

The high reliability of the original questionnaire

Factor/NEGORI	Number of items	Cronbach-α			
		Whole sample	12-year-olds	15-year-olds	18-year-olds
Fending off the problem	4	.85	.80	.84	.89
Negative consequences	4	.86	.84	.88	.85
Negative self-efficacy	4	.84	.87	.85	.78
Positive consequences	3	.68	.69	.70	.71
Habit, pattern	3	.69	.66	.69	.70
Waiting	3	.77	.71	.79	.78
NEGORI	*21*	*.78*	*.88*	*.90*	*.88*
KMO		.90	.88	.89	.87
Bartlett	6	7026.8	2015.28	2615.01	2683.53
df		210	210	210	210
p		.00	.00	.00	.00
Variance (%)		57.66	68.11	70.22	65.84

Adopted from (Kasik, et al., 2018)

The table of psychometric properties showed that the whole reliability of NEGORI is (.78) which is a high value. In addition, the KMO was (.90) – a very high value. These values made it very reliable to be used.

3.3 The Psychometric Properties of NEGORI

For the psychometric properties of the new study, we used (Translation and Back Translation of the questionnaire, participants' distribution based on their social variables, validity by Pearson Correlation Coefficient and Structure Validity, reliability by Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test) are used (Assaf & Aburezeq, 2018).

3.4 Translation and Back Translation of NEGORI

The items of the questionnaire were originally collected and written in the Hungarian language, and then they were translated into English. In this research, the questionnaire items were translated from English into Arabic by two specialist translators in order to be distributed to Arab students – Palestinians. Then, back translation was conducted by a third translator to make sure of the matching of translation between the Arabic version of the questionnaire and the English one.

3.5 Participants

Forty-nine adolescent students were drawn from the schools of KhanYounis City in Palestine. Their ages ranged from 12, 15 and 18. They were requested to respond to the online questionnaire, which was sent to them by Google Forms by the cooperation of their class teachers and their school counsellors. Gender, age, family composition, father's education, and mother's education as socio-demographic variables were also used. The following tables illustrate the distribution of the participants:

Table 2.

Participants' Gender

Gender	No.	Percent
Male	24	48.0
Female	25	50.0
Total	49	98.0

As the above table shows, there are 24 males and 25 females. This indicates a good distribution for both genders as they are nearly equal.

Table 3.

Participant's Age

Age	No.	Percent
12 years old	14	28.0
15 years old	23	46.0
18 years old	12	24.0
Total	49	98.0

The above table shows there is a good distribution to the participants' age; 14 participants are 12 years old, 23 participants are 15 years old, and 12 participants are 18 years old.

Table 4.

Participants' Family Composition

Family composition	No.	Percent
Mother, father, and one child.	3	6.0
Mother, father, and more than one child.	45	90.0
Grandparents and grandsons only.	1	2.0
Total	49	98.0

As the above table shows, the majority of respondents report that their family is composed of (mother, father and more than one child). It can be said that this is the nature of the composition of the Palestinian families. However, just one adolescent lives with his grandparents, while three live with a family that has a mother, a father and one child.

Table 5.

Participants' Father Education

Father's education	Frequency	Percent
Elementary school	3	6.0
Preparatory school	19	38.0
Secondary School	20	40.0
University degree	6	12.0
Postgraduate degree	1	2.0
Total	49	98.0

The table shows that (40%) of the respondent have fathers whose education is secondary school. (38%) of the respondents' father' education is a preparatory school. Just (2%) adolescents report that their father has a level of postgraduate degree; against (12%) of them report that their father has a university degree.

Table 6.

Participants' Mother Education

Mother's education	Frequency	Percent
Elementary School	3	6.0
Preparatory School	12	24.0
Secondary School	28	56.0
University degree	6	12.0
Postgraduate degree	0	0
Total	49	98.0

The table reports that (56%) of the respondents' mothers' education is secondary school. (24%) of the mothers has preparatory school. No adolescents report that their mother has a level of postgraduate; while (12%) has university degree; against (6%) mothers have elementary school.

4. Results of the Study

To answer the first question "*What is the validity of the Arabic version of NEGORI*?",
Pearson Correlation Coefficient and Structure Validity were used as follows:

4.1 First: Validity of Internal consistency

Table 7.

Pearson Correlation Coefficient for each item of the Arabic version of NEGORI with its factor/group

No.	Factors of NEGORI	Items	Correlation	Sig
1.		NEGORI item 4	.768**	0.01
2.	Fending	NEGORI item 8	.709**	0.01
3.	off the problem	NEGORI item 11	.788**	0.01
4.		NEGORI item 16	.777**	0.01
5.		NEGORI item 6	.720**	0.01
6.	Negative	NEGORI item 9	.805**	0.01
7.	Consequences	NEGORI item 15	.740**	0.01
8.		NEGORI item 19	.825**	0.01
9.		NEGORI item 1	.527**	0.01
10.	Negative	NEGORI item 3	.744**	0.01
11.	Self-Efficacy	NEGORI item 5	.754**	0.01
12.		NEGORI item 18	.651*	0.05
13.	Positive	NEGORI item 2	.706**	0.01
14.	consequences	NEGORI item 10	.764**	0.01
15.		NEGORI item 17	.791**	0.01
16.	Habit,	NEGORI item 12	.795**	0.01
17.	pattern	NEGORI item 14	.777**	0.01
18.		NEGORI item 20	.869**	0.01
19.		NEGORI item 7	.741**	0.01
20.	Waiting	NEGORI item 13	.861**	0.01
21.		NEGORI item 21	.792**	0.01

*. Correlation is significant at the 0.05 level (2-tailed).

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

Table (7) shows that all of the items of NEGORI are correlated to the factors/groups that they affiliated to. This means that the Arabic version of NEGORI had a very strong internal insistency.

4.2 Second: Structure Validity

Table 8.

Pearson Correlation Coefficient for each factor/group of Arabic version of NEGORI with the whole items

Factor	Correlation	Sig
Fending off the problem	.887**	0.01
Negative Consequences	.870**	0.01
Negative Self-Efficacy	.846**	0.01
Positive consequences	.808**	0.01
Habit, pattern	.773**	0.01
Waiting	.785**	0.01

11

Table (8) shows that all of the factors/groups of the Arabic version of NEGORI reveal high correlation coefficient – all of them are correlated.

The Answer to the Second Question
To answer the second question "*What is the reliability of the Arabic version of NEGORI?*" Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test were used as follows:

Table 9.
Cronbach's Alpha for the whole items Arabic version of NEGORI

Reliability Statistics	
Cronbach's Alpha	N of Items
.924	21

The table shows that the overall reliability of the items of the Arabic version of NEGORI is (.924), which means very high reliability.

Table 10.
Cronbach's Alpha for the whole factors/groups of Arabic version of NEGORI

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	6

The table shows that the six domains of the Arabic version of NEGORI are very high as the overall reliability of the domain report (.903).

Table 11.
Cronbach's Alpha for the whole factors/groups of the Arabic version of NEGORI – if item deleted

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Itemed Deleted	Correct Item-Total Correlation	Cronbach's Alpha if Item Deleted
Fending off	25.5918	151.122	.812	.876
Negative Consequences	25.4286	148.875	.779	.884
Negative Self Efficacy	25.5918	171.622	.776	.881
Positive Consequences	27.6122	183.492	.738	.889
Pattern/Habit	27.3469	182.523	.685	.894
Waiting	27.5102	183.213	.705	.892

The table above displays that the Cronbach's alpha for each factor of the Arabic version of NEGORI is high - we can say that the factors are reliable.

Table 12.

Cronbach's Alpha for each item of NEGORI

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
NEGORIQ1	29.98	225.312	.454	.923
NEGORIQ2	30.29	223.292	.536	.922
NEGORIQ3	30.20	220.082	.638	.920
NEGORIQ4	30.31	219.967	.481	.923
NEGORIQ5	30.33	216.224	.627	.920
NEGORIQ6	30.37	214.904	.700	.918
NEGORIQ7	30.53	216.588	.649	.919
NEGORIQ8	30.33	214.183	.709	.918
NEGORIQ9	30.31	211.717	.707	.918
NEGORIQ10	30.55	217.211	.680	.919
NEGORIQ11	30.24	214.564	.711	.918
NEGORIQ12	30.31	221.759	.589	.921
NEGORIQ13	30.43	221.750	.523	.922
NEGORIQ14	30.29	221.208	.492	.923
NEGORIQ15	29.94	218.600	.507	.923
NEGORIQ16	30.16	215.473	.626	.920
NEGORIQ17	30.41	221.080	.481	.923
NEGORIQ18	30.53	227.254	.345	.925
NEGORIQ19	30.27	215.532	.594	.921
NEGORIQ20	30.39	216.617	.671	.919
NEGORIQ21	30.18	222.320	.562	.921

This is a very important table as it showed that nearly all of the items of the Arabic version of NEGORI (if deleted) will be above (0.90), which is a very high value.

Table 13.

The Reliability Statistics by Split Half Method for the Arabic version of NEGORI

Reliability Statistics				
Cronbach's Alpha	Part 1	Value		.861
		N of Items		11[a]
	Part 2	Value		.844
		N of Items		10[b]
	Total N of Items			21
Correlation Between Forms				.906
Spearman-Brown Coefficient	Equal Length			.951
	Unequal Length			.951
Guttman Split-Half Coefficient				.947

a. The items are: NEGORIQ1, NEGORIQ3, NEGORIQ5, NEGORIQ7, NEGORIQ9, NEGORIQ11, NEGORIQ13, NEGORIQ15, NEGORIQ17, NEGORIQ19, NEGORIQ21.

b. The items are: NEGORIQ21, NEGORIQ2, NEGORIQ4, NEGORIQ6, NEGORIQ8, NEGORIQ10, NEGORIQ12, NEGORIQ14, NEGORIQ16, NEGORIQ18, NEGORIQ20.

The split-half method demonstrates that the first part of the Arabic version of NEGORI gets a value of (.861), while the second part gets a value of (.844), which means a high validity. Spearman-Brown Coefficient is (.951), while Guttman Split-Half Coefficient is (.947) – very high values.

Table 14.

The KMO and Bartlett's Test for the Arabic version of NEGORI

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.699
Bartlett's Test of Sphericity	Approx. Chi-Square		684.877
	df		210
	Sig.		.000

The table shows that the KMO result is (.699), which is relatively good result. It is known that above .6 in KMO is acceptable.

5. Discussion

The initial English version of NEGORI was first composed of 40 statements. However, after the process of arbitration and psychometric properties, just 21 items/statements had reliability indexes in all three age groups (12-, 15- and 18-year-olds). NEGORI presents the NPO factor of SPSI–R in a wide range. NEGORI presented six factors. First, fending off the problem (i.e. *'it's not my fault, therefore I do not have to do anything'*), which is considered a part of negative responsibility, and the lack of good interpretation of the problematic circumstances. Second, Negative consequences (i.e. *'I am afraid that my attempt might go wrong'*), which is a way of fearing to solve the problem lest the occurrence of bad consequences. Third, negative self-efficacy (i.e. *'I am sure I cannot solve the problem'*), which contains statements that express little belief in the solution as believed that the solution is something pointless. In this factor, there is little assessment for the consequences. Fourth, positive consequences (i.e. *'not solving them keeps me calm'*) is viewed as something positive due to the absence of dealing with the problem. Fifth, Habit/pattern (i.e. *'my friends usually do not solve theirs either'*) which is problem-solving style based on patterns – an imitation of a model person as a friend or a teacher. Sixth, waiting (i.e. *'I am waiting for our problem to solve itself'*); a kind of adjournment/deferment for the solving of the problem. It is worth mentioning that the Negative orientation factor of SPSI–R has a positive connection with all NEGORI factors at almost all ages (e.g. Robichaud & Dugas, 2005).

6. Conclusion

The study mainly aimed to validate an Arabic version of NEGORI, a questionnaire for measuring the NPO for social problems among adolescents. This study/validation came as a response to the paucity of Arabic questionnaires on NPO – the researchers did not find an Arabic version for NPO.

The Arabic version of NEGORI was administered to a sample of (49) adolescents whose ages (12, 15, and 18) years old from Khanyounis Governorate in the Gaza Strip in Palestine. The age of the group, which is varied at the beginning of the adolescence age (12) years old, the middle of adolescence stage (15) years old, and the end of the adolescence age (18) years old, made the study properly addressing the Arabic version of NEGORI for adolescents. The other factors that made the Arabic version of NEGORI proper to be implemented were that all of the psychometric properties (validity and reliability) were high; Pearson Correlation Coefficient was high in all of the items, Structure Validity showed high

values in each factor. Cronbach's alpha for the whole items was (.924), a very high value. Cronbach's alpha for the whole groups was (.903). Split Half Method revealed (.861) for the first part and (.844) for the second part (both of the two values were high). Spearman-Brown Coefficient was (.951), a high value. Guttman Split-Half Coefficient was (.947). Finally, the KMO and Bartlett's Test was (.699) – a good value.

To sum up, the Arabic version of NEGORI was reported to be very valid to be used, after checking the proper psychometric properties, in the field of social problem solving, especially, the NPO among adolescents.

7. Suggestions for Future Studies

The researchers recommend that Arab researchers should use the Arabic version of NEGORI to examine the NPO among different groups. The researchers evenly recommend the Arab Researchers conduct studies using the Arabic version of NEGORI together with another instrument such as interviews to deeply study the reasons of the NPO among adolescents. Besides, the researchers recommended the necessity for conducting studies in a wider range in Palestine using the Arabic version of NEGORI, so that their orientation towards the problem could be revealed. Then, it could be addressed by proper coping strategies.

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Appendix (1)

The English Version of NEGORI (Kasik et al., 2018)

	I do not solve my peer related problems because…	0	1	2	3	4
1.	I am sure I cannot solve the problem.	0	1	2	3	4
2.	not solving them keeps me calm.	0	1	2	3	4
3.	I am awkward, so I cannot solve the problem.	0	1	2	3	4
4.	I did not cause the problem.	0	1	2	3	4
5.	I do not trust that I can solve the problem.	0	1	2	3	4
6.	I am afraid that my attempt might go wrong.	0	1	2	3	4
7.	I am waiting for our problem to solve itself.	0	1	2	3	4
8.	it is usually not my fault.	0	1	2	3	4
9.	I am afraid that it might end badly.	0	1	2	3	4
10.	this way I avoid becoming agitated.	0	1	2	3	4
11.	the other person has caused the problem.	0	1	2	3	4
12.	my friends usually do not solve theirs either.	0	1	2	3	4
13.	it solves itself anyway.	0	1	2	3	4
14.	this is how we react to such a situation at home.	0	1	2	3	4
15.	if it cannot be solved, it will become worse for me.	0	1	2	3	4
16.	I am not the cause of the problem.	0	1	2	3	4
17.	this way I will not become sad.	0	1	2	3	4
18.	I am unable to solve my problems.	0	1	2	3	4
19.	I am afraid that something bad might come out of it.	0	1	2	3	4
20.	my teachers do not deal with problems either.	0	1	2	3	4
21.	it will get solved somehow.	0	1	2	3	4

4	3	2	1	0	لا أستطيع حل المشكلات المرتبطة بالأقران	
4	3	2	1	0	لأني لست متأكداً بأني قادر على حلها.	1.
4	3	2	1	0	لأن عدم حلها يجعلني هادئاً.	2.
4	3	2	1	0	لأني أشعر بالحرج، وبالتالي لا أستطيع حلها.	3.
4	3	2	1	0	لأني لم اتسبب في تلك المشكلات.	4.
4	3	2	1	0	لأني لست واثقاً بأني قادر على حلها.	5.
4	3	2	1	0	لأني خائفاً بأن تفشل المساعي التي أقوم بها لحلها.	6.
4	3	2	1	0	لأني أنتظر من المشكلات أن تحل نفسها بنفسها.	7.
4	3	2	1	0	لأنها لست خطأئي.	8.
4	3	2	1	0	لأني أتخوف أن تنتهي بشكل سيء.	9.
4	3	2	1	0	لأنه بهذه الطريقة اتجنب أن أكون منفعل.	10.
4	3	2	1	0	لأن الشخص الآخر هو من تسبب في المشكلة.	11.
4	3	2	1	0	لأن أصدقائي لا يستطيعون حل مشاكلهم أيضاً.	12.
4	3	2	1	0	لأنها تحل نفسها بنفسها على أية حال.	13.
4	3	2	1	0	لأننا نتعامل بهذه الطريقة في البيت.	14.
4	3	2	1	0	لأنه لو لم يتم حلها، ستصبح أسوأ بالنسبة لي.	15.
4	3	2	1	0	لأني لست المسبب للمشكلات.	16.
4	3	2	1	0	لأنه بهذه الطريقة لن أكون حزيناً.	17.
4	3	2	1	0	لأنني غير قادر على حل مشكلاتي.	18.
4	3	2	1	0	لأني أخاف أن يُنتج شيئاً سيئاً منها.	19.
4	3	2	1	0	لأن معلميني لا يتعاملون مع المشكلات أيضاً.	20.
4	3	2	1	0	لأنه سوف يتم حلها بطريقة ما.	21.