

Characteristics of Major Negative Interpersonal Events (MNIE) among Palestinian Adolescents

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Abstract

The characteristics of Major Negative Interpersonal Events among Palestinian adolescents were investigated in terms of gender, age, family composition, and the education of parents. Descriptive-analytical and analytical approaches were adopted. Four hundred and ten adolescents were selected and surveyed using a Major Negative Interpersonal Events Measurement questionnaire. The study found the following: Adolescents mainly faced MNIE that relate to their own experiences, while classmates-related MNIE was found to be the fifth and the last factor experienced by adolescents. There were no gender differences that were related to family, classmates, the adolescents themselves, or teacher MNIEs. There were differences in friends-related MNIE attributed to females but no differences were found among the factors investigated. Adolescents who lived with their father and his children suffered from teachers-related MNIEs. There were differences attributed to their father's education across all factors, but not to their mother's education in factors such as classmates, self, and teachers. Adolescents whose mothers had a university degree had family-related MNIEs and friends-related MNIEs. These results revealed the context/domains affecting adolescents' lives in Palestine and, consequently, they give a more comprehensive understanding of the social ties experienced by Palestinian adolescents.

Keywords: *Palestinian, adolescents, major negative interpersonal events*

Introduction

Adolescents are members of the community, and as such, they encounter a number of concerns, including social problems (SP) that develop during daily interactions and for which efficient interventions are required (D'Zurilla et al., 2002; Heppner et al., 2004; Nezu, 2004; Aburezeq & Kasik, in press). These troubles could be caused by having a difference with colleagues, or having daily skirmishes with a family member, teacher, or friend. Therefore, social problem-solving (SPS) is a cognitive-affective-behavioral process in which people try to address social (interpersonal) problems in a social setting (e.g., D'Zurilla et al., 2004). One of the chief SP that upsets people's lives is the experience of Major Negative Interpersonal Events (MNIE). These occurrences have a negative impact on people's lives, particularly those of adolescents. Aburezeq and Kasik (2021c) stated that SPS has been linked to MNIEs and stressful life events. MNIEs are potentially harmful events that occur in an individual's life and impact psychosocial adaption, due to emotional effects, and may reduce a person's coping strategies (Gonçalves et al., 2017). When humans are exposed to sudden and unexpected occurrences, major negative events (MNE) occur. The resultant shock could trigger a series of psychological, physical, emotional, and social problems (Altawil et al., 2008).

It is worth noting that not everyone reacts the same way to an MNIE, as it typically depends on the individual's expectations and adaptive techniques adopted. Life events are occurrences that cause people to modify their habits and force them to readjust their behavior and such events affect their overall stability (Bras & Cruz, 2008, as cited in Gonçalves et al., 2017). Aburezeq and Kasik (2021b) mentioned that MNIEs can range from those that affect one of the family members (e.g., a father's job loss) to those that affect the adolescent's peers (e.g., death of a friend). Canavarro and Lima (2006) mentioned that the most prevalent negative life events of senior students were unwanted pregnancies, parental divorce, and relations break-ups. Furthermore, MNIEs have piqued researchers' curiosity as etiologic factors in disease, since they can cause psychopathological issues (Coddington, 1972). The majority of psychological research on the link between life experiences and depressive

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disorders has focused on the link between events and subsequent depressive symptoms (Hammen, 2006). Peers and relatives may also be a cause of stress for teenagers (DuBois et al., 2002; Smetana et al., 2006). One of the major consequences for MNIEs is that they may be fatal, such as ending in suicide (Sinha, 2008). Adolescents may also become more associated with delinquent peers as a result of their exposure to MNIEs (Wills et al., 2011). This is why some investigators have focused on exploring the negative orientation of the problem by inventing a proper instrument (i.e., Kasik et al., 2018), which was later validated by Aburezeq and Kasik (2021a).

MNIEs among Adolescents in the Context of Palestine

Shalayel (2015) conducted a study on Palestinian adolescents (15-year-old) in Gaza ($N = 375$, males 199, female 176) to determine which MNE they were exposed to. In the study, the following data were obtained: 79% of the adolescents reported that they had lost family members or relatives, 82% of those lost witnessed the killing of their friends, while 46% suffered from corporal injuries. The overall percentage of the exposure to MNEs was 66.7%, which is at a high level.

Mousa (2015) conducted a comprehensive MNE study in the Gaza Strip in Palestine. In her study, she explored the level of MNEs that had been suffered by the Palestinians after they were expelled from their homes in 1948. She met with 41 Palestinian families in the Gaza Strip and asked them to respond to an MNE questionnaire. She classified the respondents into four groups as follows:

- Group 1: Those who experienced expulsion from their lands in the 1948 War.
- Group 2: Those who experienced the 1967 War.
- Group 3: Those who experienced the Second Intifada of 2000.
- Group 4: Those who experienced the War of 2008, and their ages ranged from 9 to 18 years old.

The following findings were obtained: (a) The first group suffered MNEs up to 58%, (b) the second group suffered 48% of MNEs, (c) the third group 49% of MNEs, and (d) the fourth group experienced 47% of MNEs. Additionally, in relation to MNIEs, adolescents suffered frequently when a family member or friend was injured or the latter killed, and when they left their family or were injured.

In a closely related study Thabet (2007) selected a sample of adolescents ($N = 405$) living in the southern cities of the Gaza strip. Each adolescent suffered from four MNEs during the Second Uprising (Intifada), which lasted four years. Odah (2010) surveyed 600 Palestinian (253 males, 347 females) to define which MNE was mostly experienced by adolescents living in the Gaza Strip, especially those who lived in areas next to the borders. He found that 96% of the respondents suffered from the loss of a person they knew and 95% witnessed incidents of shootings.

Altawil et al. (2008) researched MNEs experienced by 498 boys and 639 girls in the Gaza Strip. They found that each adolescent suffered from MNEs and MNIEs. Furthermore, 99% of the Palestinian adolescent felt very sorry for the MNEs experienced by their family members; 79% of them had witnessed a martyr's funeral (family member, friend, classmates, or relatives). Furthermore, 46% of the adolescents reported that a friend, neighbor, or relative was injured. The MNIEs affected adolescent-teacher and adolescent-parent relationships and 22% of the adolescents had problems either with their teacher or parents. Thabet et al. (2007) stated that 95% of his respondent adolescents had reported the experience of MNEs as they watched horrific scenes of killing of Palestinians on TV channels. Twenty-eight percent of the adolescents reported that they lost a family member or a relative. Eleven percent suffered from beatings and were insulted on account of the Occupation. Two percent of the respondents reported that they were injured.

The study conducted by Abu-Hain (2007) was focused on determining the MNE most experienced by Palestinian adolescents living in the northern part of the Gaza Strip. In the study, 451 adolescents were involved. The majority of adolescents lost a family member during the wars and that was the primary source of MNEs for them. No difference was found between boys and girls that could be attributed to the loss to a family member.

Assaf and Abu-El-Hassan's (2007) study targeted 135 adolescents in Jenin City, Palestine, to assess their MNEs in relation to Israeli incursions into the city. The study indicated that 25% of the

respondents suffered from severe MNEs, 35% of them suffered from moderate MNEs, and 39% suffered from minor MNEs. There were no differences attributed to gender. The 15-year-old adolescents suffered the most MNEs. Concerning MNIEs, the study reported that 46% of the respondents reported that they had unstable relationships with others.

These studies have shown that Palestinian adolescents experienced MNEs that were mainly related to a war context. The MNEs investigated in the previous studies were not categorized under factors; which is new in the present study. The previous studies did not ask the respondents if they faced an MNE in the past six months, an aspect considered here.

Statement of the Problem

The quality of relevant and available research remains limited (Assaf & Aburezeq, 2018). While there are MNE studies in the Palestinian educational literature, a majority of these studies investigated MNEs related to wars, conflicts, killing, and violence as mentioned in Khamis (2013). The present study could be the first in Palestine in terms of major personal negative events. In addition, the new measurement introduced in this study was not used in previous investigations. We published a newly developed method of assessing MNIEs in Aburezeq and Kasik (2021b), after investigating the previously constructed measurements. A more comprehensive set of questions were addressed making the present study of greater relevance. This current study includes more variables than previously, such as gender, age, family composition, and the education level attained by parents. The previous mentioned variables have not been studied together in a single study in the Palestinian context. In addition, in the current study three ages were included, namely, 12, 15, and 18 years, which has not been done previously in a single study.

Research Questions

The following questions were addressed in the study:

1. What are the characteristics of MNEs among Palestinian adolescents?
2. Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their gender?
3. Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their age?
4. Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their family composition?
5. Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their father's education?
6. Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their mother's education?

Methodology

The area of the study covered in this research is social psychology. In the study a descriptive approach was adopted.

Instrument

A Major Negative Interpersonal Events–Measurement instrument (MNIE-M by Aburezeq & Kasik, 2021b) was used in the present study. By categorizing the MNIE into types of items and then calculating the frequencies of each event in the adolescents' lives over the previous six months, the major negative interpersonal events among adolescents were analyzed and categorized under a number of headings (i.e., family-related events, classmates-related events, student direct-related events, teachers-related events, and friends-related events). The 29 items were categorized into five categories (refer to Appendix 1); family-related events were assigned to items 1, 2, 3, 4, 5, 6, and 7. Items 8, 9, 10, 11, and 12 were categorized as events involving classmates. Student direct-related events were assigned to items 13, 14, 15, 16, 17, 18, and 19. Teachers-related events were assigned to items 20, 21, 22, 23, and 24. Friends-related events were assigned to items 25, 26, 27, 28, and 29.

Respondents were asked to select yes or no in order to indicate their exposure to MNIEs over the last six months (Aburezeq & Kasik, 2021b). However, what makes this questionnaire distinguished is that in some earlier studies (e.g., Archea et al., 2007; Buri et al., 2018), a list of general, not specific, MNEs were used to measure individuals' exposure to MNEs over the past six months.

The Instrument's Psychometric Properties

The instrument used was first tested on 49 Palestinian adolescents to ensure its reliability and validity. Cronbach's alpha for the entire items was .898, which is a very high score. The Split Half Method yielded a value of .861 for the first half and .847 for the second, both of which were high. The Guttman Split-Half Coefficient was .693. Furthermore, Pearson Correlation Coefficient was found to be high on all items. The KMO and Bartlett's Test was .599 (Aburezeq & Kasik, 2021b).

Translation and Back Translation of the Measurement

The measurement items were originally gathered and written in English. An expert translator provided the final version of the measurement in Arabic so that it could be distributed to Arab adolescents in Palestine. Then, to ensure that the Arabic and English versions of the translation were identical, we conducted a back translation.

Referee Validity

First and foremost, we gathered the measuring items based on prior studies and associated literature. Following that, we took our preliminary measurements, which were then sent to a panel of experts who decided on the correctness of the items and their relationship to the factors. Finally, we made the measurements. There was no need to calculate the Cohen Kappa Coefficient because the referees agreed on all 29 items of the measurement.

Results

Participants and Demographic Variables

The study involved 410 Palestinian teenagers. In Table 1, the responses of this group is shown in relation to gender, age, family composition, and father's and mother's education.

Table 1 Distribution of the Study Sample According to Demographic Variables

| Demographic Variables | Classification | Number | Percent |
|------------------------------|-------------------------------------|---------------|----------------|
| Gender | Male | 201 | 49.0 |
| | Female | 209 | 51.0 |
| Age | 12 years old | 124 | 30.2 |
| | 15 years old | 127 | 31.0 |
| | 18 years old | 159 | 38.8 |
| Family Composition | Mother, father and one child | 17 | 4.1 |
| | Mother, father, more than one child | 364 | 88.8 |
| | Mother and her children | 16 | 3.9 |
| | Father and his children | 10 | 2.4 |
| | Grandparents and grandsons | 3 | 0.7 |
| Father's Education | Non-educated | 12 | 2.9 |
| | Elementary | 33 | 8.0 |
| | Preparatory | 61 | 14.9 |
| | Secondary | 141 | 34.4 |
| | University | 123 | 30.0 |
| | Postgraduate | 40 | 9.8 |
| Mother's Education | Non-educated | 8 | 2.0 |
| | Elementary | 8 | 2.0 |
| | Preparatory | 47 | 11.5 |
| | Secondary | 188 | 45.9 |
| | University | 146 | 35.6 |
| | Postgraduate | 13 | 2.3 |

The data indicate that there was a balance between males (201) and females (209). Furthermore, there was a good distribution in relation to age (12 years old = 124), (15 years old = 127), (18 years old = 159), giving the study results greater applicability. The family composition showed that the vast majority of respondents lived in complete families consisting of their mother, father, and more than one child ($N = 364$). Just three participants lived with their grandparents. Prominently, the figures displayed that the majority of the participants' parents had received a secondary school education followed by many who had received a university degree.

Answers to Research Questions

The results of the six study questions are reviewed below. The answers were quantitative and were interpreted based on the use of a statistical software package. The answers to the first question "What are the characteristics of MNIEs among the Palestinian adolescents?" are given in Table 2.

Table 2 Responses to the MNIE-Ms Found in Adolescent Palestinians

| Factor | No. of Items | Mean | Std. Deviation | Percentage | Rank |
|-------------------------|--------------|-------|----------------|------------|------|
| Family-related MNIE | 7 | 12.50 | 1.62 | 23.7 | 2 |
| Classmates-related MNIE | 5 | 8.90 | 1.38 | 16.9 | 5 |
| Self-related MNIE | 7 | 12.70 | 1.76 | 24.1 | 1 |
| Teachers-related MNIE | 5 | 9.30 | 1.09 | 17.6 | 3 |
| Friends-related MNIE | 5 | 9.20 | 1.35 | 17.4 | 4 |

The first-ranked factor of MNIEs among Palestinian adolescents deals with those affecting the adolescents themselves. The second-ranked factor was represented by family-related MNIEs and this was followed by teachers-related MNIEs. Friends-related MNIEs closely followed and classmates-related MNIEs fell in the last place.

Answers to the second question "Are there any statistical differences in MNIE among the Palestinian adolescents attributed to their gender?" are shown in Table 3.

Table 3 Gender Responses to the MNIEs-M

| Factor | Gender | Mean | Std. Deviation | t Value | Sig. |
|-------------------------|--------|-------|----------------|---------|---------|
| Family-related MNIE | Male | 12.60 | 1.61 | .730 | Not Sig |
| | Female | 12.50 | 1.63 | | |
| Classmates-related MNIE | Male | 8.80 | 1.42 | .056 | Not Sig |
| | Female | 9.00 | 1.32 | | |
| Self-related MNIE | Male | 12.80 | 1.80 | .870 | Not Sig |
| | Female | 12.70 | 1.73 | | |
| Teachers-related MNIE | Male | 9.27 | 1.18 | .110 | Not Sig |
| | Female | 9.30 | 0.99 | | |
| Friends-related MNIE | Male | 9.00 | 1.44 | .006 | Sig |
| | Female | 9.40 | 1.23 | | |

In Palestinian adolescents, no differences could be attributed to gender in factors involving family, classmates, self, and teachers. However, differences in friends-related MNIEs were found for females. Thus, Palestinian female adolescents experienced more MNIEs related to friends than boys.

Answers to the third question "Are there any statistical differences in MNIE among the Palestinian adolescents attributed to their gender?" are given in Table 4. No differences were found among Palestinian adolescents attributed to their age. This applied to all factors investigated.

Table 4 One Way ANOVA Analysis of Age Responses to MNIEs-M

| Domains | Source of Variance | Sum of Squares | df | Mean square | F Value | Sig. |
|-------------------------|--------------------|----------------|-----|-------------|---------|------|
| Family-related MNIE | Between Groups | 4.30 | 2 | 2.15 | .82 | .440 |
| | Within Groups | 1064.04 | 407 | 2.61 | | |
| | Total | 1068.34 | 409 | | | |
| Classmates-related MNIE | Between Groups | 4.17 | 2 | 2.08 | 1.09 | .335 |
| | Within Groups | 774.77 | 407 | 1.90 | | |
| | Total | 778.94 | 409 | | | |
| Self-related MNIE | Between Groups | 13.77 | 2 | 6.88 | 2.23 | .108 |
| | Within Groups | 1254.71 | 407 | 3.08 | | |
| | Total | 1268.48 | 409 | | | |
| Teachers-related MNIE | Between Groups | 8.68 | 2 | 4.34 | 3.67 | .026 |
| | Within Groups | 480.60 | 407 | 1.18 | | |
| | Total | 489.29 | 409 | | | |
| Friends-related MNIE | Between Groups | 4.12 | 2 | 2.06 | 1.12 | .325 |
| | Within Groups | 744.26 | 407 | 1.82 | | |
| | Total | 748.39 | 409 | | | |

Answers to the fourth question "Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their family composition?" are shown in Table 5. There were no differences in Palestinian adolescents attributed to their family composition, classmates, or friends. Adolescents who lived with their father and his children experienced teachers-related MNIEs according to Tukey test results.

Table 5 One Way ANOVA Analysis of Responses to MNIEs-M Relating to Differences in Family Composition

| Domains | Source of Variance | Sum of Squares | df | Mean Square | F Value | Sig. |
|-------------------------|--------------------|----------------|-----|-------------|---------|------|
| Family-related MNIE | Between Groups | 16.89 | 4 | 4.22 | 1.62 | .160 |
| | Within Groups | 1051.45 | 405 | 2.59 | | |
| | Total | 1068.34 | 409 | | | |
| Classmates-related MNIE | Between Groups | 7.46 | 4 | 1.86 | .98 | .410 |
| | Within Groups | 771.48 | 405 | 1.90 | | |
| | Total | 778.94 | 409 | | | |
| Self-related MNIE | Between Groups | 16.82 | 4 | 4.20 | 1.36 | .240 |
| | Within Groups | 1251.66 | 405 | 3.09 | | |
| | Total | 1268.48 | 409 | | | |
| Teachers-related MNIE | Between Groups | 17.76 | 4 | 4.44 | 3.81 | .005 |
| | Within Groups | 471.52 | 405 | 1.16 | | |
| | Total | 489.29 | 409 | | | |
| Friends-related MNIE | Between Groups | 14.95 | 4 | 3.73 | 2.06 | .085 |
| | Within Groups | 733.43 | 405 | 1.81 | | |
| | Total | 748.39 | 409 | | | |

Answers to the fifth question "Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their father's education?" are shown in Table 6. There were differences in Palestinian adolescents' responses attributed to their father's education involving all factors. Tukey test data showed the direction of differences. Under the heading of family-related MNIEs, students whose father possessed postgraduate level training showed family-related MNIEs ($M = 13.10$). Adolescents whose father finished elementary education showed classmates-related MNIEs ($M = 9.24$). Adolescents whose father finished a university education experienced MNIEs-related to self ($M = 9.47$). Those adolescents whose fathers finished postgraduate education experienced teacher-

related MNIEs ($M = 9.47$). Finally, adolescents whose father finished a university education reported friends-related MNIEs ($M = 9.52$).

Table 6 One Way ANOVA Analysis of Responses to MNIEs-M Attributed to a Father's Education

| Domains | Source of Variance | Sum of Squares | df | Mean Square | F Value | Sig. |
|-------------------------|--------------------|----------------|-----|-------------|---------|------|
| Family-related MNIE | Between Groups | 48.24 | 5 | 9.64 | 3.82 | .002 |
| | Within Groups | 1020.10 | 404 | 2.52 | | |
| | Total | 1068.34 | 409 | | | |
| Classmates-related MNIE | Between Groups | 41.54 | 5 | 8.31 | 4.55 | .000 |
| | Within Groups | 737.39 | 404 | 1.82 | | |
| | Total | 778.94 | 409 | | | |
| Self-related MNIE | Between Groups | 51.41 | 5 | 10.28 | 3.41 | .005 |
| | Within Groups | 1217.07 | 404 | 3.01 | | |
| | Total | 1268.48 | 409 | | | |
| Teachers-related MNIE | Between Groups | 26.77 | 5 | 5.35 | 4.67 | .000 |
| | Within Groups | 462.51 | 404 | 1.14 | | |
| | Total | 489.29 | 409 | | | |
| Friends-related MNIE | Between Groups | 45.10 | 5 | 9.02 | 5.18 | .000 |
| | Within Groups | 703.28 | 404 | 1.74 | | |
| | Total | 748.39 | 409 | | | |

Answers to the sixth Question "Are there any statistical differences in MNIEs among the Palestinian adolescents attributed to their mother's education?" are recorded in Table 7.

Table 7 One Way ANOVA Analysis of Responses to MNIEs-M Attributed a Mother's Education

| Domains | Source of Variance | Sum of Squares | df | Mean Square | F Value | Sig. |
|-------------------------|--------------------|----------------|-----|-------------|---------|------|
| Family-related MNIE | Between Groups | 38.27 | 5 | 7.65 | 3.00 | .011 |
| | Within Groups | 1030.06 | 404 | 2.55 | | |
| | Total | 1068.34 | 409 | | | |
| Classmates-related MNIE | Between Groups | 13.021 | 5 | 2.60 | 1.37 | .233 |
| | Within Groups | 765.92 | 404 | 1.89 | | |
| | Total | 778.94 | 409 | | | |
| Self-related MNIE | Between Groups | 31.19 | 5 | 6.23 | 2.03 | .073 |
| | Within Groups | 1237.29 | 404 | 3.06 | | |
| | Total | 1268.48 | 409 | | | |
| Teachers-related MNIE | Between Groups | 11.07 | 5 | 2.21 | 1.87 | .098 |
| | Within Groups | 478.21 | 404 | 1.18 | | |
| | Total | 489.29 | 409 | | | |
| Friends-related MNIE | Between Groups | 29.24 | 5 | 5.84 | 3.28 | .006 |
| | Within Groups | 719.14 | 404 | 1.78 | | |
| | Total | 748.39 | 409 | | | |

There were no differences in Palestinian adolescents responses attributed to their mother's education relating to self, classmates, or teachers. However, differences were found in relation to family and friends. Tukey test data indicated that the adolescents whose mother had a university degree had family-related MNIEs ($M = 21.73$). Also, it was revealed that the adolescents whose mother had a university degree had friends-related MNIEs ($M = 9.43$).

Discussion

The results obtained relevant to the first question showed that the first-ranked factor of MNIEs among Palestinian adolescents involved adolescents themselves. This was followed by family-related MNIEs, teachers-related MNIEs, friends-related MNIEs, and finally classmates-related MNIEs. These results showed that adolescents in the Palestinian society suffer from MNIEs affecting themselves directly, which is not a good indicator. This surely affects their psychological wellbeing (Abu Taha & Aburezeq, 2018; Aburezeq & Kasik, 2021d; Aburezeq & Abu Taha, 2018b; Aburezeq, 2020). This corresponds to Khamis' (2013) data where that the majority of Palestinian adolescents suffered from MNEs. This is also comparable to the results of Thabet (2007) who reported that each adolescent suffered from four MNEs during the Second Uprising (Intifada), and Odah (2010) found that 95% of adolescents witnessed incidents of people being shot. The results agree with the following studies that found family MNIEs among Palestinian adolescents (Mousa, 2015; Altawil et al., 2008; Thabet et al., 2007; Abu-Hain, 2007). Teacher-related MNIEs were also found among Palestinian adolescents. Altawil et al. (2008) report that 22% of the adolescents had problems either with their teachers or parents. Furthermore, friends-related MNIEs were found in the Palestinian adolescents in the study of Altawil et al. (2008). These investigators found that 46% of the adolescents experienced injury to a friend. Finally, classmates-related MNIEs were found in the same study.

The results gathered relating to the second question revealed that there were no differences among Palestinian adolescents attributed to gender in the factors involving family, classmates, self, and teachers. This means that both genders had the same experiences after their exposure to trauma. However, there were differences in friends-related MNIEs attributed to females. This result contradicts the findings of Assaf and Abu-El-Hassan (2007), which indicated that there were no differences attributed to gender. It is important to include gender as a variable since we need to know who is experiencing more MNIEs in Palestine. This matches with previous studies as most of them used gender in their questions.

The results relating to question three indicated that there were no differences in Palestinian adolescent experiences attributed to age. This result contradicts the assertions of Assaf and Abu-El-Hassan (2007) where they reported that 15-year-old adolescents suffered the most MNEs. It is important to include age as a variable since we need to know who is experiencing more MNIEs among the three ages (12, 15 and 18). This matches previous studies as most of them used age in their questions.

The responses to question four indicated that adolescents who lived with their father and his children only suffered from teachers-related MNIEs. In the Palestinian literature, no study investigated the family composition in relation to MNIEs. The family composition variable is a newly added variable connected to MNIEs. Family composition shows if there is any connection between the adolescent's social status (with whom they live) and the degree of exposure to MNIEs. Surprisingly, this variable was not included in previous studies. However, the literature explains that family ties help adolescents face their MNIEs, and help them take the appropriate decision to face these events (Al-Damen, 2005).

The results of the fifth question indicated that there are differences in Palestinian adolescents attributed to their father's educational status. This means that there is a strong link between father's education and MNIEs. However, no studies in the Palestinian literature were found about a father's education in relation to MNIEs. It is conceivable that some MNIEs may be contributed to by a parents' education. For example, when parents have separated and family members move out of the family home. Also, some of the adolescent relationships could be affected by their parents' education. A father's education could influence adolescent coping strategies. However, the literature is very poor about the relationship between MNIEs and the father's education.

The results obtained to the sixth question showed that there were no differences in Palestinian adolescents attributed to their mother's education in the factors involving classmates, self, and teachers. However, it was shown that adolescents whose mother had a university degree had family-related MNIEs. Also, it was revealed that the adolescents whose mother had a university degree had friend-related MNIEs. We found one study that investigated a mother's education and its relationship

to MNIEs (Odah, 2010). A mother's education is also important to face the MNIEs experienced by adolescents; it could help in facing these MNIEs as a father's education does.

As mentioned by the answers, they give a pretty comprehensive explanation about the characteristics of MNIEs among the Palestinians adolescents, and explain some relations.

Conclusion

After searching the Palestinian literature, the majority of studies investigated MNEs related to wars, conflicts, killing, and violence. However, no specific study investigated MNIEs in Palestine; MNIE studies were not even found in the world literature. Therefore, the current study investigated MNIEs among Palestinian adolescents in terms of adolescent gender, age, family composition, father's education, and mother's education. The study indicated that self-related MNIEs were the most significant. There were no differences between Palestinian adolescents attributed to gender in the factors involving family, classmates, self, and teachers. There were differences in friends-related MNIEs attributed to females. There were no differences in Palestinian adolescents attributed to their ages spanning all factors. Adolescents who lived with their father and his children only suffered from teachers-related MNIEs. There were differences in Palestinian adolescents attributed to their father's education spanning all factors. There were no differences in Palestinian adolescents attributed to their mother's education in factors involving classmates, self, and teachers. However, the adolescents whose mother had a university degree displayed family and friends-related MNIEs.

At the international level, the study is considered a new addition to the field of major negative events, interpersonal relationships, social ties, and social problem-solving. In Palestine, the scope of the study breaks new ground in terms of the variables and their measurement. It is recommended that more studies using the study factors used be conducted. The results indicate which MNIEs the Palestinians suffer from, which is important for social workers, teachers, counselors, and parents. Some programs could be conducted involving teachers and parents to better help in alleviating the impact of these MNIEs on the life of adolescents. Consequently, identifying the MNIEs experienced by adolescents helps teachers to better evaluate their students in the various subjects and know why there are some weak points in their learning.

Limitations of the Study

The research was carried out in Palestine's Gaza Strip during the first term of the school year 2021/2022. We were able to achieve a good geographical spread among the respondents because they did not all live in the same location. The sample might be regarded as representative of the entire Gaza Strip's adolescent population.

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Appendix (1) The MNIE Questionnaire

| No. | Item | During the Last 6 Months | |
|-----|--|--------------------------|----|
| 1. | My family member passed away. | Yes | No |
| 2. | My family member experienced a physical assault or attack. | Yes | No |
| 3. | My family member moved out of my home. | Yes | No |
| 4. | My parents separated. | Yes | No |
| 5. | My family member had an accident. | Yes | No |
| 6. | My family member had a serious illness. | Yes | No |
| 7. | One of my parents was fired from his/her job. | Yes | No |
| 8. | One of my classmates passed away. | Yes | No |
| 9. | One of my classmates had a serious accident. | Yes | No |
| 10. | One of my classmates had a serious illness. | Yes | No |
| 11. | One of my classmates experienced a physical assault or attack. | Yes | No |
| 12. | One of my classmates was fired from our class. | Yes | No |
| 13. | I had a serious incident. | Yes | No |
| 14. | I had a serious illness. | Yes | No |
| 15. | I made a big problem with my friend (boy/girl). | Yes | No |
| 16. | I had a bad problem with one of my parents. | Yes | No |
| 17. | I had a bad argument with my teacher. | Yes | No |
| 18. | Some of the people attacked me physically. | Yes | No |
| 19. | I made a big problem with my classmate. | Yes | No |
| 20. | One of my teachers passed away. | Yes | No |
| 21. | One of my teachers had an accident. | Yes | No |
| 22. | One of my teachers had a serious illness. | Yes | No |
| 23. | My best teacher left the school. | Yes | No |
| 24. | One of my teachers experienced a physical assault or attack. | Yes | No |
| 25. | My friend (boy/girl) passed away. | Yes | No |
| 26. | My friend (boy/girl) had a serious accident. | Yes | No |
| 27. | My friend (boy/girl) had a serious illness. | Yes | No |
| 28. | My friend (boy/girl) experienced a physical assault or attack. | Yes | No |
| 29. | My friend (boy/girl) was fired from our class. | Yes | No |