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Abstract

The study was conducted to translate and validate the Mooney Problem Checklist of high schools form. The MPCL with eleven dimensions was administered to 150 students of high schools, who were selected from government and private sector of education. Grade 9th, 10th, 11th and 12th of high schools students were considered with age range (12-18) years. This study analyzed correlation frequency and confirmative analysis. The analysis was conducted using SPSS 25th Version to examine the psychometric properties such as item fit statistics, removable items, unidimensionality, local independence, and item polarity validity. The results obtained showed that 329 items from high school form were found to have fulfilled the main assumption and measurement criteria of MPCLs. This study provides a significant contribution to improving the scale development and validation of the MPCL instrument. The results of high school students, there are 55 pairs of dimensions relationship that existed from 11 dimensions of MPCL. The results suggest that 21 pairs of dimensions have a very strong relationship, 30 have a strong and 4 pair has a moderate relationship. The findings reveal that the strongest pair MR -CTP ($r=0.892$, $p=0.000$), has a very strong correlation. The weakest pair HPD-CSM ($r=0.422$, $p=0.000$) has a moderate correlation. This study shows the strength of the dimensions in MPCL in proving the suitability of the items used for replication in the context of schools.

Keywords: Mooney Problem Checklist, Translation Method, High Schools Students

1. Introduction

The Mooney Problem Checklist (MPCL) was developed by Ross L. Moony and Leonard V. Gordon in 1950. In order to more thoroughly objectively synthesis difficulties faced by young people. (Mooney, 1950). There are three forms of MPCL namely; Junior High School Form, High School Form and College Form. Mooney Problem Checklist (Junior High School Form) consists of 210 items and covered 7 dimensions of problems: Health and Physical Development (HPD-1), School (S-2), Home and Family (HF-3), Money, Work the Future (MWF-4), Boys and Girls relation (BG-5), Relation to People in General (PG-6), Self-centered Concerns (SC-7). The MPCL contains 330 items for College Form and also 330 items for High School Form. Both forms of MPCL comprised of 11 dimension including; Health and Physical Development (HPD-1), Finances, Living Conditions and Employment (FLE-2), Social and Recreational Activities (SRA-3), Social Psychological Relations (SPR-4), Personal-Psychological Relations (PPR-5), Courtship, Sex and Marriage (CSM-6), Home and Family (HF-7), Morals and Religion (MR-8), Adjustment to College Work (ACW-9), The Future Vocational and Educational (FVE-10), Curriculum and Teaching Procedure (CTP-11). The MPCL is regarded as one of the most helpful tools for classifying a variety of problems into 11 different categories and giving respondents the chance to mention any new concerns they may have. MPCL to determine the issues and difficulties faced by schoolchildren. The MPCL is well-liked in Malaysia since it is simple to administer, doesn't require in depth knowledge, and gives respondents the chance to express their opinions on any potential new issues (Hills et al., 2015).

Previous researchers have used MPCL to identify student challenges including studying by themselves. However, we cannot discount the impact of culture on a study, particularly when employing a tool or questionnaire created by a different culture. For instance, no two people from different nations, institutions, or degrees of education have the same issues. Additionally, the MPCL was created almost 65 years ago, raising some doubts about both its applicability and its psychometric capabilities. It is thought that the respondents' responses to a particular item are influenced by the time and cultural setting. One could hypothesize that there is a chance that certain items might not be applicable anymore. As a result, it is appropriate to conduct a previously unreported evaluation of the MPCL items' suitability in the context of Malaysian participants. Previous studies (Hyndman, 2017) or descriptive statistics in terms of mean, standard deviation, and percentage only dealt with reliability analysis (Hyndman & Chancellor, 2015). Many studies have used MPCL to determine the issues that students in various contexts experience, including those that are specific to international students, Muslim teenage students (Anderson et al., 2018) secondary school students, and university students. Social and recreational issues, educational assistance, adaption, and job issues are just a few examples of the problems that can arise. By looking at both the item-level and ability-level data of the MPCL, this work aims to close any gaps left by earlier studies (Baines & Blatchford, 2019).

1.1. Dimension of Money Problem Checklist (High Schools Form)

There were 11 dimensions of MPCL of High schools Form; Health and Physical Development, Finances, Living Conditions and Employment, Social and Recreational Activities, Social- Psychological Relations, Personal-Psychological Relations, Courtship, Sex and Marriage, Home and Family, Morals and Religion, Adjustment to College Work, The Future: Vocational and Educational, and Curriculum and Teaching Procedure.

Health and Physical Development: One area of development is the physical realm. It deals with how the body, including the brain, muscles, and senses, changes, develops, and acquires new abilities. Gross-motor and fine-motor skills are the primary indicators of physical development. These skills are necessary for children's general health and wellness. Gross motor skills need the use of large muscles in the arms or legs, as well as overall strength and endurance. Jumping, throwing, climbing,

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running, skipping, and kicking are a few examples of these abilities. Fine-motor abilities, which rely on tiny muscles in the arms, hands, and fingers, are aided by improvements in perception. These abilities could involve drawing, cutting, scribbling, or stringing beads. Children with good fine motor skills may take care of a number of self-care duties, such as clothing themselves or using utensils. Physical Health: By lowering the risk of obesity and disease, physical activity improves health and lengthens life expectancy. Small changes made now could have a big impact on the future character and duration of our lives. Weight management: Maintaining a healthy weight is one of the best things you can do for yourself because it influences other aspects of one's overall health. Obesity raises medical costs, lowers quality of life, productivity, and life expectancy. By 2048, all adults would be overweight or obese if current trends continued.

Finances Living Condition, and Employment: Students can augment their financial aid, pay for individual expenditures, and earn actual work experience by working a part-time job in college. Additionally, a recent study found that those who work later in their careers make more money. Daniel Douglas, visiting assistant professor of educational studies and social science research methods at Trinity College in Connecticut and co-author of a 2019 Rutgers Education and Employment Research Center paper, asserts that working harder during your first year of college will increase your earnings after graduation. Many college students may find it difficult to access financial services due to the minimal age limits and the identity documents needed to open an account. In general, it can be challenging to engage into agreements with minors who are under the legal majority age, which can range from 18 to 21 dependent on the nation. Girls are far less likely to enroll in and finish secondary education if they marry as children. Child marriage also lowers adult wages for early brides by 9% due to its effects on education. Additionally, those who live in poverty are more likely to get married young and are more likely to experience the negative effects of child marriage. In terms of having access to financial services, husbands might think that their young wives are unable to handle the family's finances (Wodon et al. 2017) and hence do not need financial services. According to financial records research conducted in Kenya, behind food, education is the second-highest expense for households.

Social and Recreational Activities: Schools are widely recognized as an important location for a child to grow their participation in physical activity, according to a thorough examination of evidence from more than 25 years (Hills, et al., 2015). Children who attend school exercise more frequently on average, according to this review's findings (Ferreira, et al., 2007). Children spend more than 30 hours a week in the classroom (and often an additional 30 hours), but schools also offer a wealth of outdoor adventure opportunities for pupils to develop healthy habits in terms of exercise, brain function, and social interaction. Such outside recreational activities may be co-curricular (such as recess and school sporting events) or curricular (such as through outside learning/recreational programmed) in nature. Extracurricular activities include things like after-school activities and active commuting. The constant decreases in the possibilities for children to play in their homes and surroundings (e.g., due to worries about neighborhood security, pollution, restrictions, and non-play norms at home) highlight the significance of these recreational opportunity's environments in schools (Hand, et al., 2018). Additionally, in order for a child to fulfil the annual activity recommendations, they must have a variety of opportunities to engage in physical exercise during school activities. International guidelines state that children should engage in an hour of moderate to vigorous physical activity (i.e., exercise that makes you sweat and puff) each day to promote healthy lifestyle habits and prevent diseases including Type 2 diabetes, cardiovascular disease, and osteoporosis (Hyndman, et al., 2017).

Courtship, Sex and Marriage: We were interested in learning about the following topics: (a) the students' formative experiences with various sex affirmation-denial and authority patterns; (b) how differences in health history, temperament, and emotional stability may be related to variations in reaction to the course; and (c) how students with various ideological presuppositions reacted. The complete married connection is infused with the generic undertones of adjustment in balancing ethical standards with ethical levels. Husband and wife, son and daughter, and other couples engage in the community through seven different social structures, including the family.

Social Psychological Relations: Nine out of ten children and youth in Canada and the United States, aged 5 to 18, attend school (Van Pelt, et al., 2015). Unfortunately, estimations indicate that as students move through secondary school, they become less involved. According to certain studies, 40–60% of young people exhibit indicators of disengagement, which frequently co-occur with other types of school adjustment problems. Given that issues with school transition can be precursors to a variety of dysfunctions throughout life (Greenberg, et al., 2017), it's critical to comprehend how pupils adjust to school and come up with supportive strategies connections with friends. We focus on school bullying in particular in this section since it is a serious peer-group issue that frequently jeopardizes students' academic and psychological wellbeing. Bullying is generally portrayed as an aggressive peer-to-peer behavior marked by a power imbalance between the perpetrator and the victim. This behavior is also sustained over time with the intention of doing harm (Hawley & Williford, 2014). Bullying is still a major problem in schools all over the world, and it has been shown that being involved in bullying, whether as a victim or a bully, is harmful to children and teenagers' health.

Personal Psychological Relations: To maintain a person's existence and promote improvement, some basic requirements must be fulfilled. Early conceptions of drive focused on physiological demands (e.g., hunger, thirst, sex, and sleep). Actions aimed to satisfy essential organismic needs and foster growth and development are driven and guided by psychological needs (Deci & Ryan, 2000). The self-determination theory (Deci & Ryan, 1985) model of human motivation and personality adopts an organismic perspective of human growth in which needs are seen as crucial to psychological development and purposeful behavior. According to (Ryan, 1985), psychological needs are what motivate self-integration, self-renewal, and self-expansion. According to the theoretical paradigm, people are born with the need for relatedness, competence, and autonomy. After nearly 20 years of study and theoretical development, these demands were gradually included into Self-Determination Theory in a

chronologically orderly way. The fulfilment of the demands for competence, autonomy, and relatedness has been investigated as a predictor of subjective well-being in a number of contexts, including work (Ryan & Deci, 2000), education, and social roles. While psychological requirements are innate, values are learnt and cognitively developed structures. Values are higher level goals that serve as guiding principles for living and are derived from experience and philosophical ideas (Schwartz, 1992). Numerous scholars have maintained that values must, at least in part, result from the satisfaction of basic wants and have made linkages between psychological needs and values. One of the objectives of the current study is to ascertain whether or if the satisfaction of fundamental psychological demands (autonomy, competence, and relatedness) predicts the presence of human values (responsibility, friendship, peaceful, respect, tolerant, and honesty).

Moral and Religious: Children and young people can investigate the major world faiths and nonreligious points of view as well as the difficulties these beliefs and ideals provide. This is made possible through religious and moral education. It aids students in forming and examining their moral principles as well as their ability for personal morality. Religious and moral education fosters considerate attitudes toward others by raising understanding and respect of the importance of each individual in a diverse community. The children and adolescents think more broadly about issues like discrimination and sectarianism, this knowledge and appreciation will help combat prejudice and intolerance. Children and teenagers who are undergoing religious and moral instruction actively seek for the meaning, worth, and purpose of life. Learning about religion and learning from religion both have intrinsic value as children and young people grow to grasp the diversity of our community and their own regulation within it. This process requires the development of reflective and critical thoughts, skills as well as a deeper appreciation of other people's values and ideas. Children and young people can see religion as a significant manifestation of the human experience by learning about it through religious and moral education. Learn about and from the cultures, opinions, and world religions selected for study, as well as other customs and views that are not based on any particular religion.

Home and Family: Since the previous review on this subject was published over three years ago, a significant amount of study pertaining to homes and family members has been completed. Psychological studies of the behavior of those who live in family members, from young children through the oldest individuals now provided by adult education, are also relevant to education for family life. For the educator in this subject, research on family behavior and community life in relation to families can also be a source of information. Sometimes the greatest way to determine what should be taught to students from the primary school level to the advanced graduate level or in cult education is to observe how individuals act in the present, what they know or do 't know, and what attitudes they have that will support or hinder their learning. Although it should be noted that they provide one sort of necessary tool material for the educator, these studies of people as they are personally or as they behave in relation to others cannot be reviewed here. Home economists typically regarded home economics as a highly specialized field of study. They frequently believed that general education was a set of subjects that should be taught to all pupils, however they had strong opinions about the subjects that should be included. Through its contribution to technological advancement, home economics was said to have aided in educating students to actively participate in social change. Teaching Techniques and Resources Finding ways to teach nutrition to elementary school students that will truly affect their eating patterns is a goal of many studies at the elementary school level. White rats were used by Cline, Johnson, and Lamb to show the effects of various diets and meals offered in schools. Using a number of additional techniques over the course of a six-week nutrition subject in 4th grade. The children were able to correctly choose from a variety of foods introduced to them, including foods that were defensive, those that would help them grow, and foods from various food classes, according to checklists and diet lists compiled before and after the unit, reports from parents at the end, and informational tests.

The Future Vocational and Educational: Vocational education training for careers in "the trades" and industry is great in theory, but it's tricky to make it work in practice. Although it sounds excellent in theory, it can be challenging to implement vocational education training for professions in "the trades" and industry. The mistrust that parents and children have for the voiced programs operated by the government school monopoly is both prevalent and well-founded. Put the parents and students in charge and let them create an effective education is the direction new initiatives in Oklahoma and West Virginia are pointing. Since more than ten years ago, there has been a strong call for more alternatives to the conventional educational college track. The No Child Left Behind law-related drive to improve K-12 educations traditional academic core skills began in the early 2000s with a focus on college readiness and encouraging more students to enroll in and succeed in college. For a while, standardized test results in math and reading served as one of the primary indicators of reform effectiveness alongside college entry levels and completion rates. Soon after, there was a reaction. The refrain, Not everyone needs to go to college became well-known. Education reformers began using the phrase college and career preparation when No Child Left Behind gave way to Common Core. As essential indicators of success, interest in college statistics has waned, placing math and reading test results at the forefront of discussion. No Child Left Behind and Common Core curriculum standards weren't written by political connections, college-elite snobs from the haughty chattering classes, who couldn't fathom a worthwhile life that involved getting paid to work with one's hands. Okay, so the explanation wasn't only that everyone involved in creating the requirements for No Child Left Behind and Common Core were politically connected, college-elite snobs from the haughty chattering classes who couldn't fathom a worthwhile life that involved being paid to work with one's hands. It's also not just that a slow-moving government monopoly can't keep up with how swiftly modern industry changes its training requirements. In all of American history, the government school monopoly has never performed admirably. The goal of the system's design in the 19th century was to give all students a very fundamental education in the "three Rs in K-8 schools before sending them on to various types

of apprenticeships and on-the-job training. (The tiny proportion who were headed for college were the only ones who attended high school.) Employers and others were therefore in charge of the real vocational education, not the government system.

Curriculum and Teaching Procedure: Home economists typically regarded home economics as a highly specialized field of study. They frequently believed that general education was a set of subjects that should be taught to all pupils, however they had strong opinions about the subjects that should be included. Through its contribution to technological advancement, home economics was said to have aided in educating students to actively participate in social change.

1.2. Problem Statement

When MPCL was first created, the respondents' propensity to choose particular objects as issues in their lives was taken into consideration. This study modifies the original instrument scale of measurement the item 73 from the CSM dimension. When using MPCL in this study, scaling is more applicable than traditional scoring techniques. An ordinal type of data in MPCL, the data rating scale, is one of the psychometric problems.

1.3. Significance of the Study

There is not enough empirical data to test the MPCL items. This study will show how well the MPCL dimensions work to satisfy the requirements of internal consistency. This will make it easier to get empirical data on the advantages and drawbacks of the dimensions in particular. The instrument developer can improve the MPCL items' quality by looking at the things that failed to measure the build holistically. This study has improved the MPCL's usability by allowing us to offer more details and empirical support for the separation index's person-and-item dependability. Modern Test Theory is typically used to examine things. The research provides the institutions with information on how they can improve the content of the development programs by analyzing the negative aspects of the MPCL dimensions. Additionally, it shows how well the students performed in each dimension.

1.4. Objectives of the study

- To translate and validate the Mooney Problem Checklist
- To translate and validate for high school

1.5. Rationale of study

The current study will provide psychologists with a tool that will be indigenous. They can evaluate specific problems in any child from this Urdu version translated scale. Psychologists can see which dimension they are bringing and then the teachers work on that particular child's cognitive skills to make up for that child's deficiency. It will be very easy for the students to understand this scale Due to the Urdu version, the children will understand each question and answer it correctly and thus the research will be valid.

1.6. Purpose of Study

This study was conducted with high school students using the Check List (C) to look for any differences. The goal is to evaluate how well the Check List (C) applies to this type of learner while considering norm-setting. While examining concerns related to student performance in government and private high schools for each dimension, the study aims to explore the internal consistency and separation index of the Mooney Problem Checklist (MPCL). The subjects covered by the eleven-dimensional category used to measure MPCL are as follows: (1) health, (2) finance, (3) recreation, (4) courtship, (5) social, (6) personal, (6) religion, (7) family, (9) career, (10) education and (11) learning. This study intends to investigate the internal consistency and separation index of the Mooney Problem Checklist (MPCL), look at the relationships between the eleven challenge categories of the MPCL, and discuss how high schools students scored for each dimension.

2. Research Methodology

2.1. Research Design

Nature of the study was quantitative that completed through survey research design. In this study, a total number of 150 students were purposively selected from the government and private high schools. Students of grade 9th, 10th, 11th, and 12th were selected whose age range was 12-18 years.

2.2. Research Instrument: Mooney Problem Checklist (High School Form)

The MPCL was used in this study to gather information from high schools. In this study, the term challenges refers to the difficulties of high school students. Students based on the eleven-dimensional MPCL dimensions by Mooney & Gordon (1950) that included (1) health, (2) financial, (3) recreation, (4) courtship, (5) social, (6) personal, (7) religion, (8) family, (9) career, (10) education, and (11) learning. Because its features are so simple to use and understand, MPCL is a student difficulties checklist that is most widely utilized and well-liked. Additionally, using MPCL does not require extensive knowledge (Sidek, 2013). The MPCL was chosen because it offers a wide range of problem categories and gives respondents the chance to list any new issues they may have. But one item from the dimension of CSM, item 73 has been removed from the original instrument because it is deemed inappropriate for the cultural environment in schools.

2.3. Approach and Administration

The survey was conducted as methodology in this study. The researchers have requested authorization from government and private high schools to conduct a study. The test was given for an hour while being observed by a school lecturer. Each student finished the test satisfactorily. The students were personally addressed during the instrument delivery and briefing. Students have roughly one hour to finish all of the questions. A research tool was assembled by the researcher. As a gesture of gratitude, letters of thanks and presents for the students were delivered to the instructors.

2.4. Instrument Administration

The MPCL was used in this study to gather information from a sample of high school students from government and private sector about the difficulties they encounter while attending class. In this study, the term challenges refers to the difficulties that students in schools encounter with the characteristics of MPCL as conceived by (Mooney & Gordon, 1950). There were eleven dimensions in the MPCL. The instrument did not include one item of (CSM) dimension because it was deemed inappropriate for the context of schools.

2.5. Mooney Problem Checklist (High School Form)

The 330 items that make up the MPCL address 11 different problem dimensions, including (1) health, (2) finance, (3) recreation, (4) courtship, (5) social, (6) personal, (7) religion, (8) family, (9) career, (10) education, and (11) learning. The MPCL is regarded as one of the most helpful tools for classifying a variety of problems into 11 different categories and giving respondents the chance to mention any new concerns they may have.

Table1: items distribution dimension of MPCL

| | Dimensions | Items |
|-----|--|-------|
| 1. | Health and Physical Development (HPD) | 30 |
| 2. | Finance, Living Conditions, and Employment (FLE) | 30 |
| 3. | Social and Recreational Activities (SRA) | 30 |
| 4. | Courtship, Sex, and Marriage (CSM) | 29 |
| 5. | Social Psychological Relation (SPR) | 30 |
| 6. | Personal Psychological Relations (PPR) | 30 |
| 7. | Morals and Religion (MR) | 30 |
| 8. | Home and Family (HF) | 30 |
| 9. | Future Vocational and Educational (FVE) | 30 |
| 10. | Adjustment to School Work (ASW) | 30 |
| 11. | Curriculum and Teaching Procedures (CTP) | 30 |

In this study, one item 73 from the dimension of CSM has been removed from the original instrument because it’s not considered appropriate to the cultural context in Schools.

2.6. Item Fit

The 329 items of Mooney Problem Checklist (High School Form) were found to use for translation and validation.

2.7. Removable items

One item dropped in MPCL from high school form because it is not considered appropriate to the cultural context in Schools.

2.8. Research Procedures

In this study, the selected Mooney Problem Checklist was to identify the problems of the students and this checklist was in English, students were having difficulty understanding English. Then sent an email to the author’s Mooney problem checklist to allow us to translate to Urdu the Mooney Problem Checklist but he didn’t get a response then investigated the author so the author was dead. Translated Mooney problem checklist verified translation with two government Urdu expert professors from government degree collage Multan. Then finalized the scale and apply the students. The student were 150. The data was collected by the backward-forward method. Used the high school form of MPCL for the data collection. High school form data was taken from 9th, 10th 1st year, and 2nd-year classes. The checklist for the high school form consisted of 329 items and demographic variables such as age, gender, school, and class. The school for research and innovation as well as the director of each school gave their approval for the study to be carried out. Additionally, permission is required from the Student Affairs Officer at each school, particularly to gather student information for the sample selection. The students were present for the handing out of the instruments and the briefing, which took place on hard-form paper. With the assistance of the schools’ teachers the checklist was completed in an hour and allowed 15 minutes for refreshment. Each student finished the test satisfactorily. Students have roughly 1 hour to complete all of the questions easily.

2.9. Backward-Forward Translation Method

The forward-backward methods translations of the Mooney problem checklist were created to examine the greatest. Although forward-backward methods created functionally comparable versions of the Mooney problem checklist, translation alone cannot close the minute gaps brought on by linguistic and cultural differences. To achieve equality between the modified (also known as target) and source (also known as original) versions of a questionnaire, a rigorous methodology that is frequently cheap labor is required. This is especially true when the target and source cultures differ significantly (Herdman et al., 1998). Two systematic evaluations have included many recommendations for questionnaire modification, however, the methods used differ and are mostly based on personal preferences (Epstein et al., 2015). Due to the lack of empirical data, the debate over the optimum approach is still open. Earlier research was unable to identify the ideal translation procedure or demonstrate the value of the back-translation stage. The forward-backward (FB) and dual-panel (DP) translation methods are the two most widely used in the field of health-related quality-of-life research, but none is better than the other (Hagell et al., 2010). In a sizable randomized experimental study, it was discovered that the qualities of translation studies with and without the reverse translation step were similar (Epstein et al., 2015). The argument that semantic and syntactical differences between languages would cause sentences of

back-translated writings to appear different from those of the source, even though the content may be similar in meaning, has been raised in discussions of back-translation (Swaine-Verdier et al.,2004). An incoherent text in the chosen language is more likely to be produced when there is an excessive accuracy to the source text (Chidlow et al., 2014).

3. Data Analysis

Data were analyzed by using SPSS 25th Version. The student’s response was entered into and analyzed by using SPSS 25th Version. The psychometric qualities of the items and tests were examined using SPSS 25th Version analysis. This study analyzed the frequency, correlation, and confirmative factor analysis. Several statistics were generated by the analysis, which can be used to evaluate the items’ quality.

4. Results

Table 1: Frequency Characteristics of the Respondents

| Variables | Category | F | % |
|-----------|----------|-----|-------|
| Age | 12 | 2 | 1.3 |
| | 13 | 22 | 14.7 |
| | 14 | 28 | 18.7 |
| | 15 | 29 | 19.3 |
| | 16 | 38 | 25.3 |
| | 17 | 23 | 15.3 |
| | 18 | 8 | 5.3 |
| | Total | 150 | 100.0 |
| Gender | Male | 75 | 50.0 |
| | Female | 75 | 50.0 |
| | Total | 150 | 100.0 |
| School | Govt. | 75 | 50.0 |
| | Private | 75 | 50.0 |
| | Total | 150 | 100.0 |
| Class | 9 | 35 | 23.3 |
| | 10 | 35 | 23.3 |
| | 11 | 40 | 26.7 |
| | 12 | 40 | 26.7 |
| | Total | 150 | 100.0 |

Table 2: Correlation and Descriptive Statistics of Study Variables

| Variable | Mean | Std. D | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----------|------|--------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. HPD | 6.14 | 3.59 | - | 763** | 680** | 422** | 787** | 799** | 719** | 575** | 747** | 755** | 681** |
| 2. FIE | 7.44 | 4.77 | | - | 791** | 588** | 871** | 715** | 806** | 710** | 857** | 804** | 816** |
| 3. SRA | 7.02 | 4.60 | | | - | 629** | 810** | 688** | 815** | 690** | 831** | 814** | 802** |
| 4. CSM | 6.32 | 4.08 | | | | - | 630** | 479** | 661** | 778** | 647** | 601** | 868* |
| 5. SPR | 6.45 | 4.53 | | | | | - | 752** | 823** | 788** | 868** | 833** | 856** |
| 6. PPR | 7.62 | 5.09 | | | | | | - | 709** | 607** | 743** | 812** | 778** |
| 7. MR | 7.29 | 4.50 | | | | | | | - | 695** | 855** | 882** | 892** |
| 8. HF | 5.98 | 3.64 | | | | | | | | - | 749** | 671** | 770** |
| 9. FVE | 6.84 | 5.16 | | | | | | | | | - | 813** | 841** |
| 10.ASW | 7.10 | 4.53 | | | | | | | | | | - | 865** |
| 11.CTP | 6.61 | 3.90 | | | | | | | | | | | - |

Note: **. Correlation is significant at the 0.01 level (2-tailed). There are 55 pairs of dimensions’ relationship that existed from 11 dimensions of MPCL. According to the findings, there are 30 pairs strong, 4 pairs moderate, and 21 very strong relationships between pairs of dimensions. The results demonstrated the strongest pair, MR - CTP, had a very strong association ($r= 0.892$, $p=0.000$). A moderate connection exists between the weakest pair, HPD-CSM ($r=0.422$, $p=0.000$). Based to Hair, Celsi, Original, and Bush (2013), the strength of association is 0.81 to 1.00 (very strong), 0.61 to 0.80 (strong), 0.60 to 0.41 (moderate), 0.21 to 0.40 (weak), and 0.00 to 0.20 (very weak to no relationship).

Table 3: Confirmative Factor Analysis (CFA)

| Latent construct/ factors | Item/ indicators | Factor Loading | CFI | Average variance Extracted | R ² | Composite reliability (Cronbach’s alpha) |
|------------------------------|------------------|-------------------|-----|-------------------------------|----------------|---|
| HPD | Hpd1 | .67 | | | .677 | |
| | Hpd2 | .53 | | | .526 | |
| | Hpd3 | .46 | | | .480 | |
| | Hpd4 | .48 | | | .401 | |
| | Hpd5 | .56 | | | .538 | |

| | | | | | |
|-----|--------|-----|------|------|------|
| | Hpd56 | .58 | | .577 | |
| | Hpd57 | .50 | | .503 | |
| | Hpd58 | .54 | | .533 | |
| | Hpd59 | .85 | | .866 | |
| | Hpd60 | .49 | | .490 | |
| | Hpd111 | .56 | 0.53 | .540 | |
| | Hpd112 | .55 | | .547 | |
| | Hpd113 | .48 | | .451 | |
| | Hpd114 | .53 | | .538 | |
| | Hpd115 | .44 | .963 | .477 | .743 |
| | Hpd166 | .50 | | .503 | |
| | Hpd167 | .54 | | .533 | |
| | Hpd168 | .67 | | .665 | |
| | Hpd169 | .50 | | .590 | |
| | Hpd170 | .53 | | .577 | |
| | Hpd221 | .47 | | .426 | |
| | Hpd222 | .55 | | .580 | |
| | Hpd223 | .44 | | .401 | |
| | Hpd224 | .55 | | .538 | |
| | Hpd225 | .48 | | .477 | |
| | Hpd276 | .53 | | .501 | |
| | Hpd277 | .58 | | .538 | |
| | Hpd278 | .45 | | .477 | |
| | Hpd279 | .54 | | .503 | |
| SRA | Hpd80 | .67 | | .633 | |
| | sra11 | .50 | | .503 | |
| | sra12 | .54 | | .533 | |
| | sra13 | .67 | | .665 | |
| | sra14 | .50 | | .590 | |
| | sra15 | .53 | | .577 | |
| | sra66 | .47 | | .426 | |
| | sra67 | .55 | | .580 | |
| | sra68 | .44 | | .401 | |
| | sra69 | .55 | | .538 | |
| | sra70 | .48 | | .477 | |
| | sra121 | .53 | 0.65 | .501 | |
| | sra122 | .58 | | .538 | |
| | sra123 | .45 | | .477 | |
| | sra124 | .54 | | .503 | |
| | sra125 | .67 | .963 | .633 | .753 |
| | sra176 | .56 | | .577 | |
| | sra177 | .53 | | .526 | |
| | sra178 | .58 | | .580 | |
| | sra179 | .44 | | .401 | |
| | sra180 | .53 | | .538 | |
| | sra231 | .58 | | .577 | |
| | sra232 | .50 | | .503 | |
| | sra233 | .54 | | .533 | |
| | sra234 | .47 | | .466 | |
| | sra235 | .45 | | .490 | |
| | sra286 | .44 | | .440 | |
| | sra287 | .55 | | .547 | |
| | sra288 | .48 | | .401 | |
| | sra289 | .53 | | .538 | |
| CSM | sra290 | .57 | | .577 | |
| | csm16 | .44 | | .471 | |
| | csm17 | .49 | | .423 | |
| | csm18 | .44 | | .484 | |
| | csm19 | .55 | | .502 | |
| | csm20 | .55 | | .535 | |

| | | | | | | |
|-----|--------|-----|------|-------|------|------|
| | csm71 | .45 | | | .472 | |
| | csm72 | .47 | | | .404 | |
| | csm74 | .59 | | | .534 | |
| | csm75 | .50 | | | .563 | |
| | csm126 | .45 | | | .494 | |
| | csm127 | .48 | | | .444 | |
| | csm128 | .67 | | | .643 | |
| | csm129 | .58 | | | .504 | |
| | csm130 | .48 | | .74 | .433 | .768 |
| | csm181 | .53 | .963 | | .571 | |
| | csm182 | .44 | | | .403 | |
| | csm183 | .55 | | | .533 | |
| | csm184 | .48 | | | .465 | |
| | csm185 | .53 | | | .594 | |
| | csm236 | .87 | | | .875 | |
| | csm237 | .53 | | | .524 | |
| | csm238 | .58 | | | .583 | |
| | csm239 | .50 | | | .504 | |
| | csm240 | .54 | | | .533 | |
| | csm291 | .45 | | | .473 | |
| | csm292 | .48 | | | .401 | |
| | csm293 | .53 | | | .538 | |
| | csm294 | .58 | | | .577 | |
| | csm295 | .56 | | | .533 | |
| SPR | spr21 | .67 | | | .677 | |
| | spr22 | .57 | | | .526 | |
| | spr23 | .78 | | | .780 | |
| | spr24 | .56 | | | .501 | |
| | spr25 | .56 | | | .538 | |
| | spr76 | .78 | | | .778 | |
| | spr77 | .50 | | | .503 | |
| | spr78 | .45 | | | .433 | |
| | spr79 | .47 | | | .466 | |
| | spr80 | .76 | | | .790 | |
| | spr131 | .44 | | 0.456 | .440 | |
| | spr132 | .67 | | | .647 | |
| | spr133 | .79 | | | .701 | |
| | spr134 | .53 | | | .538 | |
| | spr135 | .58 | .963 | | .577 | .745 |
| | spr186 | .87 | | | .803 | |
| | spr187 | .54 | | | .533 | |
| | spr188 | .68 | | | .668 | |
| | spr189 | .56 | | | .590 | |
| | spr190 | .48 | | | .477 | |
| | spr241 | .47 | | | .426 | |
| | spr242 | .67 | | | .680 | |
| | spr243 | .44 | | | .401 | |
| | spr244 | .55 | | | .538 | |
| | spr245 | .78 | | | .757 | |
| | spr296 | .78 | | | .701 | |
| | spr297 | .66 | | | .638 | |
| | spr298 | .87 | | | .867 | |
| | spr299 | .44 | | | .403 | |
| | spr300 | .50 | | | .533 | |
| PPR | ppr26 | .44 | | | .477 | |
| | ppr27 | .53 | | | .526 | |
| | ppr28 | .58 | | | .580 | |
| | ppr29 | .45 | | | .401 | |
| | ppr30 | .53 | | | .538 | |
| | ppr81 | .58 | | | .577 | |

| | | | | |
|----|--------|-----|------|------|
| | ppr82 | .50 | | .503 |
| | ppr83 | .44 | | .433 |
| | ppr84 | .47 | | .466 |
| | ppr85 | .49 | | .490 |
| | ppr136 | .44 | 0.54 | .440 |
| | ppr137 | .76 | | .747 |
| | ppr138 | .48 | | .451 |
| | ppr139 | .53 | | .538 |
| | ppr140 | .78 | .963 | .778 |
| | ppr191 | .50 | | .503 |
| | ppr192 | .54 | | .533 |
| | ppr193 | .43 | | .466 |
| | ppr194 | .50 | | .590 |
| | ppr195 | .53 | | .577 |
| | ppr246 | .76 | | .726 |
| | ppr247 | .49 | | .480 |
| | ppr248 | .44 | | .401 |
| | ppr249 | .55 | | .538 |
| | ppr250 | .67 | | .677 |
| | ppr301 | .53 | | .501 |
| | ppr302 | .58 | | .538 |
| | ppr303 | .64 | | .677 |
| | ppr304 | .54 | | .503 |
| | ppr305 | .76 | | .733 |
| MR | mr31 | .56 | | .577 |
| | mr32 | .53 | | .526 |
| | mr33 | .58 | | .580 |
| | mr34 | .67 | | .601 |
| | mr35 | .53 | | .538 |
| | mr86 | .58 | | .577 |
| | mr87 | .50 | | .503 |
| | mr88 | .54 | | .533 |
| | mr89 | .47 | | .466 |
| | mr90 | .57 | | .590 |
| | mr141 | .44 | 0.55 | .440 |
| | mr142 | .55 | | .547 |
| | mr143 | .48 | | .401 |
| | mr144 | .53 | | .538 |
| | mr145 | .57 | .963 | .577 |
| | mr196 | .76 | | .703 |
| | mr197 | .54 | | .533 |
| | mr198 | .76 | | .766 |
| | mr199 | .87 | | .890 |
| | mr200 | .53 | | .577 |
| | mr251 | .47 | | .426 |
| | mr252 | .66 | | .680 |
| | mr253 | .44 | | .401 |
| | mr254 | .63 | | .638 |
| | mr255 | .68 | | .677 |
| | mr306 | .53 | | .501 |
| | mr307 | .58 | | .538 |
| | mr308 | .67 | | .677 |
| | mr309 | .67 | | .603 |
| | mr310 | .50 | | .533 |
| HF | Hf36 | .45 | | .477 |
| | hf37 | .53 | | .526 |
| | hf38 | .46 | | .480 |
| | hf39 | .48 | | .401 |
| | hf40 | .56 | | .538 |
| | hf91 | .58 | | .577 |

| | | | | |
|-----|--------|-----|-------|------|
| | hf92 | .66 | | .603 |
| | hf93 | .54 | | .533 |
| | hf94 | .85 | | .866 |
| | hf95 | .49 | | .490 |
| | hf146 | .78 | 0.675 | .740 |
| | hf147 | .55 | | .547 |
| | hf148 | .48 | | .451 |
| | hf149 | .53 | | .538 |
| | hf150 | .44 | .963 | .477 |
| | hf201 | .77 | | .703 |
| | hf202 | .54 | | .533 |
| | hf203 | .67 | | .665 |
| | hf204 | .50 | | .590 |
| | hf205 | .67 | | .677 |
| | hf256 | .47 | | .426 |
| | hf257 | .55 | | .580 |
| | hf258 | .44 | | .401 |
| | hf259 | .55 | | .538 |
| | hf260 | .48 | | .477 |
| | hf311 | .65 | | .601 |
| | hf312 | .58 | | .538 |
| | hf313 | .45 | | .477 |
| | hf314 | .44 | | .403 |
| | hf315 | .67 | | .633 |
| FVE | fve41 | .55 | | .577 |
| | fve42 | .57 | | .526 |
| | fve43 | .78 | | .780 |
| | fve44 | .56 | | .501 |
| | fve45 | .56 | | .538 |
| | fve96 | .78 | | .778 |
| | fve97 | .45 | | .403 |
| | fve98 | .45 | | .433 |
| | fve99 | .47 | | .466 |
| | fve100 | .76 | | .790 |
| | fve151 | .44 | 0.654 | .440 |
| | fve152 | .67 | | .647 |
| | fve153 | .79 | | .701 |
| | fve154 | .66 | | .638 |
| | fve155 | .58 | .963 | .577 |
| | fve206 | .87 | | .803 |
| | fve207 | .54 | | .533 |
| | fve208 | .68 | | .668 |
| | fve209 | .56 | | .590 |
| | fve210 | .48 | | .477 |
| | fve261 | .47 | | .426 |
| | fve262 | .67 | | .680 |
| | fve263 | .44 | | .401 |
| | fve264 | .55 | | .538 |
| | fve265 | .56 | | .557 |
| | fve316 | .78 | | .701 |
| | fve317 | .66 | | .638 |
| | fve318 | .87 | | .867 |
| | fve319 | .44 | | .403 |
| | fve320 | .77 | | .733 |
| ASW | asw46 | .55 | | .577 |
| | asw47 | .57 | | .526 |
| | asw48 | .78 | | .780 |
| | asw49 | .56 | | .501 |
| | asw50 | .56 | | .538 |
| | asw101 | .78 | | .778 |

| | | | | |
|-----|--------|-----|-------|------|
| | asw102 | .50 | | .503 |
| | asw103 | .45 | | .433 |
| | asw104 | .47 | | .466 |
| | asw105 | .45 | | .490 |
| | asw156 | .44 | 0.673 | .440 |
| | asw157 | .67 | | .647 |
| | asw158 | .79 | | .701 |
| | asw159 | .53 | | .538 |
| | asw160 | .77 | .963 | .777 |
| | asw211 | .87 | | .803 |
| | asw212 | .54 | | .533 |
| | asw213 | .65 | | .668 |
| | asw214 | .56 | | .590 |
| | asw215 | .48 | | .477 |
| | asw266 | .77 | | .726 |
| | asw267 | .67 | | .680 |
| | asw268 | .44 | | .401 |
| | asw269 | .44 | | .438 |
| | asw270 | .78 | | .757 |
| | asw321 | .67 | | .601 |
| | asw322 | .66 | | .638 |
| | asw323 | .87 | | .867 |
| | asw324 | .48 | | .403 |
| | asw325 | .76 | | .733 |
| CTP | ctp51 | .46 | | .477 |
| | ctp52 | .56 | | .526 |
| | ctp53 | .56 | | .580 |
| | ctp54 | .45 | | .401 |
| | ctp55 | .55 | | .538 |
| | cpt106 | .58 | | .577 |
| | cpt107 | .50 | | .503 |
| | cpt108 | .76 | | .733 |
| | cpt109 | .47 | | .466 |
| | cpt110 | .49 | | .490 |
| | ctp161 | .44 | 0.546 | .440 |
| | ctp162 | .69 | | .647 |
| | ctp163 | .48 | | .451 |
| | ctp164 | .53 | | .538 |
| | ctp165 | .44 | .963 | .478 |
| | ctp216 | .50 | | .503 |
| | ctp217 | .54 | | .533 |
| | ctp218 | .43 | | .466 |
| | ctp219 | .77 | | .790 |
| | ctp220 | .53 | | .577 |
| | ctp271 | .76 | | .726 |
| | ctp272 | .45 | | .480 |
| | ctp273 | .44 | | .401 |
| | ctp274 | .55 | | .538 |
| | ctp275 | .58 | | .577 |
| | ctp326 | .53 | | .501 |
| | ctp327 | .78 | | .738 |
| | ctp328 | .64 | | .677 |
| | ctp329 | .55 | | .503 |
| | ctp330 | .76 | | .733 |

5. Discussion

This study aims to translate and validate MPCL high schools form. The MPCL was chosen because it offers a wide range of problem categories and gives respondents the chance to list any new issues they may have. But one item from the dimension of CSM, item 73 has been removed from the original instrument because it was deemed inappropriate for the cultural environment in schools. The 329 items of Mooney Problem Checklist (High School Form) Translated Mooney problem

checklist verified translation with two government Urdu expert professors from government degree college Multan. Then finalized the scale and apply the students. Additionally, permission is required from the Student Affairs Officer at each school, particularly to gather student information for the sample selection. The students were present for the handing out of the instruments and the briefing, which took place on hard-form paper. With the assistance of the schools teachers and college teachers, the checklist was completed in an hour and allowed 15 minutes for refreshment. Each student finished the test satisfactorily. Students have roughly 1 hour to complete all of the questions easily.

Four demographic variables were present: age, gender, school, and class. 150 respondents from government and private schools who were in high schools were given the Mooney Problem Checklist, which has eleven dimensions. High school form data was taken from 9th, 10th, 1st year, and 2nd year classes. In this study, frequency, correlation, and confirmatory analyses were examined. The analysis was conducted using SPSS 25th Version to evaluate the psychometric properties including item fit statistics, detached items, structural model, local independence, and item polar validity. The 150 students were purposefully selected from high schools. In this study, one item 73 from the CSM dimension of the original instrument was removed. Because it is deemed inappropriate for the cultural environment in schools.

This study provides a significant contribution to improving the scale development and validation of the MPCL instrument. The results of high school students, there are 55 pairs of dimensions relationship that existed from 11 dimensions of MPCL. The results showed that 21 pairs of dimensions have a very strong relationship, 30 have a strong and 4 pair has a moderate relationship. The findings showed the strongest pair MR -CTP ($r=0.892$, $p=0.000$), has a very strong correlation. The weakest pair HPD-CSM ($r=0.422$, $p=0.000$) has a moderate correlation. This study shows the strength of the dimensions in MPCL in proving the suitability of the items used for replication in the context of schools. The research not only contributes to testing the psychometric properties of the items in replicating with school students' context, but it is also showing us the students' performance for each dimension as well.

The MPCL has been used in numerous research studies to pinpoint the issues that students in various contexts, including international students, Muslim adolescent students, secondary school students, and college students, are facing. Among the several categories of issues are social and recreational, educational guidance, adaption, and career-related issues. This study illustrates how the MPCL dimensions are effective at demonstrating the replication item' suitability for use in the context of schools. The study not only tests the psychometric properties of the items in a setting resembling that of school students but also displays the performance of the students for each dimension.

6. Summary

This study intends to assess the validity of the Mooney Problem Checklist's Urdu translation in various government and private schools. The 150 respondents from government and private high schools were given the Mooney problem checklist, which has eleven dimensions. The findings showed the strongest pair MR -CTP ($r=0.892$, $p=0.000$), has a very strong correlation. The weakest pair HPD-CSM ($r=0.422$, $p=0.000$) has a moderate correlation.

7. Conclusion

According to the study, the validation of MPCL items was examined, and the best-fitting items were grouped in light of the difficulties faced by high school students. The 329 items of high school forms of the MPCL were found to have good school characteristics based on MPCL, indicating its ability in the school context. Therefore, it is advised that educators and researchers use the modified version of the MPCL to identify the difficulties faced by students. More research is needed, particularly regarding analyzing respondents with a greater ability to reply to the questions. Therefore, educators and school administration can use the data from the modified MPCL to pinpoint students who are having problems and support them by putting in place the right programs. This study was successful in achieving its goal of validating MPCL in the setting of several governments and private high schools.

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**1950
REVISION**

**HIGH
SCHOOL
FORM
(9 to 12 class)**

MOONEY PROBLEM CHECKLIST
Translated by Rabia Murtaza et al. (2022)

عمر.....تاریخ پیدائش.....جنس.....لڑکا/لڑکی
سکول کا نام.....نام.....تاریخ.....

ہدایات

یہ لڑکوں اور لڑکیوں کے کچھ مسائل کا امتحان ہے۔ آپ کو ان مسائل کا انتخاب کرنا ہے جو آپ کو پریشان کر رہے ہیں۔ فہرست کو آہستہ سے پڑھیں، جیسے ہی آپ کسی مسئلہ کی طرف آتے ہیں جو آپ کو پریشان کر رہا ہے، اس کے نیچے ایک لکیر اگر آپ اکثر سر درد سے پریشان رہتے ہیں، آپ پہلے سوال کے نیچے لکیر کھینچیں گے، کھینچیں۔ مثال کے طور پر

| Cir. | Tot. |
|------|------|
| | HPD |
| | |
| | FIE |
| | |
| | SRA |
| | |
| | CSM |
| | |
| | SPR |
| | |
| | PPR |
| | |
| | MR |
| | |
| | HF |
| | |
| | FVE |
| | |
| | AS |
| | |
| | CTP |
| | |
| | Tot. |

| | | |
|-------------|----|-----|
| کم وزن ہونا | .1 | HPD |
|-------------|----|-----|

| | | |
|--|-----|-----|
| وزن کا زیادہ ہونا | .2 | HPD |
| ورزش کم کرنا | .3 | HPD |
| اکثر بیمار ہونا | .4 | HPD |
| آسانی سے تھک جانا | .5 | HPD |
| | | |
| پیسے بچانے کا طریقہ سیکھنے کی ضرورت ہے . | .6 | FLE |
| اپنے پیسے کو ضرورت اور سمجھداری سے خرچ کرنے کا طریقہ نہیں جانتا | .7 | FLE |
| میرے دوستوں کے مقابلے میں کم پیسے ہونا | .8 | FLE |
| والدین سے پیسے مانگنا | .9 | FLE |
| کوئی باقاعدہ الاؤنس (یا آمدنی) کا نا ہونا | .10 | FLE |
| | | |
| لوگوں سے ملنے جانے میں سست ہونا | .11 | SRA |
| لوگوں سے ملنے میں جھجک محسوس کرنا | .12 | SRA |
| سماجی معاملات کو حل کرنے میں ناکام ہونا | .13 | SRA |
| بات چیت جاری رکھنے میں پریشانی | .14 | SRA |
| مجھے اپنے سماجی آداب کا یقین نہیں ہوتا | .15 | SRA |
| | | |
| مخالف جنس کے ساتھ دوستی | .16 | CSM |
| مخالف جنس کے ساتھ ملاقات میں بے چینی محسوس کرنا | .17 | CSM |
| مخالف جنس کے ساتھ میل جول میں مشکل محسوس آنا | .18 | CSM |
| مخالف جنس کا پرکشش نہ ہونا | .19 | CSM |
| مخالف جنس کے ساتھ رابطے کی اجازت نہ ہونا | .20 | CSM |
| | | |
| بحث میں پڑنا | .21 | SPR |
| لوگوں کے جذبات کو ٹھیس پہنچانا | .22 | SPR |
| اکثر لوگوں کی باتوں کا موضوع ہونا | .23 | SPR |
| مزاح کا نشانہ بننا | .24 | SPR |
| دوسروں سے مختلف ہونا | .25 | SPR |
| | | |
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